

**Introduction:**

**LEA:** Chula Vista Elementary School District **Contact (Name, Title, Email, Phone Number):** Francisco Escobedo, Superintendent, francisco.escobedo@cvesd.org, 2015-16  
**LCAP Year:** 2014-17

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>The development of the CVESD LCAP began in January 2015. Involvement of various stakeholders included a principals' meeting, six community forums, DAC/DELAC meetings, and BAC meetings. An LCAP Advisory Committee was established and comprised of stakeholders including Chula Vista Educators, Chula Vista Classified Employee Organization, DAC/DELAC parent representatives, BAC parent representative, principals, and two cabinet members. A special DAC/DLAC meeting was held on April 8, 2015 for</p>	<p>Each of the mentioned stakeholder groups contributed valuable input in the development of the LCAP for CVESD. To obtain input from parent and local citizens, special District Advisory Council/District English Learner Advisory Committee (DAC/DELAC) and Budget Advisory Committee (BAC) meetings were held for the purpose of gathering input below. We held six community forums. From the BAC: Part 1 – What are your thoughts on how to improve/strengthen these current</p>

consultation and the input process. At the DAC/DLAC meeting on April 21, 2015, the superintendent responded to parent stakeholder questions regarding the LCAP. Parents received a written response from the superintendent. The DRAFT was provided to all stakeholder groups by mid-May, Public Hearing was conducted at the regular meeting of the CVESD Board of Education on May 27, and final approval on June 10, 2015.

actions/services?

- Goal 4 - As a Board Member, we have increased/parent training, but no one is attending. We need to use the designated HUBS to train parents and provide them at the school site, too. Parent liaison at each school site, trained at the HUBS by the Parent Department at the District.
- More engaged students lend to more engaged parents.
- Improving attendance is key, and nurse plays a key role in this area. Nursing services to our students could be greatly enhanced through the support of a resource nurse. This nurse could provide support for administrators, nurses, and families to improve health, attendance, and student success. Social work action is also needed for assisting our student's needs and parent awareness and engagement. Foster Youth parent training and emotional/social services support.
- 3C – Every school should have a typing program for students.
- We want to make sure that we keep the District resource teacher (RT) model. It would be a good idea to reevaluate the hiring process for District RTs so that we ensure more schools can have a RT.
- Less subgoals. More specific with “refresh libraries”. Ensure all schools have Achieve3000®.
- When will the SIBS training be happening? Will everybody be receiving kits?
- Goal 1 – Where is the money coming from to cover 1B and how much will be allocated? Are you going to hire more teachers to cover 1F and where is the money coming from? The description on 2A is too vague. Need details and timeline.
- Goal 12 – Training and supplies for enough staff at each site to make RTI doable?
- More emphasis on technology – training and one-on-one devices. Full time school psychologist at each school.
- Goal 3 – I see that the District has implemented improvements. The programs have been helpful to families that have taken advantage of them. The standards are questionable to me. How are the standards set? Who controls and supervises the standards, and how?
- Goal 2 – Use of technology. One-to-one devices at every classroom, every school.
- Goal 2B – Add to, refresh classroom libraries.
- Goal 1F – Reevaluate nutrition standards. Make lunch menus align with the Wellness Policy.

- Goal 2B – Update technology, train staff to integrate, provide ongoing higher frequency tech support.
- Goal 3C – The standards need to be accountable and measurable on report card.
- 4A & 4C – Provide opportunities for parents who work for training and/or support.
- Establish a partnership with Internet providers inclusive of devices where the District benefits monetarily or receives “credit” so that the contract is focused on CVESD families and not profit for business.
- I did not know they had Family Resource Centers. This needs to be strengthened.
- Monies need to be specifically ear-marked for specific improvements (new library, technology, etc.).
- I think to get more parents involved, they should get a type of certificate so they get more motivated when they get any training.
- Goal 2, 2B – Since there’s school wide Wi-Fi, they should get rid of obsolete technology. There will be more space for students to interact.
- G3, 3B – Make sure to let low income parents know how to ask these connect to compete offer when they call the company because the ones that don’t know, the company charges more.
- 4.9 & 6.9 should be distributed based on school site student need. There shouldn’t be an even district distribution.
- The 4.9 million should be distributed based on school site student need evenly distributed.
- Goal 1B – GATE instruction is only for certain kids. Implementing science/differentiation school wide could give different opportunities to all kids.
- Goal 2A – Don’t stress students with all the testing. Less testing, more creative learning.
- Goal 2B – Have libraries used. Too much technology for such young minds.
- Goal 4A – More meetings on how parents can help their children be successful at school. Help sites improve communication to parents.
- Getting CCSS materials to schools before 2017 deadline in order to meet CCSS third grade.
- Enough laptops for an entire grade level; a rolling cart of iPads.
- When will training of “best practices” occur? What does it look like?
- Subs: “A: players, trainings for CCSS.
- How are parents involved in math adoption? Spanish support in any

adoption (Eureka).

- NGSS: Getting proper materials for teaching and adoption of program/instructional materials.
- Who will provide funding and support for the “Balanced Education Program?”
- What does “equitable” technology look like?
- How will 5% increase in number of teachers effectively implementing best practices aligned to CCSS be supported? What kind of training will be provided? Increase should NOT be tied to student monitoring/progress!
- How will the district ensure that instructional materials are complete, aligned to CCSS?
- What are the assessment criteria of a HQT?
- More working technology and an IT specialist on campus every day!
- What support will be given to recruit and retain “A” players? What will be given to B, C, and D players to “up their game?”
- We need to have materials six months before instruction is to start so that we (teachers) can be knowledgeable!
- Hire more help for teachers at schools. We should have more Common Core training classes for parents at school sites. Especially math! I think we should offer Spanish classes to fifth or sixth grade students who are not in Dual Immersion Programs. This will help prepare them for Spanish in middle and high schools.
- More Spanish translators or access to bilingual service providers (speech, psychologist, social workers) continued exploration on how to get a full-time music teacher for each school. (Last year, we had a grant for a third-grade music teacher. Parent was so happy that her daughter was able to have this experience and would like it to continue.)
- Is the BMI in the right category? Should it be in “Conditions of Learning?”
- Collaboration time for teacher through Part-Time Support Staff.
- Common Core for SDC: Parent training, inclusion at Wolf Canyon.
- MAC: Military Ambassador Club.
- Create a cohesive PE plan for all grade levels.
- WCCC: Wolf Canyon Cub Club to support military families (“plays date”).
- MFLC: military support through counseling.
- School Blog/Grade-level Blogs.
- Parent Handbook for trainings.
- Parent ongoing training; resource online or videos.
- Edmodo.

- Raz-kids.
- IL: home link connection.
- Monthly character traits.
- Technology support through: revisit K-6 tech plan, more hours for tech support onsite (\*more computers!).
- Parent academy; ongoing series of workshops.
- Parent liaison per school sites.
- Parent Resource area: classroom, wall, mailbox, or inbox suggestions.
- Saturday CCSS Parent Academy and Parent Walkthrough.
- Student list of Activities: "Electives."
- Student led: announcements, safety patrol pledge (intercom on rainy days)
- Video instruction: Student experts; video "how to", link or video to help parents/students.
- Star Student/"Student Teachers"/Student experts.
- Teacher brings more awareness to school events and meetings.
- Attendance rewards: quarterly/monthly: treasure box, coupons, homework pass.
- "Secret Word": raffle in the messages, bulletins blogs, and flyers home.
- Core Literature available online per grade level.
- Grade-level Math inservices for parents.
- Have meetings at schools instead of at the District Office. It is hard to get parents to come to a meeting at the school – even harder to get them to the District Office. Maybe have parent workshops at school sites for parents without transportation.
- Continue to provide access to Internet services in the homes of all our families. Comment – Parents strongly support technology improvements to help student engagement.
- By 2017, the percentage of Grades K-1 students scoring at grade level or above on the Local Measures Reading assessment shall be 85%.
- WE like alignment of proficiency % (75) to LCAP. 2017 nice goal so we can look at data over the years.
- Interventions for those not meeting, especially ELs, Foster Youth, new to country.
- Goal #2: changed from Local Measures to CAASPP – Grade 2 will require individual (grades) assessment.
- Goal #2: concern % of current score on Local Measures – Grades 3-6 (current 52%) goal to reach 75% is a concern. Increase/focus on professional development?



- What will we do for not meeting proficiency goals on LM or CAASPP?
- Goal #3: Parent involvement, how? Expectations for teachers/parents?
- Support? Funding? Training? Teachers/parents (parent training).
- Goal 4: Lexile Reading: cost of training to supplemental training for teachers. Measurement undetermined.
- K-3 Literacy Training: for all? In case of grade-level change of teacher. Ongoing?
- Meeting grade-level reading by Grade 3: ELs included: Resources, interventions, training?
- How will the increase of 15% of fluent affect EL funding?
- Hot reclassification: should be increasing proficiency level annually?
- 15% increase in level rather than reclassified? 1 to 2; 2 to 3; 3 to 4; 4 to 5?
- We need to find a way to get parents to come to training sessions on Common Core and Reading.
- Goals 11A/11D – We have an excellent resource aide who is extremely important to help achieve goal 11A and 11D. Without our resource aide, these goals will be less effective. Goals 12D and 13D and 14 – Our resource aide/teacher does provide excellent service to help achieve all these goals. She is crucial asset to our school here in Olympic View. Please let's keep a resource aide/teacher at our school! Other concerns/questions – Is it possible to help our English Learner parents learn English by the District or school? Helping parents learn English will help our students do better in school; because parents can then help with homework, etc.
- More support in mental health/counseling services for students in need. Our Title I population has grown.
- Provide iPads to all students can help so that all the students can achieve the same education level, because there are many children that don't have access to technology at the school or at home.
- I believe that the children in DI could be helped by having an aide, because their time is very different from a regular classroom, so they can improve their level.
- If it is possible, for all schools to spend about 10 minutes daily teaching moral values and the importance of those values; and to have the family have the responsibility of putting them to practice. (values and moral)
- Participation: Connect to complete. It is difficult to qualify due to the restrictions on income limit.
- Participation: I agree with the goals that are being implemented.
- Student Outcomes: I would like that the Instructional Aide for ELs would

have work materials and also the needed space to perform their job and to address the needs of ELs at the schools.

- Student Outcomes: Involve children in technology through the study of their content areas and to have after school clubs free of charge.
- No #: More informational forums for parents on how it is being implemented and how they can support their schools be more effective.
- The resources could be used in other areas.
- Afterschool programs for students (Imagine Learning)
- I like the idea of supporting the students that are struggling with reading. With Materials and teacher training, also the team of bilingual teachers.
- 13D: It is a good idea to implement goal 13 D. It is a good idea to monitor the student's learning during the breaks so that for the next school year they can be at grade level and make more progress.
- Participation
- Connect to Complete. It is hard to qualify for the program, because if you already have cox or if your income exceeds the limit you cannot qualify.
- 1: More schools with dual immersion.
- 1: To look for activities to strengthen a better connection between the school and the parents, to increase the awareness of the importance of parent participation.
- 1D Help prevent at-risk students from becoming foster. Social workers in all the schools.
- 1: PIQE in Title I Schools.
- 1: Increase the number of preschools.
- 1D: The social worker should also work with those who are at risk of becoming high risk, and prevent these situations.
- 1D: To have social workers at every school.
- 1E: The psychologist should work with all students implementing methods to develop mental skills.
- 1G – To have more communication with middle and high school institutions, providing them with information about Grade 6 students heading to Grade 7
- 1F: If the psychologist has extra time, to have that person work in different activities with children who are not necessarily in special education.
- 2: To explore extracurricular activities for a better learning experience in everyday life, in order to enhance critical and creative thinking.
- 2: When will the district provide funds to purchase books for the school library?

- 2: To search for activities outside the school to learn more about everyday life in order to promote reasoning and creative development.
- 2: It would be very helpful if the district could help with the cost of computer equipment.
- 2B Provide computers to libraries so that children who don't have computers can use them afterschool.
- 3A: Update the District's web page.
- 3: To develop a contract with an Internet service provider so that low-income families have a chance to lease a computer with Internet service.
- 3: To buy computer programs for students to teach them to use the keyboard.
- 3D: For time to be shared with equity amongst all the schools and ensure that the technology equipment be kept in good working order.
- 3D: That the time be shared equally by all the schools and ensure that all the computers are efficient and in good conditions for all students.
- 4: To give more resources to schools so that they can bring presenters to provide training.

That each school receive funds for childcare.

- 4: To look for activities to strengthen the parent-school connection. To show the importance of parent participation.
- 4B Hire more staff to translate and interpret for parent meetings at schools.
- 4B: Hire more translation and interpretation staff for meetings at the schools.
- 6: To ensure that each school has a Resource Teacher.
- 6A: Including parents in CCSS training.
- 6C: To hire highly-qualified Resource Teachers, and most importantly, to place them at the schools that need them the most, where the student population is more at-risk. I think it is UNFAIR that teachers are being placed on the east side, where the socioeconomic level is much higher. To emphasize that many families on the west side have different needs.
- 6C. We feel it is important that the District be in charge of interviewing resource teachers, and to place them at the schools that need this support the most, which are the ones on the west side.
- 8: Each school should have a technology technician for at least 3 hours a day to support.
- 8C: Provide counselors for all the schools.
- 9: More District support for VAPA
- 9B: To have a teacher whose specialty is for instance dance and to use the

time that is mandatory PE, that way (students) can exercise and learn another subject and they don't have to wait until they enter middle or high school.

- 10B: Hire more SROs for each school site since we don't have one. Or at least one officer for two schools for the safety of all students and staff.
- 10B: I don't think it is necessary this increase in funding in this area at the elementary school level. \ 9B: To have a teacher whose specialty is for instance dance and to use the time that is mandatory PE, that way (students) can exercise and learn another subject
- 10B: I think it is not necessary to increase the funds for this area, at the elementary school level.
- 11E: To establish more positive relationships between CVESD and Sweetwater.
- 14: Consider other instruments for the reclassification process.
- I agree with 6B, 8A, 8C, 9B AND 10B
- 14A More tutoring before and after school for ELs to help them achieve their goals for reclassifications before the go to Middle School.
- I agree with 1B 1A 1C
- More emphasis on 9B, 10B, 11B, 11G, 12A, 12D, 13A, 14A, 14C, 14I, 14L, 15A.

Part 2 – Share any ideas not currently listed that address these goals for PUPIL OUTCOMES.

- Goal 4 – Create videos of trainings/workshops for parents available online so that those who work can also be informed; engaged. Parent Academy Training Series provided by parents. Parent Liaison at each site, parent providing trainings to parents.
- We should strengthen the nursing services to address and support students and families that have health issues which interfere with learning. Optimizing health can leave a positive impact on attendance and readiness to learn. Students have many health and wellness concerns for others. Nurses can provide individual and group education addressing health outcomes related to all health issues, and they can also provide assistance in developmental assessments to identifying developmentally appropriate outcomes and grades. We need program support for arts, music, performing arts in school.
- I hear that there will be “one to one device” that will be rolled out in the coming future. A concern would be the technology support needed on site.

- All students in upper grade should have technology/tablets.
- District purchase of one on one devices for technology integration. Full time techs for each school to maintain technology.
- Goal 1 – Why can't parents be made accountable, be mandated to volunteer?
- Goal 4B – Have a translator per district hub. Have access to a pool of district translators.
- Community coordinator at each school and a parent center at each school.
- How can schools share specific strategies for these goals? Schools seem unaware of how other schools are planning for these.
- Also not just PIP classes, classes to be a better parent.
- Goal 4 – Go for training of subject of interest to parents. Make many raffles to get their attraction, to want to come. Invite the district attorney, Mr. Navarro, to all schools to let parents know more about what they can help with at home and school.
- Goal 1 – That Bi-cultured psychologist and special education teacher be hired. Establish partnerships with college universities in Mexico or other countries to bring them and get additional certification (requirements) in a timeframe.
- Goal 4 – Create Parent University that provides parents with credits and maybe a certification.
- Goal 4 – Look for ways to motivate or give incentives for participation (Parent University). Recruit bilingual psychologist/special ed teacher. Partnership with Mexico or other countries. Hire parent liaisons at school level and district coordinator.
- More creativity – project-based, less technology.
- Goal 3 - Having one-on-one computers/laptops for every student.
- Goal 1 – having better, healthier meals for students.
- Goal 5 – Digital textbooks so parents and students can have access at home for helping with homework.
- Dream big. English classes on site for parents.
- Strong emphasis on 2B
- Student Outcomes: To have more participation and support to be able to support students to reclassify them and to help them understand the tricky questions.
- Student Outcomes: To make mandatory a parent-teacher communication when the child begins to struggle, to provide him/her more support early on and no to wait for the results of the report to start acting early. In other

words, for the teacher to observe and to communicate with the parents before the students' scores are impacted negatively.

- Participation: Provide more access to the interpreters the district has already.
- 1B: I would like (you) to ensure that the (differentiated instruction?) teaching practices for GATE students are implemented most of the school day; have different classrooms, where children can develop their gifts. "functional classes"
- Conditions of Learning: Materials for children to develop their writing skills and in some way to require students to work neatly when they write.
- Conditions of Learning: More staff training is needed: One on One aides for special education students so they can understand better their behavior and their needs for better support. To hire substitutes: Several times my son has not had the support from his aide because the lack of substitutes.
- No #: Participation: To promote parent participation to support the school.
- (Participation) I recommend that the funds should be distributed according to the specific needs of each school.
- (Participation ) We recommend hiring more bilingual staff (psychologists, teachers and special education teachers)
- CONDITIONS OF LEARNING: Translation of the Special Education documentation, GATE and other programs for a better understanding.
- More help for Special Ed students that need support in the area of reading
- NONE Improve the support for special education students.
- \*make mandatory parent involvement
- Provide teachers the necessary resources so strengthen the STEAM Program.
- (no specific goal written)
- Schools need to have a "sensorial room" to support students with special needs, where they could relax, calm down, and even to promote exercises for health.
- It is very important that each school could have a full time psychologist to help students with emotional and social problems, and perhaps also with presentations for parents.
- (NO GOAL)
- Parent participation: To allow more access to the interpreters the District already has.
- 1: More special education classes to help the students catch up and to have ///??/ learning.

- 1A: Staff training and presentations to children regarding bullying
- 3: to have a contract between the school district and internet providers so that can afford the necessary equipment and have access to the internet.
- 3B: To allow other internet companies to offer services to low income families.
- 4: Monthly meetings for each classroom to achieve the parents-school connection we desperately wish for; childcare and food.
- 4 (participation): Many parents work, and many trainings are typically held during the day.
- 4: Hire a parent liaison at each school to increase the parent participation.
- 4A: To consider using the Project Inspire that was featured at CAFE.
- 4A: To consider using the Project Inspire that was featured at CAFE.
- 4A: To have more parent training on subjects of interest to them such as from the District Attorney Office of S>D> that teach sessions related to gangs, drugs, health, and identity theft .
- 4A: To consider using the Project Inspire that was featured at CAFE.
- 4C Engagement: To consider the PIQE program to help educate parents
- 4C Engagement: To consider the PIQE program to help educate parents
- 5A: Provide iPads to all students
- 5A: provide computers for all students in the classroom.
- no # No to have 2 or 3 million dollars sitting idle. To use them for student support programs.
- 7: If the schools do not have a coach, they could provide a PD plan to obtain the funds and the services and support the teachers.
- 7: If the school does not have a coach, teachers should request a development plan to access the resources to support that plan.
- 7A: staff to support teachers in the DI program
- 9A: more tutoring for ELs in Special Education for those who did not reach their goals; tutoring before and after school.
- 9B: Implementing the VAPA plan with additional funds for all schools.
- 9B: Recruiting aides for teachers.
- 10B: Improve access to pick up and drop off children.
- 11C: If students are going to be assessed using the Achieve 3000, the District should provides funds so that all schools have the program.
- 11G: Provide training for parents in general on reading.
- 14B More teacher training for teachers of ELs to help them reach their goals for each student.
- 14K: ELs in a DI program should have a different assessment for

reclassification from the program or give them more time to become long term ELs.

- 14K (Pupil outcome) I would like for the English Learners not to be forgotten, that from time to time the school would take time and talk to them individually so they can express how they feel in their learning, not with a test, but as a person.

Part 3 – Are there any actions and services that do not meet the needs of the students addressed through this goal? And, why?

- Goal 4C – How does this meet the needs of the students? Instead of “Advertise” should use the word “PROVIDE”.
- Goal 4 – Ensure quarterly parent walkthroughs are taking place in every school.
- Goal 3 – The district as a whole does not have enough staff to meet the needs of parents, sites, etc. in the area of technology. Schools are still struggling through IT questions and needs.
- How are the actions discussed in 4A-C going to increase parent participation at sites?
- How are we assuring that the money is going to schools with the highest number of EL’s and the widest academic gap?
- Kids do not need to learn everything on computers; they need to use their hands, creativity, etc.
- Student Outcomes: To have more programs to support the students in reading and the new standards.
- Can the Title I schools obtain more funds for staff training on GLAD strategies?
- To allow other internet companies to offer services for low-income families.
- no#: Funds: use funds to provide extracurricular activities.
- For a district this size, there should be more translators available.
- Conditions of Learning: More School Resource Officers. Gun detector before entering the schools.
- Provide more support for reclassified students, for parent volunteers.
- Emphasis on 3C, 4A, and 4B so that there is more information for students, more interpretation for Hispanic parents and more training on leadership for parents
- We need more support for behavior.
- How are we going to be kept informed regarding how the resources are



- being designated and the results for ELs, Foster Youth, Low Income?
- 4: To increase the number of translators for a faster service and not just concentrate it on only two people.
- 4A Increase parent training,
- 4B Hire staff to translate and interpret
- 6c (no comments)

Part 4 – Do you have any questions?

- Goal 1 – Who is monitoring the Districtwide Wellness Policy?
- Goal 2A – How is this measured?
- Goal 2B – Who is refreshing the school libraries, books?
- We need more specific details for 1A, 1B and 1D. If we’re spending so much money on resource teachers, shouldn’t they be used to provide intervention directly to students?
- Do you have a projection of what percentage of funds will go to the schools with a lower ratio of EL students?
- 1B – How is the District LCAP going to support GATE at the school event?
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- Goal 1 – How do we know if plans are being implemented and in an equitable way across all schools in the district?
- Goal 1B – Is there specific standards to measure if this goal is being met? What do 21st century fluencies mean specifically?
- Goal 2 – In 2B, there is a reference to “refresh” school libraries. What does that mean (new books, new technology)? Does this change the role of library clerk at each school site?
- Goal 2 – Specifically, how are we going to “refresh libraries”? How are we going to increase use of technology without updated hardware, inadequate tech support and staff that isn’t fully trained?
- 4B – With a district this size, add more staff to translation/interpretation services.
- 1B – How do you measure “ensuring”?
- What kind of leadership opportunities? After the parents get any type of training, will they be able to get a job opportunity?
- Instead of having 2.3 million to be allocated for almost a year assign them to parent and student programs immediately.

- Goal 2 – What does “refresh” libraries entail?
- Goal 2 - Why we are not giving our kids the opportunity to explore, connect, create, if the new curriculum is saying so?
- When are we going to see the arts implemented in our schools? Since we already have a VAPA teacher.
- What do you mean to refresh school libraries?
- How can we fill in the gaps in this program? How do we support schools that don't have teachers who apply?
- Goal 1A – What are the details? How is the district supporting parents to help their children?
- Goal 2B – What will that look like? How will funds be distributed?

From DAC/DELAC:

Part 1 – What are your thoughts on how to improve/strengthen these current actions/services?

- Goal 4 - As a Board Member, we have increased/parent training, but no one is attending. We need to use the designated HUBS to train parents and provide them at the school site too. Parent Liaison at each school site, trained at the HUBS by the Parent Department at the district.
- More engaged students lend to more engaged parents.
- Improving attendance is key, and nurse plays a key role in this area. Nursing services to our students could be greatly enhanced through the support of a resource nurse. This nurse could provide support for administrators, nurses and families to improve health, attendance and student success. Social work action is also needed for assisting our student's needs and parent awareness and engagement. Foster youth parent training and emotional/social services support.
- 3C – Every school should have a typing program for students.
- We want to make sure that we keep the district resource teacher model. It would be a good idea to reevaluate the hiring process for district resource teachers so that we ensure more schools can have a RT.
- Less subgoals. More specific with “refresh libraries”. Ensure all schools have Achieve 3000.
- When will the SIBS training be happening? Will everybody be receiving kits?
- Goal 1 – Where is the money coming from to cover 1B and how much will be allocated? Are you going to hire more teachers to cover 1F and where is the money coming from? The description on 2A is too vague. Need details and timeline.

- Goal 12 – Training and supplies for enough staff at each site to make RTI doable?
- More emphasis on technology – training and one-on-one devices. Full time school psychologist at each school.
- Goal 3 – I see that the district has implemented improvements. The programs have been helpful to families that have taken advantage of them. The standards are questionable to me. How are the standards set? Who controls and supervises the standards, and how?
- Goal 2 – Us of technology. One to one devices at every classroom, every school.
- Goal 2B – Add to, refresh classroom libraries.
- Goal 1F – Reevaluate nutrition standards. Make lunch menus align with the Wellness Policy.
- Goal 2B – Update technology, train staff to integrate, provide ongoing higher frequency tech support.
- Goal 3C – The standards need to be accountable and measurable on report card.
- 4A & 4C – Provide opportunities for parents who work for training and/or support.
- Establish a partnership with internet providers inclusive of devices where the district benefits monetarily or receives “credit” so that the contract is focused on CVESD families and not profit for business.
- I did not know they had Family Resource Centers. This needs to be strengthened.
- Monies need to be specifically ear-marked for specific improvements (new library, technology, etc.).
- I think to get more parents involved, they should get a type of certificate so they get more motivated when they get any training.
- Goal 2, 2B – Since there’s school wide Wi-Fi they should get rid of obsolete technology. There will be more space for students to interact.
- G3, 3B – Make sure to let low income parents know how to ask these connect to compete offer when they call the company because the ones that don’t know, the company charges more.
- 4.9 & 6.9 should be distributed based on school site student need. There shouldn’t be an even district distribution.
- The 4.9 million should be distributed based on school site student need evenly distributed.
- Goal 1B – GATE instruction is only for certain kids. Implementing

science/differentiation school wide could give different opportunities to all kids.

- Goal 2A – Don't stress students with all the testing. Less testing, more creative learning.
- Goal 2B – Have libraries used. Too much technology for such young minds.
- Goal 4A – More meetings on how parents can help their children be successful at school. Help sites improve communication to parents.
- Getting CCSS materials to schools before 2017 deadline in order to meet CCSS third grade.
- Enough laptops for an entire grade level; a rolling cart of iPads.
- When will training of "best practices" occur? What does it look like?
- Subs: "A: players, trainings for CCSS.
- How are parents involved in math adoption? Spanish support in any adoption (Eureka).
- NGSS: Getting proper materials for teaching and adoption of program/instructional materials.
- Who will provide funding and support for the "Balanced Education Program?"
- What does "equitable" technology look like?
- How will 5% increase in number of teachers effectively implementing best practices aligned to CCSS be supported? What kind of training will be provided? Increase should NOT be tied to student monitoring/progress!
- How will the district ensure that instructional materials are complete, aligned to CCSS?
- What are the assessment criteria of a HQT?
- More working technology and an IT specialist on campus every day!
- What support will be given to recruit and retain "A" players? What will be given to B, C, and D players to "up their game?"
- We need to have materials six months before instruction is to start so that we (teachers) can be knowledgeable!
- Hire more help for teachers at schools. We should have more Common Core training classes for parents at school sites. Especially math! I think we should offer Spanish classes to fifth or sixth grade students who are not in Dual Immersion Programs. This will help prepare them for Spanish in middle and high schools.
- More Spanish translators or access to bilingual service providers (speech, psychologist, social workers) continued exploration on how to get a full-time music teacher for each school. (Last year, we had a grant for a third-

grade music teacher. Parent was so happy that her daughter was able to have this experience and would like it to continue.)

- Is the BMI in the right category? Should it be in “Conditions of Learning?”
- Collaboration time for teacher through Part-Time Support Staff.
- Common Core for SDC: Parent training, inclusion at Wolf Canyon.
- MAC: Military Ambassador Club.
- Create a cohesive PE plan for all grade levels.
- WCCC: Wolf Canyon Cub Club to support military families (“plays date”).
- MFCL: military support through counseling.
- School Blog/Grade-level Blogs.
- Parent Handbook for trainings.
- Parent ongoing training; resource online or videos.
- Edmodo.
- Raz-kids.
- IL: home link connection.
- Monthly character traits.
- Technology support through: revisit K-6 tech plan, more hours for tech support onsite (\*more computers!).
- Parent academy; ongoing series of workshops.
- Parent liaison per school sites.
- Parent Resource area: classroom, wall, mailbox, or inbox suggestions.
- Saturday CCSS Parent Academy and Parent Walkthrough.
- Student list of Activities: “Electives.”
- Student led: announcements, safety patrol pledge (intercom on rainy days)
- Video instruction: Student experts; video “how to”, link or video to help parents/students.
- Star Student/“Student Teachers”/Student experts.
- Teacher brings more awareness to school events and meetings.
- Attendance rewards: quarterly/monthly: treasure box, coupons, homework pass.
- “Secret Word”: raffle in the messages, bulletins blogs, and flyers home.
- Core Literature available online per grade level.
- Grade-level Math inservices for parents.
- Have meetings at schools instead of at the District Office. It is hard to get parents to come to a meeting at the school – even harder to get them to the District Office. Maybe have parent workshops at school sites for parents without transportation.
- Continue to provide access to Internet services in the homes of all our

families. Comment – Parents strongly support technology improvements to help student engagement.

- By 2017, the percentage of Grades K-1 students scoring at grade level or above on the Local Measures Reading assessment shall be 85%.
- WE like alignment of proficiency % (75) to LCAP. 2017 nice goal so we can look at data over the years.
- Interventions for those not meeting, especially ELs, Foster Youth, new to country.
- Goal #2: changed from Local Measures to CAASPP – Grade 2 will require individual (grades) assessment.
- Goal #2: concern % of current score on Local Measures – Grades 3-6 (current 52%) goal to reach 75% is a concern. Increase/focus on professional development?
- What will we do for not meeting proficiency goals on LM or CAASPP?
- Goal #3: Parent involvement, how? Expectations for teachers/parents?
- Support? Funding? Training? Teachers/parents (parent training).
- Goal 4: Lexile Reading: cost of training to supplemental training for teachers. Measurement undetermined.
- K-3 Literacy Training: for all? In case of grade-level change of teacher. Ongoing?
- Meeting grade-level reading by Grade 3: ELs included: Resources, interventions, training?
- How will the increase of 15% of fluent affect EL funding?
- Hot reclassification: should be increasing proficiency level annually?
- 15% increase in level rather than reclassified? 1 to 2; 2 to 3; 3 to 4; 4 to 5?
- We need to find a way to get parents to come to training sessions on Common Core and Reading.
- Goals 11A/11D – We have an excellent resource aide who is extremely important to help achieve goal 11A and 11D. Without our resource aide, these goals will be less effective. Goals 12D and 13D and 14 – Our resource aide/teacher does provide excellent service to help achieve all these goals. She is crucial asset to our school here in Olympic View. Please let's keep a resource aide/teacher at our school! Other concerns/questions – Is it possible to help our English Learner parents learn English by the District or school? Helping parents learn English will help our students do better in school; because parents can then help with homework, etc.
- More support in mental health/counseling services for students in need. Our Title I population has grown.

- Provide iPads to all students can help so that all the students can achieve the same education level, because there are many children that don't have access to technology at the school or at home.
- I believe that the children in DI could be helped by having an aide, because their time is very different from a regular classroom, so they can improve their level.
- If it is possible, for all schools to spend about 10 minutes daily teaching moral values and the importance of those values; and to have the family have the responsibility of putting them to practice. (values and moral)
- Participation: Connect to complete. It is difficult to qualify due to the restrictions on income limit.
- Participation: I agree with the goals that are being implemented.
- Student Outcomes: I would like that the Instructional Aide for ELs would have work materials and also the needed space to perform their job and to address the needs of ELs at the schools.
- Student Outcomes: Involve children in technology through the study of their content areas and to have after school clubs free of charge.
- No #: More informational forums for parents on how it is being implemented and how they can support their schools be more effective.
- The resources could be used in other areas.
- Afterschool programs for students (Imagine Learning)
- I like the idea of supporting the students that are struggling with reading. With Materials and teacher training, also the team of bilingual teachers.
- 13D: It is a good idea to implement goal 13 D. It is a good idea to monitor the student's learning during the breaks so that for the next school year they can be at grade level and make more progress.
- Participation
- Connect to Complete. It is hard to qualify for the program, because if you already have cox or if your income exceeds the limit you cannot qualify.
- 1: More schools with dual immersion.
- 1: To look for activities to strengthen a better connection between the school and the parents, to increase the awareness of the importance of parent participation.
- 1D Help prevent at-risk students from becoming foster. Social workers in all the schools.
- 1: PIQE in Title I Schools.
- 1: Increase the number of preschools.
- 1D: The social worker should also work with those who are at risk of

becoming high risk, and prevent these situations.

- 1D: To have social workers at every school.
- 1E: The psychologist should work with all students implementing methods to develop mental skills.
- 1G – To have more communication with middle and high school institutions, providing them with information about Grade 6 students heading to Grade 7
- 1F: If the psychologist has extra time, to have that person work in different activities with children who are not necessarily in special education.
- 2: To explore extracurricular activities for a better learning experience in everyday life, in order to enhance critical and creative thinking.
- 2: When will the district provide funds to purchase books for the school library?
- 2: To search for activities outside the school to learn more about everyday life in order to promote reasoning and creative development.
- 2: It would be very helpful if the district could help with the cost of computer equipment.
- 2B Provide computers to libraries so that children who don't have computers can use them afterschool.
- 3A: Update the District's web page.
- 3: To develop a contract with an Internet service provider so that low-income families have a chance to lease a computer with Internet service.
- 3: To buy computer programs for students to teach them to use the keyboard.
- 3D: For time to be shared with equity amongst all the schools and ensure that the technology equipment be kept in good working order.
- 3D: That the time be shared equally by all the schools and ensure that all the computers are efficient and in good conditions for all students.
- 4: To give more resources to schools so that they can bring presenters to provide training.

That each school receive funds for childcare.

- 4: To look for activities to strengthen the parent-school connection. To show the importance of parent participation.
- 4B Hire more staff to translate and interpret for parent meetings at schools.
- 4B: Hire more translation and interpretation staff for meetings at the schools.
- 6: To ensure that each school has a Resource Teacher.
- 6A: Including parents in CCSS training.



- 6C: To hire highly-qualified Resource Teachers, and most importantly, to place them at the schools that need them the most, where the student population is more at-risk. I think it is UNFAIR that teachers are being placed on the east side, where the socioeconomic level is much higher. To emphasize that many families on the west side have different needs.
- 6C. We feel it is important that the District be in charge of interviewing resource teachers, and to place them at the schools that need this support the most, which are the ones on the west side.
- 8: Each school should have a technology technician for at least 3 hours a day to support.
- 8C: Provide counselors for all the schools.
- 9: More District support for VAPA
- 9B: To have a teacher whose specialty is for instance dance and to use the time that is mandatory PE, that way (students) can exercise and learn another subject and they don't have to wait until they enter middle or high school.
- 10B: Hire more SROs for each school site since we don't have one. Or at least one officer for two schools for the safety of all students and staff.
- 10B: I don't think it is necessary this increase in funding in this area at the elementary school level.\ 9B: To have a teacher whose specialty is for instance dance and to use the time that is mandatory PE, that way (students) can exercise and learn another subject
- 10B: I think it is not necessary to increase the funds for this area, at the elementary school level.
- 11E: To establish more positive relationships between CVESD and Sweetwater.
- 14: Consider other instruments for the reclassification process.
- I agree with 6B, 8A, 8C, 9B AND 10B
- 14A More tutoring before and after school for ELs to help them achieve their goals for reclassifications before the go to Middle School.
- I agree with 1B 1A 1C
- More emphasis on 9B, 10B, 11B, 11G, 12A, 12D, 13A, 14A, 14C, 14I, 14L, 15A.

Part 2 – Share any ideas not currently listed that address these goals for PUPIL OUTCOMES.

- Goal 4 – Create videos of trainings/workshops for parents available online so that those who work can also be informed; engaged. Parent Academy

Training Series provided by parents. Parent Liaison at each site, parent providing trainings to parents.

- We should strengthen the nursing services to address and support students and families that have health issues which interfere with learning. Optimizing health can leave a positive impact on attendance and readiness to learn. Students have many health and wellness concerns for others. Nurses can provide individual and group education addressing health outcomes related to all health issues, and they can also provide assistance in developmental assessments to identifying developmentally appropriate outcomes and grades. We need program support for arts, music, performing arts in school.
- I hear that there will be “one to one device” that will be rolled out in the coming future. A concern would be the technology support needed on site.
- All students in upper grade should have technology/tablets.
- District purchase of one on one devices for technology integration. Full time techs for each school to maintain technology.
- Goal 1 – Why can’t parents be made accountable, be mandated to volunteer?
- Goal 4B – Have a translator per district hub. Have access to a pool of district translators.
- Community coordinator at each school and a parent center at each school.
- How can schools share specific strategies for these goals? Schools seem unaware of how other schools are planning for these.
- Also not just PIP classes, classes to be a better parent.
- Goal 4 – Go for training of subject of interest to parents. Make many raffles to get their attraction, to want to come. Invite the district attorney, Mr. Navarro, to all schools to let parents know more about what they can help with at home and school.
- Goal 1 – That Bi-cultured psychologist and special education teacher be hired. Establish partnerships with college universities in Mexico or other countries to bring them and get additional certification (requirements) in a timeframe.
- Goal 4 – Create Parent University that provides parents with credits and maybe a certification.
- Goal 4 – Look for ways to motivate or give incentives for participation (Parent University). Recruit bilingual psychologist/special ed teacher. Partnership with Mexico or other countries. Hire parent liaisons at school level and district coordinator.

- More creativity – project-based, less technology.
- Goal 3 - Having one-on-one computers/laptops for every student.
- Goal 1 – having better, healthier meals for students.
- Goal 5 – Digital textbooks so parents and students can have access at home for helping with homework.
- Dream big. English classes on site for parents.
- Strong emphasis on 2B
- Student Outcomes: To have more participation and support to be able to support students to reclassify them and to help them understand the tricky questions.
- Student Outcomes: To make mandatory a parent-teacher communication when the child begins to struggle, to provide him/her more support early on and no to wait for the results of the report to start acting early. In other words, for the teacher to observe and to communicate with the parents before the students' scores are impacted negatively.
- Participation: Provide more access to the interpreters the district has already.
- 1B: I would like (you) to ensure that the (differentiated instruction?) teaching practices for GATE students are implemented most of the school day; have different classrooms, where children can develop their gifts. "functional classes"
- Conditions of Learning: Materials for children to develop their writing skills and in some way to require students to work neatly when they write.
- Conditions of Learning: More staff training is needed: One on One aides for special education students so they can understand better their behavior and their needs for better support. To hire substitutes: Several times my son has not had the support from his aide because the lack of substitutes.
- No #: Participation: To promote parent participation to support the school.
- (Participation) I recommend that the funds should be distributed according to the specific needs of each school.
- (Participation ) We recommend hiring more bilingual staff (psychologists, teachers and special education teachers)
- CONDITIONS OF LEARNING: Translation of the Special Education documentation, GATE and other programs for a better understanding.
- More help for Special Ed students that need support in the area of reading
- NONE Improve the support for special education students.
- \*make mandatory parent involvement
- Provide teachers the necessary resources so strengthen the STEAM

Program.

- (no specific goal written)
- Schools need to have a “sensorial room” to support students with special needs, where they could relax, calm down, and even to promote exercises for health.
- It is very important that each school could have a full time psychologist to help students with emotional and social problems, and perhaps also with presentations for parents.
- (NO GOAL)
- Parent participation: To allow more access to the interpreters the District already has.
- 1: More special education classes to help the students catch up and to have learning.
- 1A: Staff training and presentations to children regarding bullying
- 3: to have a contract between the school district and internet providers so that can afford the necessary equipment and have access to the internet.
- 3B: To allow other internet companies to offer services to low income families.
- 4: Monthly meetings for each classroom to achieve the parents-school connection we desperately wish for; childcare and food.
- 4 (participation): Many parents work, and many trainings are typically held during the day.
- 4: Hire a parent liaison at each school to increase the parent participation.
- 4A: To consider using the Project Inspire that was featured at CABE.
- 4A: To consider using the Project Inspire that was featured at CABE.
- 4A: To have more parent training on subjects of interest to them such as from the District Attorney Office of S>D> that teach sessions related to gangs, drugs, health, and identity theft .
- 4A: To consider using the Project Inspire that was featured at CABE.
- 4C Engagement: To consider the PIQE program to help educate parents
- 4C Engagement: To consider the PIQE program to help educate parents
- 5A: Provide iPads to all students
- 5A: provide computers for all students in the classroom.
- no # No to have 2 or 3 million dollars sitting idle. To use them for student support programs.
- 7: If the schools do not have a coach, they could provide a PD plan to obtain the funds and the services and support the teachers.
- 7: If the school does not have a coach, teachers should request a

development plan to access the resources to support that plan.

- 7A: staff to support teachers in the DI program
- 9A: more tutoring for ELs in Special Education for those who did not reach their goals; tutoring before and after school.
- 9B: Implementing the VAPA plan with additional funds for all schools.
- 9B: Recruiting aides for teachers.
- 10B: Improve access to pick up and drop off children.
- 11C: If students are going to be assessed using the Achieve 3000, the District should provides funds so that all schools have the program.
- 11G: Provide training for parents in general on reading.
- 14B More teacher training for teachers of ELs to help them reach their goals for each student.
- 14K: ELs in a DI program should have a different assessment for reclassification from the program or give them more time to become long term ELs.
- 14K (Pupil outcome) I would like for the English Learners no to be forgotten, that from time to time the school would take time and talk to them individually so they can express how they feel in their learning, not with a test, but as a person.

Part 3 – Are there any actions and services that do not meet the needs of the students addressed through this goal? And, why?

- Goal 4C – How does this meet the needs of the students? Instead of “Advertise” should use the word “PROVIDE”.
- Goal 4 – Ensure quarterly parent walkthroughs are taking place in every school.
- Goal 3 – The district as a whole does not have enough staff to meet the needs of parents, sites, etc. in the area of technology. Schools are still struggling through IT questions and needs.
- How are the actions discussed in 4A-C going to increase parent participation at sites?
- How are we assuring that the money is going to schools with the highest number of EL’s and the widest academic gap?
- Kids do not need to learn everything on computers; they need to use their hands, creativity, etc.
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- Can the Title I schools obtain more funds for staff training on GLAD

strategies?

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- 4B Hire staff to translate and interpret
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- Goal 1A – What are the details? How is the district supporting parents to help their children?
- Goal 2B – What will that look like? How will funds be distributed?

Budget Advisory Committee: Strengthen the language to ensure greater accountability for each goal. More specificity on budget implications. Replace the word “supports” with more precise language that would eliminate any ambiguity about what should actually be accomplished.

1. How will we ensure that the District positions mentioned in the actions and services will provide direct service and support for our students?
2. How can you recruit and retain the best teachers when District has one of the lowest health benefit packages and not even enough raise to keep up with inflation?
3. What evidence do you have that the District Resource Teachers (RTs) will make a difference when coaches were an integral part of Reading First Program

which failed?

4. What is being done for GATE students?

5. How will the District monitor the Wellness Policy?

6. Could current on-site staff members be trained as Safety/Disaster Coordinators?

7. How can Goal #3 “By 2017, the District will ensure all students are proficient in grade-appropriate technology skills, as evidenced by the acquisition and utilization of 21st century fluencies” be acted upon?

8. How can we have more technology accelerators for all students whereas now only some schools or specific groups have access?

9. How will the District monitor the implementation of a balanced educational program for all students which includes English Language Arts (ELA)/English Language Development, Math, Visual and Performing Arts, History/Social Science, Science, Physical Education (PE)/Health, and Technology?

10. How can more curriculum specialist teachers (i.e., Music, Art, PE) be hired for schools?

11. What are “technology accelerators”?

12. How can the District provide more technology PD for teachers?

13. How can we have adequate levels of support staff assigned to each school?

Budget Advisory Committee - Q&A with Superintendent's Responses

1. Technology support at school minimum-What is the timeline for this?

We have a plan to increase student hardware one grade a year each year for the next three years. Within this three-year period, we will have a 1:1 environment for Grades 3-6 students. As hardware acquisitions increases, it will be imperative that we look at increasing technology support ratios as well. The recent Technology Fair held at the District Office provided information on hardware to ensure we select one device to be used system wide. These products will be leased or be purchased with a three-year warranty as part of the purchase price.

2. How is the Visual and Performing Arts (VAPA) teacher being used? What is her schedule? How are schools receiving this service?

The VAPA resource teacher (RT) is working with all schools to broker with outside agencies to provide VAPA services to students, coordinate or provide professional development (PD) for teachers, support partnerships with community-based arts organizations and serve as the District spokesperson in



arts-related activities at the regional, state, and national level. The VAPA RT has supported our partnership with the San Diego Youth Symphony. During the 2013-14 school year, over 3,000 District students participated in music education as a result of this partnership. Currently, five District schools now have full-time music teachers and we anticipate adding four more next year.

3. How much was spent on K-1 academies?

Actually, PD academies in Mathematics and English language development (ELD) were provided for all grade levels during the 2014-15 school year. The training was provided by District staff. Cost incurred from training was for substitute teachers to cover for the classroom teacher to attend the training. Over 1,000 teachers participated for each academy (Mathematics and ELD) so the total cost was approximately \$220,000. Title I, Title II, and Title III funds were used for these academies.

4. Goal 1-F: Monitor District and school-level implementation of District adopted Wellness Policy. What measurement will be used to monitor/validate an increase and services and school success? What support will be provided at the school level to increase services?

Schools will continue to receive support through our District Physical Education RTs. Schools will also receive additional support through our recently awarded REACH grant that will focus on implementation of school wellness policies. The District continues to reach out to parents and the community to support our efforts. Our Wellness Policy is paying huge dividends as evidenced by the most recent Body Mass Index results. During the past four years, “students identified as obese” has reduced 5%.

5. Goal 2: The District will ensure students engage in relevant, motivating, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology. How will the District ensure the students are engaged in the use of technology?

PD is being provided both at the District and site levels to provide teachers with the tools necessary to create a learning environment which engages students in a meaningful way. We will be identifying grade-level expectations for the use of technology systemwide during the 2015-16 school year.

6. Goal 2B: Refresh school libraries by what date?

Refreshing school libraries means adding either new hard cover books or

electronic books to each school's collection. Schools normally are responsible for allocating site-based dollars to purchase new books or e-books to their library collections. No, the acquisition of additional books does not change the role of the library clerk. Funds will be provided for English and Spanish resources for Dual Language Immersion schools. Schools will utilize their allocation in a timely manner to ensure students have access to the new materials.

7. What is the measurement to ensure all students are proficient in grade-appropriate technology? What support will be provided at the school level to ensure students have sufficient access to technology?

The Executive Director for Technology and Instruction will convene a committee during the 2015-16 school year to identify grade-level expectations for technology skills. District staff will examine how to increase and improve support for schools.

8. Goal 4B: Hire additional translation/interpretation staff. Is the additional translation/interpretation staff member for the District or for sites? How will additional staff support the sites?

By law, parent communication must include additional languages other than English, given the large percentage of students we serve with heritage languages. The additional staff member provides support to the District's translation needs ranging from instructional materials to emergency/crisis response. Ongoing support of District-Parent communications and materials includes: report cards, assessments for all grades; parent training materials, coordination of interpretation services for parent meetings and trainings; and translation of phone messages, emails, parent letters, brochures, flyers, meeting announcements, etc. This year, the most time-consuming task has been the translation of EngageNY Mathematics materials for all grade levels aligned to Common Core State Standards (CCSS). Additional support would be needed to enhance translation services at the sites.

9. Goal 6B: Train all teachers in best practices to improve English language proficiency and academic achievement.

PD for teachers has occurred throughout the school year and will continue to the 2015-16 school year. Teachers received PD on the New ELD Standards. These standards provide access to CCSS and guide teachers in providing appropriate scaffolds during instruction. Grade-level work was grounded in the

ELA/ELD Framework. Grade-level teams delved into specific examples of research-based practices. A key strategy was deconstructing complex text through sentence unpacking, vocabulary development, building background knowledge, and providing additional speaking opportunities around text. Teachers worked together to analyze lessons from the framework and then had the opportunity to apply these strategies in their own instructional practice. Lessons created during planning time were shared using the Edmodo platform. Training on the new ELD standards will continue for the 2015-16 school year.

10. Goal 7: Recruit staff. What is the incentive to recruit and retain the “A” players? What standards will be used to identify an “A” player?  
Chula Vista Elementary School District (CVESD) is committed to recruiting and retaining the very best people to become employees of the CVESD. As any new position becomes open, the District is developing a score card on what are the qualities and characteristics necessary to have an employee work at the highest level of performance. This criterion becomes the indicators of an “A” player.

11. How many District Technology Integration Specialists will be hired and by when? How will you support all elementary schools in the District?  
Through the LCAP input process and as we move towards a 1:1 technology environment, it will be critical that we examine technology support for sites and how we can leverage RTs to support technology integration at school sites.

12. Enhance and communicate the crisis response plan for mental health. To whom? How does this action support the goal?  
The goal is to strengthen the District’s emergency management and crisis response process. Many times the crisis experienced by schools involves the mental health of students. This action focuses on strengthening the ability of staff to identify and respond to these situations (i.e. suicide, threats, etc.). The focus will be for all staff, but specifically for school psychologists and counseling staff. The goal is to strengthen the District’s emergency management and crisis response process. Often the crisis experienced by schools involves the mental health of students. This action focuses on strengthening the ability of schools to identify and respond to these situations (i.e. suicide, threats, etc.). The focus will be for all staff, but specifically for school psychologists and school social workers. To date, the District has hired three school social workers who are part of the response team, providing services in a regionalized manner. They work in partnership with the Chula Vista Community Collaborative’s five Family

Resource Centers and South Bay Community Services.

13. What is the VAPA strategic plan?

The Visual and Performing Arts (VAPA) strategic plan was developed during the 2013-14 school year by a committee comprised of teachers, principals, and representatives from outside arts organizations. The strategic plan was approved by the Board of Education in 2014. The five- year plan identifies the structures and systems that need to be put in place in order for students have meaningful arts education experiences.

14. Goal 10 - Strengthen the District's emergency management and crisis response process. Upon development of training programs, what is next? Who will be trained on emergency management and crisis response? Is there intent to implement an emergency management and crisis response plan? By what date? What support will be provided at the school level?

This spring, a seven-member group that included CVESD Emergency Response Team members, a principal, associate principal, and a Chula Vista Police Department (CVPD) School Resource Officer received training in crisis response planning at the Federal Emergency Management Agency's (FEMA's) Emergency Management Institute in Maryland. The training was funded by FEMA. Participants will use that training and collaboration with FEMA to refine and enhance District and school emergency procedures. This entails better familiarizing all school staff with existing procedures—bringing to life existing plans and moving beyond the drills routinely practiced as required under Education Code. A strategic plan for site-level trainings in 2015-16 will be developed in collaboration with the sites, so that trainings are calendared well in advance and include best practices from existing sites. Presentations are being modified to include CVPD and Public Safety input, as well as school leadership, to better meet site needs.

15. Goal 15: The District will ensure students engage in relevant motivating, personalized learning experiences that integrate critical thinking, collaboration, creativity, and technology. Is this goal intended for all students or Foster Youth?

All students, including Foster Youth, are included in this goal.

16. Goal 4 - District will increase parent engagement at District and sites. What goals were established for unduplicated students?

As a result of our nearly 60% unduplicated student count for English Learners

(ELs), Low Income, and Foster Youth, our District is utilizing the Local Control Funding Formula Supplemental and Concentration funds to support students and their families Districtwide. With this being said, much of the efforts from the District Advisory Council/District English Learner Advisory Committee parent leadership team is to reach out and engage parents of unduplicated students such as Low Income and ELs. To better inform parents who work and are unable to attend meetings, more podcasts/webinars will be created so that parents and community members can access the information that was presented. This includes more use of the District's YouTube channel, website, and social media.

17. Where in the LCAP is there a description of how services provided on a Districtwide basis are directed towards meeting the District's goals for its unduplicated pupils in the state priority areas?

All goals are inclusive to the needs of unduplicated students. Improving the quality of instruction through PD and RT supports unduplicated students. Increased monitoring of absences and tardies, foundational literacy training, access to social workers advocating for school-related needs, improved staffing ratios for support staff, etc. Each of these support unduplicated students and their families.

18. Do you agree that CVESD, as a Local Educational Agency, is subject to the proportionality requirement of showing increased or improved services to unduplicated pupils?

Yes.

19. Do you agree that even if Supplemental and Concentration grant funding is allowed to be spent Districtwide that the funds must have some demonstrable improved effect on unduplicated students greater than that of all students in accordance with the minimum proportionality percentage?

Yes.

20. Can the District unilaterally allocate Supplemental and Concentration grant funds within the LCAP to programs of its desire without submitting proposed expenditures to the stakeholder input process?

Following the guidelines provided for Year 1 implementation of LCAP engagement of stakeholders, the CVESD Board of Education conducted an LCAP public hearing on May 2014 and approved the LCAP at the June 2014

Board meeting. The San Diego County Office of Education is charged with the responsibility to closely review before approving all LCAPs for San Diego County school districts, including CVESD.

21. Did the District specifically solicit stakeholder input on its proposal to send approximately \$7 million to school sites using a formula not fully based upon unduplicated students in the 2014-15 LCAP?

The 2014-15 LCAP budget included \$6.9 million for schools using the formula in place since 2009. Schools utilize these funds to support the unique needs of each school community. It would have been irresponsible to not provide a consistent funding stream to school sites knowing that they have programs and services provided to students using these funds. This could have resulted in schools losing funding for personnel already employed. Stakeholder input on how to utilize these funds occurred at each school site. This formula does not prohibit the District from providing more funds to schools utilizing LCAP funding. We will look at the funding formula during the 2015-16 school year.

22. How many PIP programs are in our District?

There is one Parent Intervention Program (PIP) program in Chula Vista, located at Greg Rogers School. PIP provides services to 3-5 year olds evidencing serious difficulties in the area of behavior. In a preschool-like setting, the PIP staff teaches parents/family members strategies designed to eliminate inappropriate behaviors.

23. Why aren't counselors part of the support staff in our District?

In CVESD, school psychologists support the social and emotional needs of students. Currently Educationally Related Mental Health Services fiscal resources are used to provide an increase in staffing allocation to each school site so that their psychologist can be on campus additional time in order to provide for these important services. Both school counselors and school psychologists can provide mental health services that address needs at both the home and school. However, school psychologists are more likely to have training in behavioral analysis, mental health screening and diagnosis, research methods (and application of research to classroom practices), and specific disability areas. In fact, school psychologists are specifically trained to link mental health to learning and behavior. This unique qualification is why the District has chosen to invest in increasing school psychologist staffing allocations as its first priority to best serve students.

24. Goal 2 - How will District ensure there is engagement in the use of technology?

School principals are responsible for students' use of technology. Additionally, this is part of their annual performance evaluation. We currently have every student in the District with an Office 365 account and Lync account. Additionally, we have Imagine Learning licenses for every CELDT Levels 1-3, over 11,000 Achieve3000® licenses, and over 20,000 student Edmodo accounts. We will utilize our RTs to continue support for technology integration and engagement.

25. Instead of dispersing carryover funds during the 2015-16 school year for teacher collaboration, could funds remain available to the schools that have not hired yet, so they may post the open position and hire before the Board votes this year?

We are exploring ways to use carryover funds to support teacher collaboration during the 2015-16 school year.

26. I want to know why District doesn't have Gifted and Talented Education (GATE) curriculum; why there was no communication about CCSS adoption; why there is no answer to parents' questions?

GATE students are challenged through differentiated instructional activities and in some cases different curriculum materials. Our District believes that all GATE students should have differentiated instruction in order for these students to be appropriately challenged. This occurs through teachers' instructional practices. The District will be facilitating GATE certification for interested teachers next year.

27. What specifically are the elements involved in the plan to "refresh libraries"?

We are looking at giving each school an allocation allowing each school to select the books, either hard bound or electronic to purchase. Funds will be provided for English and Spanish resources for Dual Language Immersion schools.

28. Given the realities of today and looking into the future, it is unconscionable that we are not 100% wireless across all sites with a broad and robust network that easily facilitates all instructional software and platforms. Why do we not

commit financially all instructional software and platforms? Why do we not commit to achieving this?

Currently, every classroom in every District school has a wireless access point. As we continue to move our phone system onto the network, and instructional programs continue to focus more heavily on technology resources, we will appropriately increase our infrastructure and bandwidth to accommodate our students.

29. What are the elements of the proposed intervention services for at-risk students?

The specific elements have not yet been defined. In 2014-15, grade-level representatives from school sites implemented the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words reading foundation program with targeted students, and a workgroup met to brainstorm best practices for other student interventions. It is anticipated that a District framework will be established that allows sites to access best practices based on student needs.

30. Goals 11, 12, 13: What specifically are the elements of the ongoing articulation with secondary institutions to ensure successful transition?

Each elementary school engages in dialogues with feeder Sweetwater Union High School District (SUHSD) middle schools to communicate academic needs of the incoming seventh graders. Recommendations are made as to what these students need. Articulation between CVESD and SUHSD special education staff ensures a smooth and seamless transition for identified students. CVESD, SUHSD, and University of California San Diego have submitted a grant proposal to support teacher collaboration and ongoing PD for Mathematics.

31. Why hire resource teachers (RTs) and not instructional assistants?

RTs have completed their certification and have multiple years of experience. The research is quite clear that instructional assistants do not have the level of impact a teacher has.

32. Why don't we have sheltered classrooms for ELs?

CVESD has sheltered English immersion and mainstream English instruction classrooms. Teachers are certified to meet the needs of ELs in these classrooms.

33. Why don't we have summer school or extended sessions?

Many years ago, we determined that intervention by school sites and more



specifically students' own classroom teachers have a far greater impact on students than a new teacher during summer school. Extended-day is offered to all students below grade level at District schools.

#### DAC/DELAC Q&A with Superintendent's Responses

##### 1. Who is monitoring the Wellness Policy?

The Wellness Policy (BP 5030) was approved by the Board of Education on May 8, 2012. The Superintendent is responsible for its implementation; however, the day-to-day monitoring is delegated to each site principal.

##### 2. Goal 2A - Ensure all District-led Professional Development (PD) models and reflects instruction aligned to Collaboration, Creativity, Critical Thinking, and Communication. How is this measured?

Whenever Instructional Services staff designs any PD, consideration is given to including one or more of these elements and 21st century teaching and learning.

3. Goal 2B - Refresh school libraries. What will it look like? How will the funds be distributed? Who is refreshing the school libraries/books? What does refreshing entail? Does this change the role of the library clerk at each site? Refreshing school libraries means adding either new hard cover books or electronic books to each school's collection. Schools normally are responsible for allocating site-based dollars to purchase new books or e-books to their library collections. No, the acquisition of additional books does not change the role of the library clerk. Funds will be provided for English and Spanish resources for Dual Language Immersion schools.

4. If we're spending so much money on resource teachers (RT), shouldn't they be used to provide intervention directly to students? How can we support schools that don't have an RT yet?

Currently, the role of the RTs is to provide support for teachers in implementing Common Core State Standards (CCSS) throughout the day. Principals are recruiting teachers to apply for an RT position for the new school year. At the May 13 principals' meeting, we will discuss the roles and responsibilities associated with RTs, provide opportunities to share how principals can work with RTs, and ideas will be discussed on how to recruit and retain teachers for these positions to ensure that all schools have an RT for the 2015-16 school year.

5. How does the District determine financial allocations and support services to each individual school site? Do you have a projection of what percentage of funds will go to the schools with a lower ratio of English Learners (ELs)?

Positions including nurses, psychologists, and speech/language pathologists are determined on a formula basis. These staffing allocations are reviewed on a yearly basis. Schools also use site funds to support/increase staffing ratios. Schools are allocated Local Control and Accountability Plan-EL funding based on a per-pupil formula. This results in schools with high numbers of ELs receiving larger allocations and schools with lower number of ELs receive fewer funds.

6. How is the District LCAP going to support Gifted and Talented Education (GATE) at the school site?

A key focus of the District GATE Advisory Committee will be to provide a GATE “Toolbox” for all of our schools that will include GATE resources and materials. These toolboxes will also provide ready-made presentations that school sites will be able to use to promote increased parent participation and GATE activities. The District GATE Advisory Committee will also be creating a plan to provide GATE certification opportunities for all of our Grades 3-6 teachers in order to increase differentiated opportunities for GATE students during the instructional day.

7. Response to Intervention (RtI) - How do we know if plans are being implemented and in an equitable way across all schools in the District? What are the details?

RtI is a model used by schools and districts to identify three tiers of support: whole class, small groups, and individual one-on-one instruction. Pupil Services staff has facilitated four workgroup sessions for principals and teachers focused on identifying best practices for intervention, and exploring ways to best monitor and implement RtI programs at school sites. We are currently investigating an online tool that will help both streamline monitor the Student Success Team and RtI implementation process at school sites, and provide a level of consistency to this process throughout the District. The actual intervention programs to be implemented with students at schools will depend on the availability of resources and the uniqueness of student needs at each school site. It is anticipated that a District framework will be established that allows sites to access best practices for student intervention based on their unique student needs. Principals are responsible for monitoring all

instructional improvement plans for at-risk students.

8. How are we going to increase use of technology without updated hardware, inadequate tech support and staff that isn't fully trained?

We have a plan to increase student hardware one grade a year each year for the next three years. Within this three-year period, we will have a 1:1 environment for Grades 3-6 students. As hardware acquisitions increase, it will be imperative that we look at increasing technology support ratios as well. The recent Technology Fair held at the District Office provided information on hardware to ensure we select one device to be used systemwide. These products will be leased or purchased with a three-year warranty as part of the purchase price.

9. What kind of leadership opportunities? After the parents get any type of training, will they be able to get a job opportunity?

Parents have the opportunity to seek out leadership opportunities in a variety of ways including both site and District committee work. Employment opportunities are available for both classified and certificated positions. Parents and community members are encouraged to fill these positions.

10. Goal 2 - Why are we not giving our kids the opportunity to explore, connect, and create if the new curriculum is saying so?

Teachers at school sites are beginning to incorporate these best practices in their classrooms. Some teachers are more ready to explore than others. For example, PD is being provided in visual arts integration. Over 40 teachers are participating in this program. The CCSS-aligned EngageNY gap materials provided a Mathematics program which encouraged exploration and connecting to real-life problems. In technology, over 20,000 students are using Edmodo to access resources to support their learning. Teachers are using Edmodo to "flip" the classroom to extend and enrich the instruction beyond the school day.

11. When are we going to see art implemented in our schools?

This year, we hired a Visual and Performing Arts (VAPA) resource teacher for the purpose of providing resources to teachers and administrators, broker services from outside community-based arts groups, and provide PD when requested. She is also working with school sites to find qualified teachers and/or specialists to provide direct teaching to students. VAPA instruction is

expanding across the District as schools utilize either full-time or part-time program support teachers to provide instruction in VAPA. Additionally, over 150 students are participating in the Community Opus orchestra and band programs, and 120 students are participating in the all-District choir program under the direction of the District VAPA resource teacher.

12. What method will you be using to achieve the parent participation increase at District and sites?

The District utilizes an array of electronic communication tools to inform parents about meetings and events, with the intent to increase participation/attendance. For example, the District's SchoolMessenger automated phone messaging system includes text messaging and email functions. This year, in collaboration with the DAC/DELAC leadership, a Facebook page was created that is co-branded between the District and DAC/DELAC to keep parents informed about educational workshops, activities, and information for parents. PTA membership has increased from last year to this year including the addition of a new PTA at a school site. Total membership has increased from 4,335 members in 2013-14 to 4,468 in 2014-15.

13. How does the District plan to recruit more parents for leadership positions?

District and site level staff continually explores innovative ways to increase parent participation. This is an ongoing process that includes seeking ideas and suggestions from parents. Parents are participating on the Superintendent Parent Leadership group, LCAP Advisory Committee, PTA District Council, and DAC/DELAC.

14. When is the District going to develop standards for technology so that it is consistent throughout the District?

The Executive Director for Technology and Instruction will be forming a committee during the 2015-16 school year comprised of various stakeholders including teachers, principals, and parents to identify common technology expectations for each grade level.

15. What can be done so that parents who work are able to participate?

The District offers parent workshops both during the day and in the evening. If the workshops require staffs who work with students directly during the school

day, the training is only provided after school or in the evening thus not asking the teacher to not work with students during the instructional day. Podcast communication was made available this year for DAC/DELAC and Budget Advisory Committee members to access information regarding LCAP prior to the April meeting.

16. How will the efficient employees be retained? With salary? And, will that be a problem for their peers?

Our District has recently negotiated with both the certificated and classified staff for a 3%/3%/1% raise for employees effective July 2014 through June 2016. Additionally, Human Resources staff is continually examining ways to ensure the most qualified employees choose to work in Chula Vista Elementary School District. Negotiations with labor groups include looking at pay differentials for difficult to staff positions.

17. How are EL funds to be used?

Each school site is provided with funds to support ELs. As a result of our student-based decision-making model, each school site identifies and implements their own model for supporting ELs in their efforts to become proficient in English.

Based on all of the above comments and questions the following recommendations were made to Cabinet for consideration:

- 1) Re-employ 19 District Resource Teachers and hire 21 additional Resource Teachers.
- 2) Continue with additional funding for increased hours for office staff (School Attendance and Health Specialists or Office Clerks).
- 3) Improve staffing ratios for school psychologists.
- 4) Employ 6 technology integration technicians.
- 5) Provide K-2 early literacy training and purchase SIPPS materials or Benchmark in Spanish reading and assessment materials.
- 6) Re-employ additional special education coordinator.
- 7) Purchase Achieve3000 licenses for all CVESD Grades 3-6 students. (LCAP 2014-15)
- 8) Hire intervention tutors for at-risk Foster Youth students.
- 9) Employ Project Specialist to oversee Visual and Performing Arts programming at sites.
- 10) Re-employ 4 instructional assistants to fully staff the PIP program @ Rogers

- School.
- 11) Re-employ additional interpreter/translator.
  - 12) Provide opportunities for 4-6th grade teachers to receive their GATE certification.
  - 13) Hire District Resource Nurse to provide assistance to schools
  - 14) Increase number of hours worked by Library Clerks & Library Media Technicians.
  - 15) Purchase new books or e-books for school libraries (English and Spanish)
  - 16) Purchase GAP materials for E/LA and S/LA.
  - 17) Purchase technology devices to create a 1:1 blended learning model at one grade level per site.
  - 18) Support teacher collaboration/VAPA learning opportunities
  - 19) Pay Speech/Language/Pathology Teachers salary differential
  - 20) Employ additional SLPs and RSP teachers.
  - 21) Re-establish School Readiness Program for parent outreach.
  - 22) Employ Social Workers to support unduplicated students primarily.
  - 23) Provide each site with a money allocation
  - 24) Support parent involvement by hiring a Community Referral Clerk.
  - 25) Hire a FTE Physical Education Teacher

**Annual Update:**

Stakeholders had multiple opportunities to provide feedback on the 2014-15 LCAP and provide recommendations for changes and/or new actions and services for the 2015-16 plan. The LCAP Advisory Committee reviewed all feedback and identified patterns and trends. This information was provided to Cabinet on May 5 to identify the top priorities for consideration in the new LCAP.

Quantitative and qualitative data provided to stakeholders including assessment data from 2014 CVESD Local Measure (LM) assessments, 2013 Hanover Customer Satisfaction Survey results from parents, staff, and students, County of San Diego Foster Youth census reports, attendance/suspension/expulsion rates, Body Mass Index rates, Chula Vista Collaborative Family Resource Center usage reports, school site and District classroom observations on implementation of California State Standards.

**Annual Update:**

As a result of stakeholder involvement, the following goals, actions, services and expenditures have been included in our LCAP.  
(See attached LCAP Executive Summary 2015-16)



## **Section 2: Goals, Actions, Expenditures, and Progress Indicators**

### **Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.



**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	By 2017, the District will improve and increase access to services for students and families that support social, emotional, and physical wellness; and school success.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	CVESD Family Resource Center (FRC) referral data for 2011-2014. Baseline referrals-408 families served in 2013. Behavior support needed in schools. Academic support for at-risk students.
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Goal Applies to:	Schools: <input type="checkbox"/> All Applicable Pupil Subgroups: <input type="checkbox"/> All
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Increase FRC referrals from 450-500. Increase students in normal weight range from 64.1 to 67.1. Decrease suspension rates from .0071 to .0064. For the 2014-15 school year, there have been 159 suspensions and 0 expulsions. We will continue to have zero expulsions for 2015-2016. Increase attendance rate from 96.60% to 96.85%. A decrease in chronic absenteeism by an additional 1% in Year 3.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a framework for all sites to utilize as they develop their Rtl programs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work with sites to identify appropriate practices for meaningful Implementation. 5800: Professional/Consulting Services And Operating Expenditures General Fund \$56,000
Provide differentiated instruction for Gifted and Talented Education (GATE) students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Provide GATE certification training for interested teachers with priority for Grades 4-6 teachers. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE Identified Students	
Continue Parent Intervention Program (PIP) targeted at PreK-K children who are not school ready due to social/emotional circumstances.	Rogers	<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)	PIP Program @ Rogers School. Employ four part-time instructional assistants. 2000-2999: Classified Personnel Salaries Supplemental \$54,726 <hr/> Assign school psychologist 1/2 day/week to supervise program. 1000-1999: Certificated Personnel Salaries Supplemental included in additional psychologists section
Provide social work support to schools targeted at improving support for at-risk students.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ four social workers. 1000-1999: Certificated Personnel Salaries Supplemental \$375,722
Improve staffing ratios for support staff (i.e. School Attendance Secretaries/Health Specialists/(SAS/HS), School Nurses, and School Psychologists).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase SAS/HS hours @ each school site. 2000-2999: Classified Personnel Salaries Supplemental \$519,957 <hr/> Increase School Psychologist ratio by 3.5 FTEs. 1000-1999: Certificated Personnel Salaries Supplemental \$348,035 <hr/> Hire District Resource Nurse. 1000-1999: Certificated Personnel Salaries Supplemental \$100,000
Monitor Districtwide and school-level implementation of District-adopted Wellness Policy. Establish partnerships with universities and community-based organizations to provide additional services.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Employ Physical Education (PE) teacher. 1000-1999: Certificated Personnel Salaries Supplemental \$57,412

		(Specify)	
Provide services to employees as determined by each site that addresses specific needs at individual sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

- Increase FRC referrals from 450-500.
- Increase students in normal weight range from 64.1 to 67.1.
- Decrease suspension rates from .0071 to .0064.
- Increase attendance rate from 96.60% to 96.85%.
- A decrease in chronic absenteeism by an additional 1% in Year 3.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify Rtl models for academic and behavioral supports at all schools.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work with sites to identify appropriate practices for meaningful Implementation. 5800: Professional/Consulting Services And Operating Expenditures General Fund \$56,000
Provide differentiated instruction for GATE students.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE Identified Students	Provide GATE certification training for interested teachers - \$50,000. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000

Continue Parent Intervention Program (PIP) targeted at PreK-K children who are not school ready due to social/emotional circumstances.	Rogers	<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)	PIP Program @ Rogers School. Employ 4 instructional assistants  Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental \$55,547
Provide social work assistance to schools targeted at improving support for at-risk students.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ four social workers. 1000-1999: Certificated Personnel Salaries Supplemental \$381,358
Improve staffing ratios for support staff (i.e. SAS/HS, School Nurses, and School Psychologists).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase SAS/HS hours at each school site. 2000-2999: Classified Personnel Salaries Supplemental \$527,756 Increase School Psychologist ratios by 3.5 FTEs 1000-1999: Certificated Personnel Salaries Supplemental \$352,596 Employ District Resource Nurse. 1000-1999: Certificated Personnel Salaries Supplemental \$101,500
Monitor Districtwide and school-level implementation of District-adopted Wellness Policy. Establish partnerships with universities and community-based organizations to provide additional services.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ PE teacher. 1000-1999: Certificated Personnel Salaries Supplemental \$58,273
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally

		<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)	Defined Supplemental \$4,421,697
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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: Increase FRC referrals from 450-500.  
 Increase students in normal weight range from 64.1 to 67.1.  
 Decrease suspension rates from .0071 to .0064.  
 Increase attendance rate from 96.60% to 96.85%.  
 A decrease in chronic absenteeism by an additional 1% in Year 3.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify RtI models for academic and behavioral supports at all schools.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work with sites to identify appropriate practices for meaningful implementation. 5800: Professional/Consulting Services And Operating Expenditures General Fund \$56,000
Provide differentiated instruction for GATE students.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) GATE Identified Students	Provide GATE certification training for interested teachers - \$50,000. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000
Continue PIP targeted at PreK-K children who are not school ready due to social/emotional circumstances.	Rogers	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	PIP Program @ Rogers School. Employ four part-time instructional assistants.

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental \$56,380
Provide social work support to schools targeted at improving support for at-risk students.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ four social workers. 1000-1999: Certificated Personnel Salaries Supplemental \$387,078
Improve staffing ratios for support staff (i.e. SAS/HS, School Nurses, and School Psychologists).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase SAS/HS hours at each school site. 2000-2999: Classified Personnel Salaries Supplemental \$535,673 <hr/> Increase School Psychologist ratios by 3.5 1000-1999: Certificated Personnel Salaries Supplemental \$357,224 <hr/> Hire District Resource Nurse. 1000-1999: Certificated Personnel Salaries Supplemental \$103,023
Monitor Districtwide and school-level implementation of District-adopted Wellness Policy. Establish partnerships with universities and community-based organizations to provide additional services.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PE teacher. 1000-1999: Certificated Personnel Salaries Supplemental \$59,147 <hr/> Continue partnership. (No cost)
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697



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

<b>GOAL 2:</b>	By 2017, the District will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21st century fluencies, and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Mathematics, History/Social Science, Science, PE/Health, and Technology).	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 type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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**Identified Need :** School and District observational data of classrooms. Hanover survey results from students and staff.

**Goal Applies to:** Schools: | ALL  
 Applicable Pupil Subgroups: | ALL

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:** Increased student engagement in all classrooms as observed by teachers, administrators, and parents. Site facilities will be maintained in good repair as evidenced in the FIT score.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure all District-led PD models reflect instruction aligned to the 4Cs (collaboration, critical thinking, communication, and creativity).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Include 21st century fluencies in all District professional development. (No cost)
Purchase new hard bound or e-books for school libraries.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide each school with a monetary allocation to purchase new hard bound or e-books. \$5,000 for English; \$5,000 for Spanish books (DLI and alternative bilingual schools only). 4000-4999: Books And Supplies Supplemental \$300,000
Increase library support staffing ratios at sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Increase Library Clerks/Technicians staffing ratios 5.0-7.5 hours /week/per school. 2000-2999: Classified Personnel Salaries Supplemental \$300,000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase the usage of technology in schools.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ six FTE Technology Support staff to assist schools in hardware trouble shooting and software applications 2000-2999: Classified Personnel Salaries Supplemental \$425,025  1:1 Technology Initiative/one grade level @ each school. Please note: \$2,000,000 from 2014-15 LCAP, \$527,424 from 2015-16 LCAP, and \$227,263 from 2014-15 CCSS 6000-6999: Capital Outlay Supplemental \$2,000,000 (2014-15 carryover)  Executive Director for Instructional Technology will convene a committee to identify grade-level technology expectations. no cost
Provide access for Low Income families to "Connect to Compete."	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide parent information meetings. no cost
Provide technical assistance to stakeholders on technology resources.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource teachers to be trained in Microsoft Office 365 resources. no cost
Support teacher collaboration opportunities.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Employ resource teachers with a focus on VAPA (visual arts, music, drama/theater) for teacher collaboration. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Train all teachers in best practices to improve English language proficiency and academic achievement.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development in the administration of CELDT assessment. 1000-1999: Certificated Personnel Salaries General Fund \$10,000
Support teachers with ongoing coaching and support by colleagues.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ current 19 RTs and hire 21 additional RTs to ensure every school has an RT. 1000-1999: Certificated Personnel Salaries Supplemental \$3,212,304
Provide language and literacy support through ELD instruction.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development for teacher teams (seven per site) from all schools. 1000-1999: Certificated Personnel Salaries Title III \$50,000
Support implementation of Visual and Performing Arts (VAPA) Strategic Plan	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Employ VAPA Resource Teacher/Project Specialist to oversee VAPA programming. 1000-1999: Certificated Personnel Salaries Supplemental \$72,774 Hire Resource Teachers (with a priority on VAPA) for teacher collaboration (music, drama/theater, visual arts,) Teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$5,000,000

		(Specify)	
Increase students' access to nonfiction text and increased Lexile levels.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase Acheive3000® licenses for Grades 3-6. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,550,000(2014-15 carryover)
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes: Increased student engagement in all classrooms as observed teachers, administrators, and parents.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure all District-led PD models reflect instruction aligned to the 4Cs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Include 21st century fluencies in all District professional development. (No cost)
Increase library support staffing ratios at sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Increase Library Clerks/Technicians staffing ratios 5.0-7.5 hours/per school. 2000-2999: Classified Personnel Salaries Supplemental \$304,500

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase the usage of technology in schools.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ six FTE Technology Support staff to assist schools in hardware trouble shooting and software applications. 2000-2999: Classified Personnel Salaries Supplemental \$431,400 1:1 Technology Initiative/one grade level @ each school, 6000-6999: Capital Outlay Supplemental \$1,946,660 Executive Director for Instructional Technology will convene a committee to identify grade-level technology expectations. no cost
Provide access for Low Income families to "Connect to Compete."	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide parent information meetings. no cost
Provide technical assistance to stakeholders on technology resources.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource teachers to be trained in Microsoft Office 365 resources. no cost
Support teacher collaboration opportunities.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Employ resource teachers (with priority for VAPA) in order to release classroom teachers for collaboration time. 1000-1999: Certificated Personnel Salaries Supplemental \$5,075,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Train all teachers in best practices to improve English language proficiency and academic achievement.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development in the administration of CELDT assessment. 1000-1999: Certificated Personnel Salaries Title III \$10,000
Support teachers with ongoing coaching and support by colleagues.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 40 RTs for all District schools. 1000-1999: Certificated Personnel Salaries Supplemental \$3,260,489
Provide language and literacy support through ELD instruction.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development for teacher teams (seven per site) from all schools. 1000-1999: Certificated Personnel Salaries Title III \$50,000
Support implementation of Visual and Performing Arts (VAPA) Strategic Plan.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ VAPA Project Specialist to oversee VAPA programming across the District.. 1000-1999: Certificated Personnel Salaries Supplemental \$73,866 <hr/> Hire resource teachers (with a priority on VAPA ) to support teacher collaboration across the District. Supplemental \$5,075,000

		(Specify)	
Increase students' access to nonfiction text and increased Lexile levels.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase Acheive3000® licenses for Grades 3-6. 5000-5999: Services And Other Operating Expenditures Supplemental \$550,000
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: Increased student engagement in all classrooms as observed teachers, administrators, and parents.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure all District-led PD models and reflects instruction aligned to the 4Cs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Include 21st century fluencies in all District professional development. (No cost) no cost
Purchase new hard bound or e-books for school libraries.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Provide each school with a per pupil allocation to purchase new hard bound or e-books. \$5000 for English; \$5000 for Spanish books. 4000-4999: Books And Supplies Supplemental



		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$300,000
Increase library support staffing ratios at sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase Library Clerks/Technicians staffing ratios 5.0-7.5 hours /per school. 2000-2999: Classified Personnel Salaries Supplemental \$309,068
Increase the usage of technology in schools.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ six FTE Technology Support staff to assist schools in hardware trouble shooting and software applications. 2000-2999: Classified Personnel Salaries Supplemental \$437,871 1:1 Technology Initiative/one grade level @ each school. 6000-6999: Capital Outlay Supplemental \$2,111,835
Provide access for Low Income families to "Connect to Compete."	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide parent information meetings. no cost
Provide technical assistance to stakeholders on technology resources.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Resource teachers to be trained in Microsoft Office 365 resources. no cost

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support teacher collaboration opportunities.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ resource teachers with a priority on VAPA in order to release classroom teachers for collaboration time. 1000-1999: Certificated Personnel Salaries Supplemental \$5,151,125
Train all teachers in best practices to improve English language proficiency and academic achievement.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development in the administration of CELDT assessment. 1000-1999: Certificated Personnel Salaries Title III \$10,000
Support teachers with ongoing coaching and support by colleagues.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 40 resource teachers for all schools. 1000-1999: Certificated Personnel Salaries Supplemental \$3,309,396
Provide language and literacy support through ELD instruction.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Provide professional development for teacher teams (seven per site) from all schools. 1000-1999: Certificated Personnel Salaries Title III \$50,000

		(Specify)	
Support implementation of Visual and Performing Arts (VAPA) Strategic Plan.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ VAPA Resource Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$74,974 Hire resource teachers with a priority for VAPA to support teacher collaboration Supplemental \$5,151,125
Increase students' access to nonfiction text and increased Lexile levels.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize Acheive3000® licenses for Grades 3-6. Paid for in 2016-17
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697

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

GOAL 3:	The District will increase parent engagement at District and sites.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Qualitative data collected from parent groups including DAC/DELAC, Superintendent Parent Advisory Committee, and PTA leadership groups. Develop a Hanover Customer Satisfaction Survey question pertaining to parent involvement. Parent training (DAC/DELAC sponsored) provided by District: 145 participants. Parent training (GATE/Site Council) provided by District: 832. Parent training (Special Education) provided by District: 78.
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Goal Applies to:	Schools:   ALL
Applicable Pupil Subgroups:	ALL

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Increase percentage of parent participation annually by 5% as measured by sign in sheets collected.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase parent training and leadership opportunities which may include the following: webinars; Parent Institute for Quality Education (PIQE); Adult ESL, or GED; content specific workshops (i.e. CSS Math); classroom walkthroughs; web page resources; site council training. Utilize resource teachers when appropriate to provide parent training. Utilize social media to advertise these opportunities.	LEA-wide and sites	<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)	Parent trainings.  5800: Professional/Consulting Services And Operating Expenditures Title I \$35,000  Hire a Parent Community Liaison to serve as the first point of contact for families accessing services related to student and family needs in a friendly and orderly center environment. 2000-2999: Classified Personnel Salaries Supplemental 20% \$9,340
Provide access for Low Income families to "Connect to Compete."	Low income students-LEA	<input type="checkbox"/> All OR: <input checked="" 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:	Provide parent information meetings. (No cost)

		(Specify)	
Employ additional translation/interpretation staff to assist the District and school sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 1.0 FTE translator. 2000-2999: Classified Personnel Salaries Supplemental \$78,895
Provide literacy training for parents of struggling readers.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use District staff to provide training as needed. 1000-1999: Certificated Personnel Salaries Title I \$5,000 Provide training to parents on Achieve3000®. 5000-5999: Services And Other Operating Expenditures Title I \$15,000
Support outreach to military families.	military families LEA-wide	<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) Military families	Utilize current staff to ensure outreach to military families occurs at all sites. USC Welcoming Practices \$100,000/annually
Build stronger connection between families and /FRCs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work with Chula Vista Collaborative staff to ensure greater communication about resources available to families in Chula Vista. 2000-2999: Classified Personnel Salaries Title I \$100,000

Support parent leadership development.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize District staff. 1000-1999: Certificated Personnel Salaries Title I \$5,000
Re-establish School Readiness Program at six sites.	Six Title I sites	<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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ six instructional assistants to outreach to community. 2000-2999: Classified Personnel Salaries Supplemental \$250,000
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Increase percentage of parent participation annually by 5% as measured by sign in sheets collected.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase parent training and leadership opportunities which may include the following: webinars; Parent Institute for Quality Education (PIQE); Adult ESL, or GED; content specific workshops (i.e. CSS Math); classroom walkthroughs; web page resources; site council training. Utilize resource teachers when	LEA-wide and sites	<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	Parent trainings.  5800: Professional/Consulting Services And Operating Expenditures Title I \$35,000  Hire a Parent Community Liaison to serve as the first point of

appropriate to provide parent training. Utilize social media to advertise these opportunities.		English proficient _ Other Subgroups: (Specify)	contact for families accessing services related to student and family needs in a friendly and orderly center environment. 2000-2999: Classified Personnel Salaries Supplemental 20% \$9,340
Provide access for Low Income families to "Connect to Compete."	Low income students-LEA	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide parent information meetings.  no cost
Employ additional translation/interpretation staff to assist the District and school sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employ 1.0 FTE translator. 2000-2999: Classified Personnel Salaries Supplemental \$80,078
Provide literacy training for parents of struggling readers.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Use District staff to provide training as needed. 1000-1999: Certificated Personnel Salaries Title I \$5,000 Provide training to parents on Achieve3000®. 5000-5999: Services And Other Operating Expenditures Title I \$15,000
Support outreach to military families.	military families LEA-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Utilize current staff to ensure outreach to military families occurs at all sites. USC Welcoming Practices \$100,000/annually

		(Specify) <u>Military families</u>	
Build stronger connection between families and FRCs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work with Chula Vista Collaborative staff to ensure greater communication about resources available to families in Chula Vista. 2000-2999: Classified Personnel Salaries Title I \$100,000
Support parent leadership development.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize District staff. 1000-1999: Certificated Personnel Salaries Title I \$5,000
School Readiness Program.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bilingual parent educators conduct parent and child together sessions. 2000-2999: Classified Personnel Salaries Supplemental \$253,750
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697



**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: Increase percentage of parent attendance annually by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Increase parent training and leadership opportunities which may include the following: webinars; Parent Institute for Quality Education (PIQE); Adult ESL, or GED; content specific workshops (i.e. CSS Math); classroom walkthroughs; web page resources; site council training. Utilize resource teachers when appropriate to provide parent training. Utilize social media to advertise these opportunities.</p>	<p>LEA-wide and sites</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent trainings.  5800: Professional/Consulting Services And Operating Expenditures Title I \$35,000  Hire a Parent Community Liaison to serve as the first point of contact for families accessing services related to student and family needs in a friendly and orderly center environment.  2000-2999: Classified Personnel Salaries Supplemental 20% \$9,340</p>
<p>Provide access for Low Income families to "Connect to Compete."</p>	<p>Low income students-LEA</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide parent information meetings.  (No cost)  No cost</p>
<p>Employ additional translation/interpretation staff to assist the District and school sites.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Employ 1.0 FTE translator. 2000-2999: Classified Personnel Salaries Supplemental \$81,280</p>
<p>Provide literacy training for parents of struggling readers.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent</p>	<p>Use District staff to provide training as needed. 1000-1999: Certificated Personnel Salaries Title I \$5,000  Provide training to parents on Achieve3000®. 5000-5999: Services And Other Operating Expenditures Title I \$15,000</p>

		English proficient _ Other Subgroups: (Specify)	
Support outreach to military families.	military families LEA-wide	<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) Military families	Utilize current staff to ensure outreach to military families occurs at all sites. USC Welcoming Practices \$100,000/annually
Build stronger connection between families and FRCs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Work with Chula Vista Collaborative staff to ensure greater communication about resources available to families in Chula Vista. 2000-2999: Classified Personnel Salaries Title I \$100,000
Support parent leadership development.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize District staff. 1000-1999: Certificated Personnel Salaries Title I \$5,000
Implement School Readiness Program.	six Title I sites	<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)	Skilled bilingual parent educators provide parent and child together sessions. 2000-2999: Classified Personnel Salaries Supplemental \$257,556

Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697

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

GOAL 4:	By 2018, all students will have access to instructional materials aligned to California State Standards and teachers will implement best instructional practices across all curricular areas including ELA/ELD, Mathematics, and Science.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need : Limited access to instructional materials aligned to California State Standards (CSS).

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

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes: Students will have increased access to CSS-aligned instructional materials, including ELA and ELD as measured by the Resolution of Sufficiency, which indicates 100% of students have access to standards aligned materials.  
 Because Chula Vista Elementary School District is a K-6 district, the following required state metrics for the 8 state priorities do not apply:  
 \*College and Career Readiness  
 \*AP Exam Pass Rate  
 \*EAP Participation/Performance  
 \*High School Dropout Rates  
 \*High School Graduation Rates  
 \*API Score

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase CSS-aligned materials in accordance with District textbook adoption process and provide the appropriate professional development to support successful implementation of the new instructional materials.	LEA-wide and sites	<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)	Purchase English/Language Arts GAP materials at \$15/student/K-6 English and Spanish for Dual Language Immersion (DLI) schools. 4000-4999: Books And Supplies Supplemental \$500,000  21-35 classroom teachers will be hired to align Houghton Mifflin GO Math! and Engage NY Mathematics lessons. 1000-1999: Certificated Personnel Salaries Title I \$98,000  Support GO Math! textbook adoption with professional development including how to use the teacher resource materials and the technology tools that accompany the textbook series. 1000-1999: Certificated Personnel Salaries Title II \$500,000  Purchase CSS foundational literacy skills materials in English (SIPPS) and Benchmark Assessment in Spanish (BAS) 4000-

			<p>4999: Books And Supplies Supplemental \$540,000</p> <p>Provide professional development for all K-2 teachers utilizing SIPPS and BAS materials. 1000-1999: Certificated Personnel Salaries Title II \$127,766</p> <p>Purchase GO Math! textbooks for all K-6 grade students 4000-4999: Books And Supplies Supplemental \$1,171,302 from (2014-15)</p>
Train all staff (teachers and administrators) in CSS-aligned best practices in both curriculum and instruction (highlighting needs of each subgroup).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Provide professional development in ELA/ELD for all K-6 general and special education teachers. 1000-1999: Certificated Personnel Salaries Other \$350,000</p> <p>Provide professional development in Mathematics for all K-6 general and special education teachers. 1000-1999: Certificated Personnel Salaries Title I \$500,000</p> <p>Provide professional development in Visual and Performing Arts (VAPA). 1000-1999: Certificated Personnel Salaries Title I \$50,000</p> <p>Provide professional development in various curricular areas based on teacher need. 1000-1999: Certificated Personnel Salaries Title I \$250,000</p> <p>Provide professional development for specific groups of teachers including SPED, ELD, PE, SIPPS, etc. 1000-1999: Certificated Personnel Salaries Title I \$100,000</p>
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Students will have increased access to CSS-aligned instructional materials as measured by the Resolution of Sufficiency, which indicates 100% of students have access to standards aligned materials.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase CSS-aligned materials in accordance with District textbook adoption process and provide the	LEA-wide and sites	<input checked="" type="checkbox"/> All OR:	Support GO Math! textbook adoption with professional development including how to use the teacher resource

appropriate professional development to support success implementation of the new instructional materials.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	materials and the technology tools that accompany the textbook series. 1000-1999: Certificated Personnel Salaries Title II \$50,000 Provide professional development for new K-2 teachers utilizing SIPPS and Benchmark in Spanish (BAS) materials. 1000-1999: Certificated Personnel Salaries Title II \$5,000
Train all staff (teachers and administrators) in CSS-aligned best practices in both curriculum and instruction (highlighting needs of each subgroup).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development in ELA/ELD for new K-6 general and special education teachers. 1000-1999: Certificated Personnel Salaries Other \$500,000 Provide professional development in Mathematics for new K-6 general and special education teachers. 1000-1999: Certificated Personnel Salaries Title I \$500,000 Provide professional development in Visual and Performing Arts (VAPA). 1000-1999: Certificated Personnel Salaries Title I \$50,000 Provide professional development in various curricular areas based on teacher need. 1000-1999: Certificated Personnel Salaries Title II \$250,000 Provide professional development for specific groups of teachers including SPED, ELD, PE, SIPPS, etc. 1000-1999: Certificated Personnel Salaries Title I \$100,000
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Students will have increased access to CSS-aligned instructional materials as measured by the Resolution of Sufficiency, which indicates 100% of students have access to standards aligned materials.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase CSS-aligned materials in accordance with	LEA-wide	<input checked="" type="checkbox"/> All	Purchase English/Language Arts and Spanish language arts

<p>District textbook adoption process and provide the appropriate professional development to support success implementation of the new instructional materials.</p>	<p>and sites</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:          (Specify)</p>	<p>books. 4000-4999: Books And Supplies Supplemental \$1,040,000</p> <p>Purchase CSS foundational literacy skills materials in English (SIPPS) and Spanish for new teachers. 4000-4999: Books And Supplies General Fund \$5,000</p> <p>Provide professional development for all K-2 teachers utilizing SIPPS and Benchmark in Spanish (BAS) materials. 1000-1999: Certificated Personnel Salaries Title II \$5,000</p>
<p>Train all staff (teachers and administrators) in CSS-aligned best practices in both curriculum and instruction (highlighting needs of each subgroup).</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All          -----          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:          (Specify)</p>	<p>Provide professional development in ELA/ELD for all K-6 general and special education teachers. 1000-1999: Certificated Personnel Salaries Other \$350,000</p> <p>Provide professional development in Mathematics for all K-6 general and special education teachers. 1000-1999: Certificated Personnel Salaries Title I \$50,000</p> <p>Provide professional development in Visual and Performing Arts (VAPA). 1000-1999: Certificated Personnel Salaries Title I \$50,000</p> <p>Provide professional development in various curricular areas based on teacher need. 1000-1999: Certificated Personnel Salaries Title I \$250,000</p> <p>Provide professional development for specific groups of teachers including SPED, ELD, PE, SIPPS, etc. 1000-1999: Certificated Personnel Salaries Title I \$100,000</p>
<p>Provide specific services as determined by each site.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:          (Specify)  <u>Identified families and their children.</u></p>	<p>Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697</p>

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

GOAL 5:	The District will recruit and retain the highest caliber employees ("A" Players) to support students and families and will ensure system-wide equitable access to services and supports in the areas of: <ol style="list-style-type: none"> <li>1) Technology</li> <li>2) Facilities</li> <li>3) Pupil Services</li> <li>4) Health Services</li> <li>5) Recruitment of highly qualified teachers (HQT) including CLAD.</li> </ol>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	Difficulty in staffing some classes due to lack of availability of teachers including special education (RSP, SDC, SLP).
Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Technology needs will be met. All schools will receive a "good" or "exemplary" on Facilities evaluation. Special Education positions will be filled. Students will receive appropriate health-related support as measured by federal mandate that 100% of teachers hired are highly qualified and are appropriately assigned.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop employee candidate "score cards" for all new positions	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Human Resources staff will develop score cards. no cost
Increase Speech, Language, and Pathology (SLP) and RSP positions.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Provide pay differential for SLPs. 1000-1999: Certificated Personnel Salaries Supplemental \$250,000 Hire additional SLPs and RSP teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$1,000,000



		(Specify)	
Provide interpretation/translation services for the District and sites.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 1.0 FTE translator/interpreter. 2000-2999: Classified Personnel Salaries Supplemental \$78,895
Provide Technology support to schools.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ six technology support technicians. 2000-2999: Classified Personnel Salaries Supplemental \$425,025
Ensure school libraries are open more hours.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase site allocation for library clerks/technicians additional 5 or 7.5 hours per week. 2000-2999: Classified Personnel Salaries Supplemental \$300,000
Provide support to at-risk students including Low Income, English Learners, and Foster Youth.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 4.0 FTE Social Workers. 1000-1999: Certificated Personnel Salaries Supplemental \$375,722

<p>Improve psychologist/school ratios.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Employ 3.5 FTE additional psychologists. 1000-1999: Certificated Personnel Salaries Supplemental \$348,035</p>
<p>Improve support to school nurses.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Hire District Resource Nurse. 1000-1999: Certificated Personnel Salaries Supplemental \$100,000</p>
<p>Support special education (SPED) teachers.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Employ 1.0 FTE SPED coordinator. 1000-1999: Certificated Personnel Salaries Supplemental \$129,777</p>
<p>Support District Wellness Policy.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Employ 1.0 FTE PE Teacher. 1000-1999: Certificated Personnel Salaries Supplemental \$57,412</p>
<p>Provide specific services as determined by each site.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR:</p>	<p>Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally</p>

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Defined Supplemental \$4,421,697
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**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Technology needs will be met. Facilities will receive a "good" or "exemplary" on Facilities evaluation. Special Education positions will be filled. Students will receive appropriate health-related support as measured by federal mandate that 100% of teachers hired are highly qualified and are appropriately assigned.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop employee candidate "score cards" for all new positions.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Human Resources staff will develop score cards. no cost
Increase Speech, Language, and Pathology (SLP) and RSP positions.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide pay differential for SLPs. 1000-1999: Certificated Personnel Salaries \$253,750 Hire additional SLP and RSP teacher positions 1000-1999: Certificated Personnel Salaries Supplemental \$1,015,000
Provide interpretation/translation services for the District and sites.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employ 1.0 FTE translator/interpreter. 2000-2999: Classified Personnel Salaries Supplemental \$80,078

		(Specify)	
Provide technology support to schools.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire six technology support technicians. 2000-2999: Classified Personnel Salaries Supplemental \$431,400
Ensure school libraries are open more hours.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase site allocation for library clerks/technicians additional 5 or 7.5 hours per week. 2000-2999: Classified Personnel Salaries Supplemental \$304,500
Provide support to at-risk students including Low Income, English Learners, and Foster Youth.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 4.0 FTE Social Workers. 1000-1999: Certificated Personnel Salaries Supplemental \$381,358
Improve psychologist/school ratios.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 3.5 FTE additional psychologists. 1000-1999: Certificated Personnel Salaries Supplemental \$352,596

<p>Improve support to school nurses.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Employ District Resource Nurse. 1000-1999: Certificated Personnel Salaries Supplemental \$101,500</p>
<p>Support special education (SPED) teachers.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Employ 1.0 FTE SPED coordinator. 1000-1999: Certificated Personnel Salaries Supplemental \$131,724</p>
<p>Support District Wellness Policy.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Employ 1.0 FTE PE Teacher. 1000-1999: Certificated Personnel Salaries Supplemental \$58,273</p>
<p>Provide specific services as determined by each site.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Technology needs will be met. Facilities will receive a "good" or "exemplary" on Facilities evaluation. Special Education positions will be filled. Students will receive appropriate health related support as measured by federal mandate that 100% of teachers hired are highly qualified and are appropriately assigned. .
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop employee candidate "score cards" for all new positions.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Human Resources staff will develop score cards. no cost
Increase Speech, Language, and Pathology (SLP) and RSP positions.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide pay differential for SLPs. 1000-1999: Certificated Personnel Salaries \$257,556 Employ additional SLPs and RSP teachers 1000-1999: Certificated Personnel Salaries Supplemental \$1,030,225
Provide interpretation/translation services for the District and sites.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 1.0 FTE translator/interpreter. 2000-2999: Classified Personnel Salaries Supplemental \$81,280
Provide technology support to schools.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Employ six technology support technicians. 2000-2999: Classified Personnel Salaries Supplemental \$437,871

		English proficient _ Other Subgroups: (Specify)	
Ensure school libraries are open more hours.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Increase site allocation for library clerks/technicians additional 5 or 7.5 hours per week. 2000-2999: Classified Personnel Salaries Supplemental \$309,068
Provide support to at-risk students including Low Income, English Learners, and Foster Youth.	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employ 4.0 FTE Social Workers. 1000-1999: Certificated Personnel Salaries Supplemental \$387,078
Improve psychologist/school ratios.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employ 3.5 FTE additional psychologists. 1000-1999: Certificated Personnel Salaries Supplemental \$357,224
Improve support to school nurses.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employ District Resource Nurse. 1000-1999: Certificated Personnel Salaries Supplemental \$103,023

Support special education (SPED) teachers.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 1.0 FTE SPED coordinator. 1000-1999: Certificated Personnel Salaries Supplemental \$133,700
Support District Wellness Policy.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Employ 1.0 FTE PE Teacher. 1000-1999: Certificated Personnel Salaries Supplemental \$59,147
Provide specific services as determined by each site.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697

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



GOAL 6:	Students in all grades (including all targets such as Low Income, English Learners (ELs), homeless and Foster Youth) will demonstrate increased proficiency on state and District assessments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	In order to prepare all students for college and career readiness, students will need to achieve at higher levels of performance as shown by the 2015 baseline results for the CAASPP.
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Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	All students and subgroups will make an annual 5% improvement in English/Language Arts and Mathematics as evidenced by the following benchmarks: 1) By 2018, 80% of all Grades K-1 students will score Met on the District LM assessment in Reading. 2) By 2018, 80% of all Grades 2-6 students will score College and Career Ready on the District LM assessment in Reading. 3) By 2018, 80% of all Grades K-2 students will score Met on the District LM assessment in Mathematics. 4) By 2018, all students will read at grade level by the end of Grade 3. 5) By 2018, the academic progress of ELs will improve, and the rate of reclassification will increase annually. 6) By 2018, all students in Grades 3-6 will improve at least 5% annually on the CAASPP.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide rigorous/balanced literacy program in ELA/ELD for all students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide two days training for all K-2 teachers in reading foundation skills utilizing SIPPS and Benchmark in Spanish (BAS) materials. 1000-1999: Certificated Personnel Salaries Supplemental \$127,766  Purchase SIPPS foundational reading skills materials for English and Benchmark in Spanish materials for DLI classrooms. 4000-4999: Books And Supplies Supplemental \$540,000  Purchase Achieve3000®. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,550,000 (2014-15 carryover)  Purchase supplemental GAP ELA and/or SLA instructional materials for K-6 students. 4000-4999: Books And Supplies

			Supplemental \$500,000 Provide ongoing training for Grades 3-6 teachers in the use of Achieve3000®. 1000-1999: Certificated Personnel Salaries Title II \$50,000
Provide training in strategies to ensure rigorous, differentiated instruction for Gifted and Talented Education (GATE) students.	LEA-wide	<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) GATE	Provide GATE certification professional development for interested teachers with priority given to Grades 4-6. 1000-1999: Certificated Personnel Salaries Supplemental \$50,000
Provide intervention services for all at-risk students (with special outreach to Foster Youth) after school, before school, and during school breaks.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire teachers to serve as Extended Day and Jump Start tutors. (Program Improvement) 1000-1999: Certificated Personnel Salaries Title I \$300,000 Hire teachers to serve as Extended Day and Jump Start tutors. (Foster Youth) 1000-1999: Certificated Personnel Salaries Concentration \$150,000
Support ELs by working with each site to analyze data and monitor progress in order to provide timely interventions for language development and academic growth.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement integrated/designated ELD instruction and targeted interventions.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Provide professional development to teachers. 1000-1999: Certificated Personnel Salaries Title III \$100,000

		_ Other Subgroups: (Specify)	
Students use computer-based software to accelerate language and literacy, including the use of Action Area Tool.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Utilize Imagine Learning licenses.
Utilize formative assessments aligned to English language proficiency assessments.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase when made available.
Provide CELDT training for teachers and administrators.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	District 1000-1999: Certificated Personnel Salaries General Fund TBD
Establish a team of bilingual Resource Teachers (RTs) for the development and translation of materials and assessments.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Bilingual RT support. 1000-1999: Certificated Personnel Salaries Title III \$20,000

<p>Foster Youth (FY) - provide specialized training-trauma training- professional development at all levels-increased awareness across all schools. Full staff development on trauma informed care/instruction, policy and procedures for District staff, office staff, and teachers. Implement and monitor an FY individual success plan (FYISP) for all FY students where a plan is put together by the school to welcome the student, tour, meet and greet, actions steps for academic success-keep record of what is working and what is not working, provide wraparound services for child, and assign a school site educational champion to monitor the student's progress. Immediate access to tutorial; enrichment before-and after-school care; and technology- transportation focused on student needs, school, or origin. Mental health support on site. Active recruitment for foster parents at school sites for involvement in PTA/PTC.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide specialized training. 5000-5999: Services And Other Operating Expenditures General Fund \$2,500 Provide intervention tutors. 1000-1999: Certificated Personnel Salaries Concentration \$150,000</p>
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<p>Provide specific services as determined by each site.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697</p>
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**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>All students and subgroups will make an annual 5% improvement in English/Language Arts and Mathematics as evidenced by the CAASPP assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide rigorous/balanced literacy program in ELA or Spanish for all students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Provide two days of training for all K-2 teachers in reading foundation skills utilizing SIPPS and Benchmark in Spanish (BAS) materials. 1000-1999: Certificated Personnel Salaries Supplemental \$129,682 Purchase Achieve3000® licenses for all Grades 3-6 students. 5000-5999: Services And Other Operating Expenditures Supplemental \$550,000</p>

		<input type="checkbox"/> Other Subgroups: (Specify)	Provide ongoing training for Grades 3-6 teachers in the use of Achieve3000®. 1000-1999: Certificated Personnel Salaries Title II \$50,000
Provide training in strategies to ensure rigorous, differentiated instruction for GATE students.	LEA-wide	<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) GATE	Provide GATE certification professional development for interested teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$50,000
Provide intervention services for all at-risk students (with special outreach to FY) after school, before school, and during school breaks.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire teachers to serve as Extended Day and Jump Start tutors. (FY) 1000-1999: Certificated Personnel Salaries Supplemental \$152,250 Hire teachers to serve as Extended Day and Jump Start tutors. (Program Improvement) 1000-1999: Certificated Personnel Salaries Title I \$350,000
Support ELs by working with each site to analyze data and monitor progress in order to provide timely interventions for language development and academic growth.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement integrated/designated ELD instruction and targeted interventions.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Provide professional development to teachers. 1000-1999: Certificated Personnel Salaries Title III \$100,000

		(Specify)	
Students use computer-based software to accelerate language and literacy, including the use of Action Area Tool.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Utilize Imagine Learning licenses.
Utilize formative assessments aligned to English language proficiency assessments.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase when made available.
Provide CELDT training for teachers and administrators.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District staff will provide training General Fund TBD
Establish a team of bilingual RTs for the development and translation of materials and assessments.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bilingual RT support. 1000-1999: Certificated Personnel Salaries Title III \$20,000

<p>FY - Provide specialized training-trauma training-professional development at all levels-increased awareness across all schools. Full staff development on trauma informed care/instruction, policy and procedures for District staff, office staff, teachers. Implement and monitor an FY individual success plan (FYISP) for all FY students where a plan is put together by the school to welcome the student, tour, meet and greet, actions steps for academic success-keep record of what is working and what is not working, provide wraparound services for child, and assign a school site educational champion to monitor the student's progress. Immediate access to tutorial; enrichment before-and after school care; and technology- Transportation focused on student needs, school, or origin. Mental health support on site. Active recruitment for foster parents at school sites for involvement in PTA/PTC.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide specialized training. 5000-5999: Services And Other Operating Expenditures General Fund \$2,500 Provide intervention tutors. 1000-1999: Certificated Personnel Salaries Concentration \$152,250</p>
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<p>Provide specific services as determined by each site.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>All students and subgroups will make an annual 5% improvement in English/Language Arts and Mathematics as evidenced by the CAASPP assessment.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide rigorous/balanced literacy program in ELA or Spanish for all students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Provide two days of training for all K-2 teachers in reading foundation skills utilizing SIPPS Benchmark in Spanish (BAS) materials. 1000-1999: Certificated Personnel Salaries Supplemental \$131,628 Utilize Achieve3000® licenses for all Grades 3-6 students. paid for previously Provide ongoing training for Grades 3-6 teachers in the use of</p>

		<input type="checkbox"/> Other Subgroups: (Specify)	Achieve3000®. 1000-1999: Certificated Personnel Salaries Title II \$50,000
Provide training in strategies to ensure rigorous, differentiated instruction for Gifted and Talented Education (GATE) students.	LEA-wide	<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) GATE	Provide GATE certification professional development for interested teachers. 1000-1999: Certificated Personnel Salaries Supplemental \$50,000
Provide intervention services for all at-risk students (with special outreach to FY) after school, before school, and during school breaks.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire teachers to serve as Extended Day and Jump Start tutors. (Program Improvement) 1000-1999: Certificated Personnel Salaries Title I \$350,000  Hire teachers to serve as Extended Day and Jump Start tutors. (FY) 1000-1999: Certificated Personnel Salaries Concentration \$154,534
Support ELs by working with each site to analyze data and monitor progress in order to provide timely interventions for language development and academic growth.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	District staff will work with site staff no cost
Implement integrated/designated ELD instruction and targeted interventions.	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development to teachers. 1000-1999: Certificated Personnel Salaries Title III \$100,000



<p>Students use computer-based software to accelerate language and literacy, including the use of Action Area Tool.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Utilize Imagine Learning licenses.</p>
<p>Utilize formative assessments aligned to English language proficiency assessments.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Purchase when made available.</p>
<p>Provide CELDT training for teachers and administrators.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>District . 1000-1999: Certificated Personnel Salaries General Fund TBD</p>
<p>Establish a team of bilingual RTs for the development and translation of materials and assessments.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Bilingual RT support. 1000-1999: Certificated Personnel Salaries Title III \$20,000</p>
<p>FY - provide specialized training-trauma training-</p>	<p>LEA-</p>	<p><input type="checkbox"/> All</p>	<p>Provide specialized training. 5000-5999: Services And Other</p>

<p>professional development at all levels-increased awareness across all schools. Full staff development on trauma informed care/instruction, policy and procedures for District staff, office staff, teachers. Implement and monitor an FY individual success plan (FYISP) for all FY students where a plan is put together by the school to welcome the student, tour, meet and greet, actions steps for academic success-keep record of what is working and what is not working, provide wraparound services for child, and assign a school site educational champion to monitor the student's progress. Immediate access to tutorial; enrichment before-and after school care; and technology- Transportation focused on student needs, school, or origin. Mental health support on site. Active recruitment for foster parents at school sites for involvement in PTA/PTC.</p>	<p>wide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Operating Expenditures General Fund \$2,500</p>
<p>Provide specific services as determined by each site.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Utilize LCAP funds to support site-specific needs as determined by each school site council. 1000-7439: Locally Defined Supplemental \$4,421,697</p>

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

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	By 2017, the District will improve and increase access to services for students and families that support social, emotional, and physical wellness; and school success.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increase FRC referrals from 408-450. Increase students in normal weight range from 61.1 to 64.1. Decrease suspension rates from .0079 to .0071. Increase attendance rate from 96.35% to 96.60%. Establish a baseline of chronic absenteeism by 2014 maintain at or below 1%.	Actual Annual Measurable Outcomes: BMI percentage of obese/fat students has decreased 5%. Attendance rate is 97.32% up from 96.35%.	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Develop Response to Intervention (RtI) models for academic and behavioral supports at all schools.		Planning General Fund \$56,000	no cost
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)				
Ensure differentiated instruction for GATE students.		no cost	Provided eight parent meetings focused on differentiated strategies in classrooms as well as how parents can support their children's academic program.	no cost
Scope of Service	LEA wide		Scope of Service	LEA wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<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)	
Reestablish Parent Intervention Program (PIP) at Rogers targeted at PreK-K children who are not school ready due to social/emotional circumstances.		PIP Hire ½-day psychologist (\$45,000) to oversee – hire four part-time instructional assistants (\$56,000).	Began providing services during 2nd semester to children and their parents. Approximately 30 families were supported during 2nd semester.	Four instructional assistant salaries. 2000-2999: Classified Personnel Salaries Supplemental \$19,175
Scope of Service	LEA wide		Scope of Service	LEA
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input 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)	
Provide social work support to schools targeted at improving support for at-risk students.		Hire four social workers. Supplemental \$275,000	Each social worker is servicing approximately 10 schools with a focus on FY. They are collaborating with our school psychologists and FRCs.	Hired four social workers. 1000-1999: Certificated Personnel Salaries Supplemental \$108,213

Scope of Service   LEA wide		Scope of Service   LEA	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Examine staffing ratios for support staff (i.e. SAS/HS, School Nurses, and School Psychologists).	Studied staffing ratios as compared to student enrollment and specific school needs and increased SAS/HS as appropriate. 2000-2999: Classified Personnel Salaries Supplemental \$380,000 Studied staffing ratios as compared to case load at specific sites for school psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$125,000	As a result of increased staff hours they were able to outreach daily to families with attendance issues.	Increased school allocations for SAS/HS. 2000-2999: Classified Personnel Salaries Supplemental \$456,749 Increased the psychologist staffing ratio to 3.1. 1000-1999: Certificated Personnel Salaries Supplemental \$195,338
Scope of Service   LEA wide		Scope of Service   LEA	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Monitor Districtwide and school-level implementation of District-adopted Wellness Policy. Establish partnerships with universities and community-based organizations to provide additional services.	PE teacher - Base \$63,000 Initiate partnership (No cost)	Had our biannual BMI assessment and got approval of a compliant snack list policy.	Hired an additional PE teacher in order for current teacher to be able to focus on wellness policy related issues. 1000-1999: Certificated Personnel Salaries Supplemental \$44,208

<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA</p>	
<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Hire Visual and Performing Arts Resource Teacher</p>		<p>Hired VAPA RT in August 2014.</p>	<p>Provided support to sites in developing VAPA instructional plans 1000-1999: Certificated Personnel Salaries Supplemental \$57,054</p>
<p>Scope of Service   LEA-wide</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-wide</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide Literacy Training for K-3 teachers</p>	<p>Utilized Local Measure ELA results to determine the need for additional training in foundational skills</p>	<p>Trained teacher reps from K, 1,2, and 3 from all sites.</p>	<p>Cover the cost of substitute teacher release 1000-1999: Certificated Personnel Salaries Supplemental \$22,595</p>
<p>Scope of Service   LEA-wide</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service   LEA-wide</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)									
Hire Intervention Tutors for Foster Youth	Identified the 100+ students eligible for tutoring.	Outreach was made to include as many Foster Youth as possible	Utilized classroom teachers as extended day tutors 1000-1999: Certificated Personnel Salaries Supplemental \$157,784								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-wide										
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Scope of Service	LEA-wide										
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Schools will provide site-specific actions and services based on their identified needs.		Schools were provided fiscal allocations based on former funding formulas for EIA/LEP and EIA/SCE.	1000-7439: Locally Defined Supplemental \$4,300,000 in expenditures								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <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) </td> </tr> </table>	Scope of Service	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-wide										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-wide										
<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)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Need to continue to identify best practices for Response to Intervention strategies.										



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

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

Original GOAL 2 from prior year LCAP:	By 2017, the District will ensure students engage in relevant, motivating, personalized learning experiences that integrate the 4Cs (critical thinking, collaboration, communication, creativity), and the use of technology.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Increase by 5% of classrooms demonstrating evidence of high levels of student engagement.	Actual Annual Measurable Outcomes:	We were unable to quantify ongoing observational data conducted through walkthroughs done by teachers, principals, District-level staff, and parents as systems are not thoroughly in place to measure.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure all District-led professional development models and reflects instruction aligned to the 4Cs.	Include 21st century fluencies in all District professional development. (No cost)	The District provided professional development for all teachers in Mathematics and English language development. The presenters included the use of technology, and engaged the participants in activities which reflected what we expect to see in classrooms.	(for substitutes/stipends) 1000-1999: Certificated Personnel Salaries Title II \$235,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Support Special Education staff, parents and students	Hire SPED Coordinator 1000-1999:	We hired one additional SPED coordinator which resulted in each	Hired 1 FTE SPED Coordinator 1000-

	Certificated Personnel Salaries Supplemental	coordinator responsible for 11 schools.	1999: Certificated Personnel Salaries Supplemental \$121,507
Scope of Service   LEA-wide		Scope of Service   LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Schools will provide site-specific actions and services based on their identified needs.		Schools were provided fiscal allocations based on former funding formulas for EIA/LEP and EIA/SCE.	1000-7439: Locally Defined Supplemental \$4,300,000 estimated expenditures
Scope of Service   LEA-wide		Scope of Service   LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing past progress and/or changes to goals, we will continue to refine and create goals that improve and enhance student engagement in all curricular areas that can be effectively measured.		

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

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

Original GOAL 3 from prior year LCAP:	By 2017, the District will ensure all students are proficient in grade-appropriate technology skills, as evidenced by the acquisition and utilization of the 21st century fluencies.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Increase by 5% of students utilizing 21st century fluencies such as communication, critical thinking, and collaboration.	Actual Annual Measurable Outcomes:	Ongoing data collected through walkthroughs done by teachers, principals, District-level staff, and parents.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Improve accessibility and organization of District/site websites.	Information Services provide support and training. (Technology Integration Specialist. *)  Supplemental \$100,000	The District enhanced and improved all school websites.	2000-2999: Classified Personnel Salaries Supplemental \$101,360
Scope of Service: LEA-wide		Scope of Service: LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Provide access for Low Income families to "Connect to Compete."	Provide parent information meetings.	Information meetings were held at two schools. Approximately 60 additional	

	(No cost)	families signed up for Internet service as a result of this outreach.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Low Income students - LEA</td> </tr> </table> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Low Income students - LEA		<table border="1"> <tr> <td>Scope of Service</td> <td>Low Income students - LEA</td> </tr> </table> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Low Income students - LEA	
Scope of Service	Low Income students - LEA						
Scope of Service	Low Income students - LEA						
Develop computer literacy standards for all grade levels.	No cost	This task was postponed due to various reasons. It will occur during the 2015-16 school year with the support of the technology committee.	No cost				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
Provide technical assistance to stakeholders on technology resources.	no cost	Multiple resources have been provided to staff including but not limited to video resources, face-to-face training, and lunch and learning meetings.	no cost				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)																																	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing past progress and/or changes to goals, we will purchase technology accelerators such as Achieve3000, eBooks and other resources in order to ensure students are engaged in the utilization of tools that promote 21st century fluencies.																																		

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

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

Original GOAL 4 from prior year LCAP:	The District will increase parent engagement at District and sites.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	Increase percentage of parent attendance by 5%.		Actual Annual Measurable Outcomes:	Attendance information was collected from all meetings with parents in attendance for DAC/DELAC, GATE, Budget Advisory Committee, Special Education, however we were unable to quantify as systems were not thoroughly in place.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
Increase parent training and leadership opportunities.			Parents were provided training on leadership skills with Dr. Ernie Mendes. Several sessions were provided on anti-bullying, Internet safety, CSS Math and ELA, GATE training, GLAD training, homework/parent conferences, nutrition, and other educational-related training.	
Parent trainings	Title III \$29,000			
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<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)	
Hire additional translation/interpretation staff.			We hired an additional translator/interpreter in December 2014.	
Hire 1.0 FTE translator - 2000-2999:			2000-2999: Classified Personnel	

	Classified Personnel Salaries Supplemental \$50,000	Between the two translators, we were able to translate all EngageNY Mathematics lessons for DLI and alternative bilingual classrooms.	Salaries Supplemental \$45,735
Scope of Service   LEA-wide		Scope of Service   LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Hire additional special education coordinator.	Hire 1 FTE Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$121,507	WE hired an additional special education coordinator to support all SPED classrooms across the District.	
Scope of Service   LEA-wide		Scope of Service   LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Schools will provide site-specific actions and services based on their identified needs.		Schools were provided fiscal allocations based on former funding formulas for EIA/LEP and EIA/SCE.	1000-7439: Locally Defined Supplemental \$4,300,000 estimated expenditures
Scope of Service   LEA-wide		Scope of Service   LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	



_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing past progress and/or changes to goals the District reestablished the school readiness program and hired a parent community liaison.		

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

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

Original GOAL 5 from prior year LCAP:	By 2017, all students will have access to instructional materials aligned to CSS.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	District will provide CSS-aligned Mathematics resources.		Actual Annual Measurable Outcomes:	All teachers received Eureka Math teacher resource materials and all students received EngageNY Math workbooks.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
Purchase CSS-aligned materials in accordance with District textbook adoption process.			Purchased Eureka teacher edition materials and created student workbooks for all students. 4000-4999: Books And Supplies CCSS \$	
Math materials. 4000-4999: Books And Supplies CCSS \$700,000			\$22,595	
Early Literacy materials 4000-4999: Books And Supplies CCSS \$22,595				
			We purchased three SIPPS kits for all schools.	
Scope of Service	LEA wide		Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<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)	

Schools will provide site-specific actions and services based on their identified needs.		Schools were provided fiscal allocations based on former funding formulas for EIA/LEP and EIA/SCE.	1000-7439: Locally Defined Supplemental \$4,300,000 estimated expenditures				
<table border="1"> <tr> <td data-bbox="86 233 233 315">Scope of Service</td> <td data-bbox="233 233 562 315">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td data-bbox="1031 233 1178 315">Scope of Service</td> <td data-bbox="1178 233 1520 315">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
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<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input 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)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	AS a result of reviewing past progress and/or changes to goals, we included specific reference to ELA/ELD materials.						

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

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

Original GOAL 6 from prior year LCAP:	By 2017, all teachers will implement best instructional practices to support CSS across the curriculum.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	Increase by 5% the number of teachers effectively implementing best practices aligned to CSS.	Actual Annual Measurable Outcomes: Principals are responsible for monitoring implementation of best practices in instruction. They collect and maintain data through a variety of methods, however we were unable to quantify as systems were not in place.	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Train all staff (teachers and administrators) in CSS-aligned best practices in both curriculum and instruction (highlighting needs of all subgroups) (culture of poverty, diversity, SPED, etc.)	K-8 grade-level academies, two per grade level. 1000-1999: Certificated Personnel Salaries Title I \$75,000 K-8 grade-level academies, two per grade level. Title II \$75,000 K-8 grade-level academies, two per grade level. Title III \$75,000	The District provided professional development in Mathematics, English language development, and SIPPS. Additionally, professional development was provided for Dual Language Immersion teachers.	1000-1999: Certificated Personnel Salaries Title I
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<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	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
Train all teachers in best practices to improve English language proficiency and academic achievement.	K-8 grade-level academies. 1000-1999: Certificated Personnel Salaries Title III \$75,000	Professional development was provided for all grade levels on ELD. A part of the training included information on how to use the new Action Area Tools in Imagine Learning software program.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide	
Scope of Service	LEA wide						
Scope of Service	LEA-wide						
Hire District RTs for school sites, to support implementation of CSS instruction.	1000-1999: Certificated Personnel Salaries Supplemental \$3,400,000	The District hired 19 resource teachers this year. 21 schools did not have a resource teacher this year. The reasons for not being able to fill all positions were extensive. For example, we were unable to post for positions until after the June 17 Board meeting which resulted in creating a short timeline to get everything completed before the start of the new school year.  With the remaining funds from not hiring 40 resource teachers the Board of Education approved the following expenditures: 1) Support 1:1 Technology Initiative \$1.9 million 2) Support Math Textbook Adoption \$1.1 million 3) Purchase Achieve3000 licenses \$1.5 million	19 resource teachers hired. 1000-1999: Certificated Personnel Salaries Supplemental \$1,379,656  Purchased additional computers 6000-6999: Capital Outlay Supplemental \$1,900,000  Purchased CCSS- aligned Math textbooks 4000-4999: Books And Supplies Supplemental \$1,100,000  Purchased Achieve3000 software licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500,000				

Scope of Service   LEA-wide		Scope of Service   LEA-wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
Schools will provide site-specific actions and services based on their identified needs.		Schools were provided fiscal allocations based on former funding formulas for EIA/LEP and EIA/SCE.	1000-7439: Locally Defined Supplemental \$4,300,000 estimated expenditures
Scope of Service   LEA-wide		Scope of Service   LEA-wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	As a result of reviewing past progress and/or changes to goals teachers will implement best instructional practices to support common core across the curriculum including ELA/ELD, mathematics and science.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$18,800,854
As a result of CVESD's 59% unduplicated count for Low Income, English Learners, and Foster Youth, we are receiving supplemental and concentration grant funds for the 2015-16 school year. The total allocation of supplemental and concentration grant funds for the 2015-16 school year is \$18,800,854. These funds will be utilized Districtwide to increase or improve services for all students with attention being given to the neediest students who are identified as Low Income, English Learner, and/or Foster Youth. Services to include the following:	
<ol style="list-style-type: none"><li>1) Reemploy 19 District Resource Teachers and hire 21 new District Resource Teachers. These teachers will assist classroom teachers in ensuring access for Low Income, Foster Youth, and English Learners to California State Standards (formerly Common Core State Standards).</li><li>2) Continue the increased hours allocation for office staff (SAS/HS or Office Clerks). Increase staff support to 16 or 19 hours depending on size of school.</li><li>3) Increase School Psychologist ratio by 3.5 FTE ( this includes half day assignment to oversee PIP program @ Rogers School</li><li>4) Reemploy two Technology Integration Specialists. Hire four new Technology Integration Specialists for support to schools on computer hardware/software.</li><li>5) Provide two days of literacy training for all Grades TK-2 teachers in early literacy skills and SIPPS/ Benchmark assessment kit.</li><li>6) Reemploy additional Special Education Coordinator thus allowing each Coordinator to support 11 schools, which will include a significant number of unduplicated students.</li><li>7) Hire intervention tutors for extended day and jump start reading to ensure access for all Foster Youth children.</li><li>8) Reemploy Visual and Performing Arts (VAPA) Resource Teacher to coordinate professional development, partnerships with community arts organizations, and assist classroom teachers in the integration of VAPA skills in daily instruction.</li><li>9) Reemploy a PE teacher to support PE and implementation of District Wellness Policy.</li><li>10) Reemploy four Instructional Assistants to support children and family through the Parent Intervention Program (PIP).</li><li>11) Reemploy one FTE translator/interpreter.</li><li>12) Support teachers in acquiring GATE certification.</li><li>13) Hire one Resource Nurse to support all nurses Districtwide.</li><li>14) Increase the hours allocation for Library Clerks/Library Media Technicians from 10 hours to 15 or 17.5 hours depending on size of school.</li><li>15) Purchase new hard bound or e-books for school libraries including Spanish for DLI schools.</li><li>16) Purchase Gap English Language Arts and/or Spanish language arts aligned to California State Standards.</li><li>17) Purchase SIPPS reading foundations kits for all K-2 and RSP teachers.</li><li>18) Purchase technology devices for 1:1 initiative in one grade per school.</li><li>19) Support school-based teacher collaboration by hiring VAPA teachers to provide arts instruction to students.</li><li>20) Recruit more Speech, Language, and Pathology (SLP) Specialists by providing pay differential to include those who can give special education services to English Learners.</li><li>21) Increase the number of SLP and Resource Specialist (RSP) teachers who will provide services to students who have been identified as English Learners, Foster Youth and Low Income.</li></ol>	

- 22) Re-establish School Readiness Program.
- 23) Employ four Social Workers.
- 24)LCFF School Site Allocations (\$4,421,697)

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.

11.5	%
4%	

CVESD will provide increased or improved services for LI, FY, and EL students through the LCAP. The increased services are at least equal to the 11.54% (minimum proportionality percentage) of the total LCFF budget. This proportionality percentage is met by analyzing the difference between the LCFF base funding with the total LCFF budget which includes supplemental and concentration allocations. Qualitative analysis of the increase and improvement of services will be reviewed every year as evidenced by improved student outcomes on achievement assessments, Hanover customer satisfaction surveys,, etc.

- 1) Reemploy 19 District Resource Teachers and hire 21 new District Resource Teachers. These teachers will assist classroom teachers in ensuring access for Low Income, Foster Youth, and English learners to the California State Standards.
- 2) Purchase Achieve3000 as a technology accelerator for reading comprehension.
- 3) Hire intervention tutors for extended day and jump start reading to ensure access for all Foster Youth.
- 4) Reemploy four instructional assistants to support children and family through the PIP program.
- 5) Purchase SIPPS reading foundation kits for all K-2 and RSP teachers.
- 6) Re-establish School Readiness Program.
- 7) Hire four Social Workers.



## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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



# Chula Vista Elementary School District Local Control and Accountability Plan

## Executive Summary 2015-16

Goal 1			
<b>By 2017, the District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.</b>			
Actions and Services	Funds Allocated	Funding Source	Data Source
Provide differentiated instruction for Gifted and Talented Education (GATE) students.	\$50,000 Provide GATE certification training for interested teachers with priority for Grades 4-6 teachers.	Supplemental/ Concentration	Number of GATE certified teachers
Continue Parent Intervention Program (PIP) targeted at PreK-K children who are not school ready due to social/emotional circumstances.	\$54,726 PIP at Rogers School. Employ four part-time instructional assistants.	Supplemental/ Concentration	<ul style="list-style-type: none"> <li>• Number of Families served</li> <li>• Number of contacts</li> <li>• Social/emotional index</li> </ul>
Provide social work support to schools targeted at improving support for at-risk students.	\$375,722 Employ four social workers.	Supplemental/ Concentration	Number of Families served
Improve staffing ratios for support staff (i.e. School Attendance Secretaries/Health Specialists (SAS/HS)).	\$519,957 Increase SAS/HS hours at each school site.	Supplemental/ Concentration	N/A
Improve staffing ratios for support staff (School Psychologists).	\$348,035 Increase School Psychologist ratios as appropriate.	Supplemental/ Concentration	N/A
Improve staffing ratios for support staff (School Nurses).	\$100,000 Hire District Resource Nurse.	Supplemental/ Concentration	N/A
Monitor Districtwide and school-level implementation of Wellness Policy. Establish partnerships with universities and community-based organizations to provide additional services.	\$57,412 Employ Physical Education (PE) teacher.	Supplemental/ Concentration	N/A

<b>Goal 2</b>			
<b>By 2017, the District will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21<sup>st</sup> century fluencies and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Math, History/Social Science, Science, PE/Health, and Technology).</b>			
<b>Actions and Services</b>	<b>Funds Allocated</b>	<b>Funding Source</b>	<b>Data Source</b>
Purchase new hard bound or e-books for school libraries.	\$300,000 Provide each school an allocation to purchase new hard bound or e-books. \$5,000 for English; \$5,000 for Spanish books (DLI and alternative bilingual schools only).	Supplemental/ Concentration	N/A
Increase library support staffing ratios at sites.	\$300,000 Increase Library Clerks/Technicians staffing ratios 5.0-7.5 hours/week/per school.	Supplemental/ Concentration	N/A
Increase the usage of technology in schools.	2014-2015: \$2,000,000 2015-2016: \$503,764 1:1 Technology Initiative/one grade level at each school.	Supplemental/ Concentration	<ul style="list-style-type: none"> <li>• Bandwidth consumption</li> <li>• Student-computer ratio</li> </ul>
Increase the usage of technology in schools.	\$425,025 Employ six FTE Technology Support staff to assist schools in hardware trouble shooting and software applications.	Supplemental/ Concentration	Outstanding work ticket reduction
Support teacher collaboration opportunities.	\$5,000,000 Employ additional teachers to focus on VAPA in order to release classroom teachers for collaboration.	Supplemental/ Concentration	<ul style="list-style-type: none"> <li>• Minimum collaboration time per week</li> <li>• Survey</li> </ul>
Support teachers with ongoing coaching and support by colleagues.	\$3,212,304 Employ current 19 RTs and hire 21 additional RTs to ensure every school has an RT.	Supplemental/ Concentration	Survey
Support implementation of VAPA Strategic Plan.	\$72,774 Employ VAPA Resource Teacher/Project	Supplemental/ Concentration	N/A

	Specialist.		
<b>Actions and Services</b>	<b>Funds Allocated</b>	<b>Funding Source</b>	<b>Data Source</b>
Support implementation of VAPA Strategic Plan.	\$5,000,000 Hire teachers to support collaboration (with a priority in the area of VAPA - music, drama/theater, visual arts.)	Supplemental/ Concentration	Hours of increased collaboration time
Increase students' access to nonfiction text and increased Lexile levels.	\$1,550,000 Purchase Achieve3000® licenses for Grades 3-6.	Supplemental/ Concentration	Lexile growth

### Goal 3

**The District will increase parent engagement at District and sites.**

<b>Actions and Services</b>	<b>Funds Allocated</b>	<b>Funding Source</b>	<b>Data Source</b>
Employ additional translation/interpretation staff to assist the District and school sites.	\$78,895 Employ 1.0 FTE translator.	Supplemental/ Concentration	N/A
Re-establish School Readiness Program at six sites/quarter for a total of 24 sites.	\$250,000 Employ six instructional assistants to outreach to community.	Supplemental/ Concentration	Pre and post survey
Hire a Parent Community Liaison to provide services and support to families and students	\$33,000 Employ 1.0 FTE Parent Community Liaison	Supplemental	Family Resource Center referrals

### Goal 4

**By 2018, all students will have access to instructional materials aligned to California State Standards and teachers will implement best instructional practices across all curricular areas including ELA/ELD, Mathematics, and Science.**

<b>Actions and Services</b>	<b>Funds Allocated</b>	<b>Funding Source</b>	<b>Data Source</b>
Purchase CSS-aligned materials in accordance with District textbook adoption process and provide the appropriate professional development to support successful implementation of the new instructional materials.	\$500,000 Purchase English/Language Arts GAP materials at \$15/student/K-6 English and Spanish for Dual Language Immersion (DLI) schools.	Supplemental/ Concentration	N/A
Purchase CSS-aligned materials in accordance with District textbook adoption process and provide the appropriate professional development to support	2014-2015: \$1,171,302 Purchase GO Math! Textbooks for all K-6 grade students.	Supplemental/ Concentration	N/A

successful implementation of the new instructional materials.			
Purchase CSS foundational literacy skills materials in English (SIPPS) and Benchmark Assessment in Spanish (BAS).	\$540,000 Purchase SIPPS and BAS materials	Supplemental/ Concentration	N/A

**Goal 5**

**The District will recruit and retain the highest caliber employees (“A” players) to support students and families and will ensure system-wide equitable access to services and supports in the areas of:**

- **Technology**
- **Facilities**
- **Pupil Services Health Services**
- **Recruitment of highly qualified teachers (HQT) including CLAD.**

<b>Actions and Services</b>	<b>Funds Allocated</b>	<b>Funding Source</b>	<b>Data Source</b>
Increase Speech, Language, and Pathology (SLP) and RSP positions.	\$250,000 Provide pay differential for SLPs.	Supplemental/ Concentration	<ul style="list-style-type: none"> <li>• Number of SLPs and RSPs hired.</li> <li>• Caseload numbers</li> </ul>
Increase Speech, Language, and Pathology (SLP) and RSP positions.	\$1,000,000 Hire additional SLPs and RSPs.	Supplemental/ Concentration	
Provide interpretation/translation services for the District and sites.	\$78,895 Employ 1.0 FTE translator/interpreter.	Supplemental/ Concentration	N/A
Provide technology support to schools.	\$425,025 Hire technology support technicians.	Supplemental/ Concentration	Outstanding work ticket reduction
Ensure school libraries are open more hours.	\$300,000 Increase site allocation for library clerks/technicians additional 5 or 7.5 hours per week.	Supplemental/ Concentration	N/A
Provide support to at-risk students including Low Income, English Learners, and Foster Youth.	\$375,722 Employ 4.0 FTE Social Workers.	Supplemental/ Concentration	Number of Families Served
Improve School Psychologist/school ratios.	\$348,035 Employ 3.5 FTE additional psychologists.	Supplemental/ Concentration	N/A
Improve support to School Nurses.	\$100,000 Hire District Resource Nurse.	Supplemental/ Concentration	N/A
Support special education (SPED) teachers.	\$129,777 Employ 1.0 FTE SPED	Supplemental/ Concentration	N/A

	Coordinator.		
Support District Wellness Policy.	\$57,412 Employ 1.0 FTE PE teacher.	Supplemental/ Concentration	N/A

**Goal 6**

**Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments, as measured by the following benchmark indicators:**

- **By 2018, 80% of all Grades K-1 students will score Met on the District Local Measure (LM) assessment in Reading.**
- **By 2018, 80% of all Grades 2-6 students will score College and Career Ready on the District LM assessment in Reading.**
- **By 2018, 80% of all Grades K-2 students will score Met on the District LM assessment in Mathematics.**
- **By 2018, all students will read at grade level by the end of Grade 3.**
- **By 2018, the academic progress of ELs will improve, and the rate of reclassification will increase annually.**

**By 2018, all Grades 3-6 students will improve at least 5% annually on the CAASPP.**

<b>Actions and Services</b>	<b>Funds Allocated</b>	<b>Funding Source</b>	<b>Data Source</b>
Provide rigorous/balanced literacy program in ELA or Spanish for all students.	\$127,766 Provide two days training for all K-2 teachers in reading foundation skills utilizing SIPPS and Benchmark in Spanish (BAS) materials.	Supplemental/ Concentration	Local Measures Growth (ELA)
Provide rigorous/balanced literacy program in ELA or Spanish for all students.	\$540,000 Purchase SIPPS foundational reading skills materials for English and Benchmark in Spanish materials for DLI classrooms (K-2 and RSP).	Supplemental/ Concentration	Local Measures Growth (ELA)
Provide rigorous/balanced literacy program in ELA or Spanish for all students.	2014-15: \$1,550,000 Purchase Achieve3000®.	Supplemental/ Concentration	Lexile Growth
Provide rigorous/balanced literacy program in ELA or Spanish for all students.	\$500,000 Purchase supplemental GAP ELA and/or SLA instructional materials for K-6 students.	Supplemental/ Concentration	N/A
Provide training in strategies to ensure rigorous,	\$50,000 Provide GATE certification	Supplemental/ Concentration	Number of GATE Certified Teachers

differentiated instruction for Gifted and Talented Education (GATE) students.	professional development for interested teachers with priority given to Grades 4-6.		
<b>Actions and Services</b>	<b>Funds Allocated</b>	<b>Funding Source</b>	<b>Data Source</b>
Provide intervention services for all at-risk students (with special outreach to Foster Youth) after school, before school, and during school breaks.	\$150,000 Hire teachers to serve as Extended Day and Jump Start tutors (Foster Youth).	Supplemental/ Concentration	Local Measures and CAASPP Growth
Foster Youth (FY) – provide specialized training-trauma training-professional development at all levels-increased awareness across all schools. Full staff development on trauma informed care/instruction, policy and procedures for District staff, office staff, and teachers. Implement and monitor an FY individual success plan (FYISP) for all FY students where a plan is put together by the school to welcome the student, tour, meet and greet, actions steps for academic success-keep record of what is working and what is not working, provide wraparound services for child, and assign a school site educational champion to monitor the student’s progress. Immediate access to tutorial; enrichment before- and after-school care; and technology. The District will provide transportation to school and home for FY based on need, not school of origin. Mental health support on site. Active recruitment for foster parents at school sites for involvement in PTA/PTC.	\$150,000 Provide intervention tutors.	Supplemental/ Concentration	Local Measures and CAASPP Growth



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\*Please note: As you review the Executive Summary, you will see that in some instances the actions and services are duplicated in different goals. For example, you will see Technology Integration Specialist positions listed in Goal #2 as well as Goal #5. In addition to the six goals, \$4.4 million will be allocated to school sites in order for schools to identify site-specific actions and services that support improving student achievement for all students. We will use a formula based on the number of ELs, as well as educationally-disadvantaged students.