

Galt Joint Union Elementary School District
Board of Education
“Building a Bright Future for All Learners”

Special Board Meeting
Wednesday, August 12, 2015
5:30 p.m. Closed Session
6:00 p.m. Open Session

GJUESD District Office
1018 C Street, Suite 210, Galt, CA 95632

AGENDA

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.

Community members and employees may address items on the agenda by filling out a speaker's request form and giving it to the board meeting assistant prior to the start of that agenda item.

Comments are limited to no more than 3 minutes or less pending Board President approval.

A. 5:30 p.m. – Closed Session: Galt City Hall Chambers Conference Room

B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

1. PUBLIC EMPLOYEE DISCIPLINE/DISSMISSAL/RELEASE, Government Code §54957
2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Claudia Del-Toro Anguiano, Robert Nacario
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session

D. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.

E. Reports

Superintendent

1. Constantine I. Baranoff, Facilities Update: Leadership Consultants and Teamwork
2. Jon Isom, Isom Advisors: District Facilities, Community Survey and Bond Program Considerations

F. Recommended Actions

- | | | |
|---------|---|--------|
| 131.649 | Board Consideration of Approval of Revised Local Control Accountability Plan Following Sacramento County Office of Education Review | MOTION |
|---------|---|--------|

131.650 Board Consideration of Approval of Resolution #3; Resolution Ordering the Layoff of Classified Employees MOTION

131.651 Board Consideration of Approval of Migrant Education District Service Agreement 2015-16 MOTION

G. Pending Agenda Items

1. Curriculum, Instruction, Assessment, Technology Alignment
2. Electronic Board Agenda Packet
3. Special Education Services
4. School Furniture Analysis

H. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval.

I. Adjournment

The next regular meeting of the GJUESD Board of Education: August 19, 2015

Board agenda materials are available for inspection at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
(209) 744-4545



Board Meeting Agenda Item Information

Meeting Date: 8/12/15	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<ol style="list-style-type: none">1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §549572. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Claudia Del-Toro Anguiano, Robert Nacario<ul style="list-style-type: none">▪ Employee Agency: (GEFA) Galt Elementary Faculty Association▪ Employee Agency: (CSEA) California School Employee Association▪ Non-Represented Employees	



Board Meeting Agenda Item Information

Meeting Date: 8/12/15	Agenda Item: Reports
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Superintendent

1. Constantine I. Baranoff, Facilities Update: Leadership Consultants and Teamwork
2. Jon Isom, Isom Advisors: District Facilities, Community Survey and Bond Program Considerations



Constantine I. Baranoff, Facilities Update:
Leadership Consultants & Teamwork
Superintendent

GJUESD Facilities Update: Leadership Consultations and Teamwork for Success

GJUESD is advancing efforts for 1.) preparing for a new eastside school, 2.) finalizing priorities for a Facilities Master Plan through a community survey and 3.) considering a 2016 General Obligation Bond. Karen Schauer, Superintendent, has strategized or planned next steps with facilities experts in July including: Addison Covert, Attorney, Blair Aas, SCI, Steve Newsome, LPA, Jon Isom, Isom Advisors and most recently Constantine I. Baranoff, Baranoff Group. A future meeting is scheduled with John Dominguez with School Site Solutions.

The superintendent will contract with Mr. Baranoff to support strategic planning and implementation for new school preparation efforts and GJUESD Facilities Master Plan implementation. Mr. Baranoff has had a distinguished career in school district facilities including leadership in Sacramento City School District, Lodi School District and Elk Grove. He continues to lead through a range of consultation services with district, regional and state organizations.



Jon Isom, Isom Advisors: District Facilities,
Community Survey and Bond Program Considerations
Superintendent

GJUESD Facilities Community Survey

At the June 2015 board meeting, the Board of Trustees accepted the Facilities Master Plan (FMP) with direction to 1.) provide information and receive feedback at Back-to-School nights and 2.) conduct a community survey to finalize FMP priorities and possibly consider a General Obligation Bond in 2016.

John Isom, Isom Advisors is working with GJUESD for survey development and implementation in early fall. Mr. Isom will provide an overview of the survey process and timeline along with comprehensive services that support a successful General Obligation Bond campaign.

Galt Elementary School District

District Bond Program Overview

by

Isom Advisors,
a Division of Urban Futures, Inc.

August 12, 2015



About the Firm

Introduction

Meeting your financial challenges and saving you money

Galt Elementary School District

- ❖ Isom Advisors is a full service planning, campaign, and financial advisory firm that serves California school districts
- ❖ The leading financial advisor to school districts for 2011, 2012, 2013 and 2014
- ❖ We are independent with no conflicts of interest
- ❖ Our staff has over 50 years experience providing honest advice and the highest level of service
- ❖ Strong references from our clients
- ❖ Regional experience includes:
 - Galt ESD
 - Lincoln USD
 - Lodi USD
 - Pollock Pines ESD
 - Tracy USD
 - Vacaville USD



"Isom Advisors brought to me an innovative plan that would upgrade and renovate our facilities as well as improve the general fund. They implemented the plan to perfection and we won handily."

Tim Baird, Superintendent
Encinitas Union School District

2012 Bond Program Successes

Assisting 37 school districts pass tax measures

Galt Elementary School District

- ❖ In June 2012, we assisted 14 out of 15 school districts pass GO bonds to improve their schools, which was again over 50% of all successful bond elections in June 2012
- ❖ In November 2012, we helped an additional 23 school districts pass local tax measures

June 2012 G.O. Bond Successes		
District	County	Amount ⁽¹⁾
Buellton ESD	Santa Barbara	\$3.3
Cabrillo USD	San Mateo	\$81.0
Gridley SFID USD	Butte	\$2.5
Guerneville ESD	Sonoma	\$6.0
Healdsburg USD	Sonoma	\$35.0
Lincoln USD	San Joaquin	\$48.5
Old Adobe ESD	Sonoma	\$26.0
Pollock Pines ESD	El Dorado	\$9.0
Reef Sunset USD	Kings	\$10.8
Sebastopol ESD	Sonoma	\$9.0
S. Trinity USD	Trinity	\$2.3
Taft City ESD	Kern	\$23.6
Trinidad ESD	Humboldt	\$2.2
Wright ESD	Sonoma	\$14.0

⁽¹⁾ In Millions

Nov. 2012 Tax Measure Successes		
District	County	Amount ⁽¹⁾
Anderson HSD	Shasta	\$12.3
Arcata ESD	Humboldt	\$7.0
Arcata ESD	Humboldt	\$49/parcel
Brawley ESD	Imperial	\$7.5
Simi Valley USD	Butte	\$78.0
Delhi USD	Merced	\$8.0
Fortuna HSD	Humboldt	\$10.0
Gravenstein ESD	Sonoma	\$6.0
Hueneme ESD	Ventura	\$19.6
Inglewood USD	Los Angeles	\$90.0
Mendota USD	Fresno	\$19.0
Morgan Hill USD	Santa Clara	\$198.5
Pacific ESD	Santa Cruz	\$830K
Redondo Beach USD	Los Angeles	\$63.0
Roseland ESD	Sonoma	\$7.0
Sebastopol ESD	Sonoma	\$72/parcel
Somis ESD	Ventura	\$9.0
Sonora HSD	Tuolumne	\$23.0
Summerville HSD	Tuolumne	\$8.0
West Sonoma County HSD	Sonoma	\$48/parcel
Wheatland HSD	Yuba	\$9.0
Whittier City ESD	Los Angeles	\$55.0
Wilmar ESD	Sonoma	\$4.0

⁽¹⁾ In Millions

2014 Bond Program Successes

Assisting 42 school districts with tax measures

Galt Elementary School District

- ❖ In June 2014, we assisted nearly 50% of all K-12 school bonds in California
- ❖ In November 2014, we helped an additional 27 school districts with local tax measures; nearly 33% of all school bonds in California

June 2014 G.O. Bond Successes		
District	County	Amount ⁽¹⁾
Bayshore ESD	San Mateo	\$6.0
Benicia USD	Solano	\$49.6
Cotati RP USD	Sonoma	\$80.0
Happy Valley ESD	Shasta	\$2.5
Hydseville ESD	Humboldt	\$1.1
Kingsburg HSD	Fresno	\$13.0
Le Grand HSD	Merced	\$4.2
Merced River ESD	Merced	\$1.7
Parlier USD	Fresno	\$6.0
Petaluma ESD	Sonoma	\$21.0
Petaluma HSD	Sonoma	\$68.0
Princeton USD	Glenn	\$2.8
Round Valley USD	Mendocino	\$4.0
Springville ESD	Tulare	\$4.0
Winters USD	Yolo	\$15.0

⁽¹⁾ In Millions

Nov. 2014 Tax Measure Successes		
District	County	Amount ⁽¹⁾
Azusa USD	Los Angeles	\$92.0
Bassett USD	Los Angeles	\$30.0
Briggs ESD	Ventura	\$4.0
Cinnabar ESD	Sonoma	\$2.5
Columbia ESD	Shasta	\$8.6
Dixie ESD	Marin	\$30.0
East Nicolaus HSD	Sutter	\$4.0
Farmersville USD	Tulare	\$4.8
Greenfield ESD – A	Monterey	\$10.0
Greenfield ESD – B	Monterey	\$10.0
Gustine USD	Merced	\$14.0
Kentfield ESD	Marin	\$30.0
Lakeport USD	Lake	\$17.0
Madera USD	Madera	\$70.0
Mendota USD	Fresno	\$15.0
Oak Grove ESD	Sonoma	\$6.0
Ojai USD	Ventura	\$35.0
Rio ESD	Ventura	\$38.5
San Luis Coastal USD	San Luis Ob.	\$177.0
Santa Rosa ESD	Sonoma	\$54.0
Santa Rosa HSD	Sonoma	\$175.0
Southern Humboldt USD	Humboldt	\$10.0
Tipton ESD	Tulare	\$3.3
Torrance USD - A	Los Angeles	\$144.3
Torrance USD - B	Los Angeles	\$50.0
Vacaville USD	Solano	\$194.0
Yreka HSD	Siskiyou	\$8.0

⁽¹⁾ In Millions

About the District

District Bond & Assessed Value History

District's tax base has grown by 58% since 2004

Galt Elementary School District

Galt ESD Historical Assessed Value		
Fiscal Year Ending	Total Value	% Change
2004	\$1,427,487,829	
2005	\$1,572,428,030	10.15%
2006	\$1,851,641,638	17.76%
2007	\$2,148,921,157	16.05%
2008	\$2,406,729,899	12.00%
2009	\$2,381,029,568	-1.07%
2010	\$2,158,019,174	-9.37%
2011	\$2,110,624,046	-2.20%
2012	\$2,029,270,859	-3.85%
2013	\$1,957,257,130	-3.55%
2014	\$2,090,905,266	6.83%
2015	\$2,251,228,709	7.67%
Average		4.58%

Source: California Municipal Statistics

- ❖ In 2002, District voters approved a \$9.2 million bond measure at 70.6% voter support
- ❖ District has no remaining authorization from the Election of 2002
- ❖ Current 2014-15 tax rate for the district is \$26.30 per \$100,000 of assessed valuation

- ❖ District's 2014-15 assessed value is approximately \$2.3 billion; eleven-year average assessed value growth rate is 4.58%
- ❖ District's gross bonding capacity is approximately \$28.1 million (1.25% x assessed value); District's outstanding G.O. bond debt is approximately \$7.1 million; District's net bonding capacity, or current debt limit, is approximately \$21.0 million

General Obligation Bond Proceeds

District can generate between \$12.0 million and \$19.0 million

Galt Elementary School District

Galt ESD Bond Proceeds at Varying Tax Rates ⁽¹⁾				
Tax Rate per \$100,000	Series A 2016	Series B 2018	Series C 2021	Total Bond Proceeds
\$19.00	\$4,100,000	\$3,900,000	\$4,000,000	\$12,000,000
\$25.00	\$5,400,000	\$5,100,000	\$5,300,000	\$15,800,000
\$30.00	\$6,500,000	\$6,100,000	\$6,400,000	\$19,000,000

(1) Assumes AV growth of 3.50% and 30 year bond terms; Preliminary – Subject to change
Source: Isom Advisors

- ❖ With projected annual assessed value growth of 3.50%, the District can generate up to \$19.0 million
- ❖ At more aggressive growth rates or a longer bond program, the District could generate up to \$22.0 million
- ❖ Depending on tax rate selected and assessed value assumptions, District can generate significant proceeds

Voter Demographics

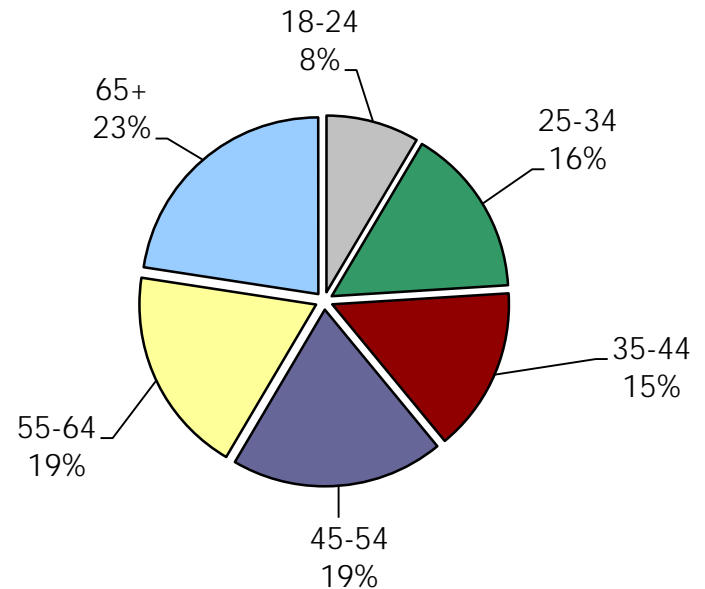
Voter Demographics

Voter demographics are conservative

Galt Elementary School District

- ❖ District has 12,619 total voters
- ❖ Majority of voters are Republicans (41%)
- ❖ 61% of voters vote-by-mail
- ❖ District has an older voting population with 42% of voters aged 55 and older

Voter Age Demographics



District Voter Demographics		
	<u>Total</u>	<u>Percent</u>
Republicans	5,209	41%
Democrats	4,235	34%
Other	3,175	25%
VBM Voters	7,642	61%

Source: Political Data

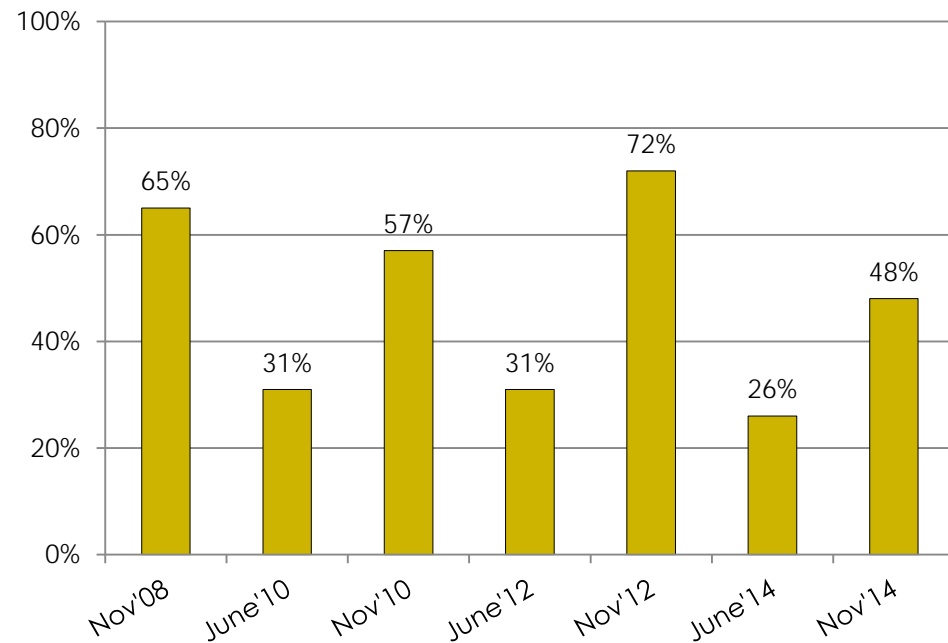
Voter Turnout

Turnout can have a significant bearing on success

Galt Elementary School District

- ❖ Historical voter turnout has ranged from a low of 31% in June of 2010 and 2012 to a high of 72% in November 2012
- ❖ Voter turnout varies considerably by election date and type of election and must be considered as different voters show up for different elections
- ❖ June 2016 turnout is estimated to be 35%; November 2016 turnout is estimated to be 75%

Recent District Voter Turnouts



Source: Political Data

Next Steps

Timeline – June 2016 Election

Following these steps are key to District's success

Galt Elementary School District

Task	Responsible Party	Date
Board Meeting - approve "exploring" feasibility of a bond	District	July
Initiate public information program, speaking with elected officials, large taxpayers, community service groups to discuss proposed bond	District	July - October
Conduct Survey	Consultant	August
Board Meeting - Survey Results Presentation	Consultant	September
Finalize Capital and Financing Plan based on Community Outreach	Consultant	October
Prepare Resolution for Calling Election, including Ballot Language, Project List, Tax rate Statement	Consultant/Bond Counsel	November
Board Meeting - Board action to adopt Resolution Calling Election	District	December
Submit Resolution Calling Election and Tax Rate Statement	District	January
Prepare Argument in Favor of Measure	Consultant/District	February
Submit Argument in Favor of Measure	Consultant/District	February
Form campaign committee and conduct campaign kick-off meeting	Campaign Committee	February
Run Campaign	Campaign Committee	Feb. - June
Election Day		June 2016

* District could also hold a November 2016 election under Proposition 39 guidelines.

Appendix

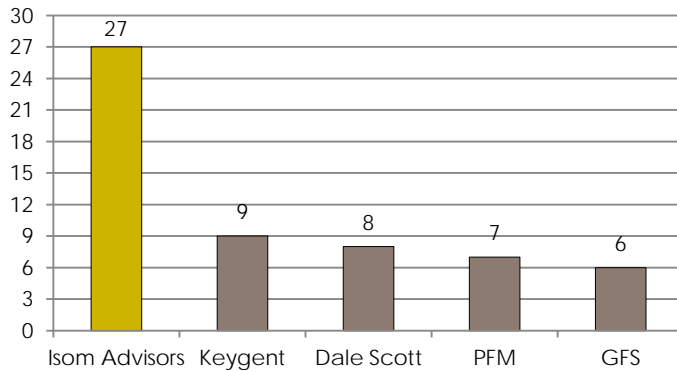
Bond Programs by Election Cycle

A leader in every election cycle; 76 wins since June 2012

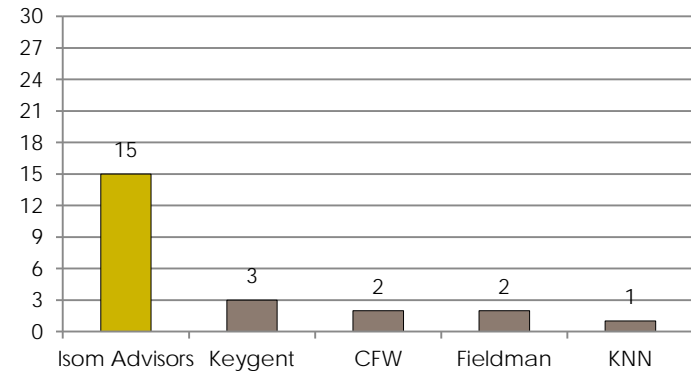
Galt Elementary School District

Top Five Financial Advisors for K-12 Successful School Bond Programs

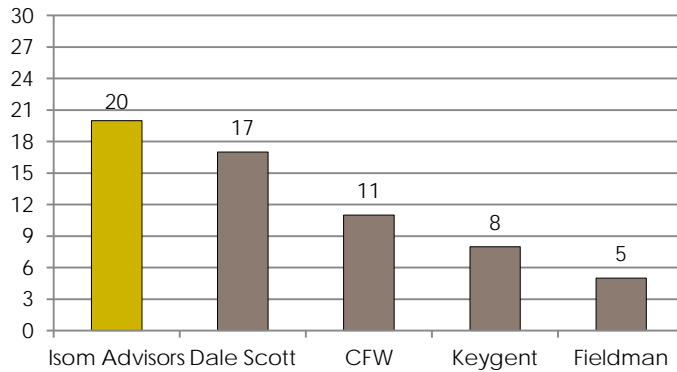
November 2014 – Successful Bond Programs⁽¹⁾



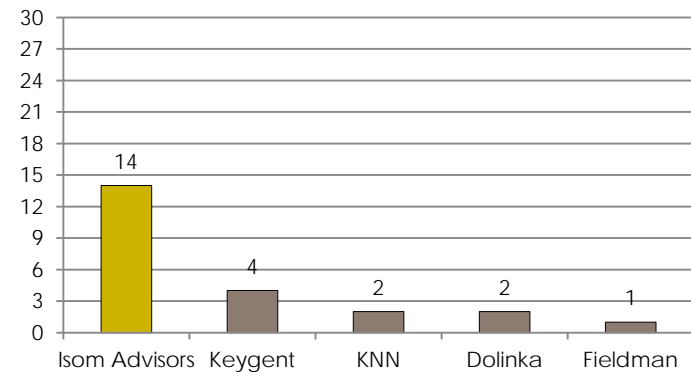
June 2014 – Successful Bond Programs⁽²⁾



November 2012 – Successful Bond Programs⁽³⁾



June 2012 – Successful Bond Programs⁽⁴⁾



Source: School Services, Electronic Municipal Market Access (EMMA), Isom Advisors

(1) Highest voter approval that cycle: **Mendota USD 80.1%**
 (2) Highest voter approval that cycle: **Bayshore ESD 82.1%**

(3) Highest voter approval that cycle: **Inglewood USD 86.1%**
 (4) Highest voter approval that cycle: **Reef Sunset USD 83.4%**

A Leader in the Industry

More bonds sold since 2010 than any FA firm

- ❖ Isom Advisors has been the leading Financial Advisor to California school districts in 2011, 2012, 2013 and 2014
- ❖ Isom Advisors is in the market managing bond sales more frequently than any other F.A. firm; this frequency provides our clients unparalleled experience in assessing bond structures and determining appropriate interest rates

2014 Ranking through 12/15/14⁽¹⁾ of Top 7 K-12 CA Financial Advisors # of District Bond Sales

Financial Advisor	Districts
Isom Advisors, Urban Futures Inc.	48
Keygent	37
Dale Scott & Co.	17
Caldwell Flores Winters	15
Fieldman Rolapp	11
Government Financial Strategies	11
Dolinka Group	10
Total	149

2012 Ranking of Top 7 K-12 CA Financial Advisors # of District Bond Sales

Financial Advisor	Districts
Isom Advisors, Urban Futures Inc.	31
Keygent	30
Kelling Northcross Nobriga	27
Caldwell Flores Winters	18
Dale Scott & Co.	18
Government Financial Strategies	14
Dolinka Group	13
Total	151

Galt Elementary School District

2013 Ranking of Top 7 K-12 CA Financial Advisors # of District Bond Sales

Financial Advisor	Districts
Isom Advisors, Urban Futures Inc.	55
Keygent	41
Dale Scott & Co.	29
Fieldman Rolapp	29
Caldwell Flores Winters	28
Kelling Northcross Nobriga	25
Dolinka Group	25
Total	232

2011 Ranking of Top 7 K-12 CA Financial Advisors # of District Bond Sales

Financial Advisor	Districts
Isom Advisors, Urban Futures Inc.	37
Dale Scott & Co.	35
Kelling Northcross Nobriga	28
Caldwell Flores Winters	25
Keygent	14
Government Financial Strategies	14
Dolinka Group	12
Total	165

Source: California Debt and Investment Advisory Commission and Thompson Reuters



Board Meeting Agenda Item Information

Meeting Date: 8/12/15	Agenda Item: 131.649 Board Consideration of Approval of Revised Local Control Accountability Plan Following Sacramento County Office of Education Review
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>In July 2015, the Sacramento County Office (SCOE) of Education reviewed the GJUESD Local Control Accountability Plan (LCAP). Following the review, LCAP revisions were made and accepted from SCOE. Revisions or edits included:</p> <ul style="list-style-type: none"> 1.) specifically identifying the names of grant sources in funding categories such as Race To The Top or Central Valley Foundation 2.) further clarifying supplemental and concentration funding areas pertaining to Class Size Reduction and Personalized Learning Plan (PLP) administrators. <ul style="list-style-type: none"> ❖ PLP administrators ensure more effective implementation of personalized learning efforts for high needs learners through on-going services monitoring and coordination. ❖ Further reduced class size beyond the 24 to 1 base provides increased time for personalized instruction for high needs learner growth accomplishment in reading, mathematics and English Language Development. 	

Introduction:

LEA: Galt Joint Union ESD **Contact (Name, Title, Email, Phone Number):** Karen Schauer, Ed. D., Superintendent, superintendent@galt.k12.ca.us, (209) 744-4555 **LCAP Year:** 2015

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>Second Annual Education Summit - 11/6/2014 LCAP progress to date for the broader education and business community including city and county government representatives, community college and state universities, WestEd, and the Implementation Leaders Advisory of the Council of Chief State School Officers (CCSSO)</p> <p>Youth Engagement Focus Groups (representative of all groups including EL, Low-income, Foster Youth) co -facilitated by principals and Youth Development Network (YDN) at each school site - 2/4/15, 2/23/15, 2/24/15, 2/25/15, 2/26/15, 3/2/15</p>	<p>Report on implementation progress on the Bright Future for Galt Students Initiative, accept feedback for revision considerations.</p> <p>More detail for continual improvement processes specific to LCAP Goal #3.</p> <p>Student voice regarding personalization and engagement.</p> <p>Students provided feedback identifying needs for expanding choice in learning, classroom practices for personalization, facilities, technology, health, and safety.</p> <p>Expanded choice in learning as per Goal 1, Action includes additional middle school electives as well as the development of Bright Futures Summer Camps under Goal 2.</p> <p>All four LCAP goal areas addressed. Implications for school and classroom practice for more individualization and personalization.</p>
<p>District Advisory Committee (DAC) Meetings (representative of all site staff, parents, and students including low income, EL, foster) - 10/7/14, 11/4/14, 12/2/14, 1/7/15, 2/3/15, 4/7/15, 5/12/15</p>	<p>DAC confirmed LCAP goals aligning to Bright Future for Galt Students initiative.</p> <p>Goals, actions, funding, including staffing considerations drafted into LCAP and/or accompanying budget.</p> <p>Supplementary services and actions based on stakeholder feedback added to initial actions for 2015-16</p> <p>February 6th GJUESD Board of Trustees Study Session transparently displays a multitude of data, costs, timelines and LCAP completion process.</p> <p>Revisions and edits to working draft based on stakeholder feedback.</p>

Board of Education - 7/23/14, 8/14/14, 8/27/14, 9/24/14, 10/22/14, 11/13/14, 12/10/14, 1/21/15, 2/18/15, 2/25/15, 3/9/15, 3/25/15, 4/22/15, 5/27/15, 6/9/15, 6/17/15, 6/24/15

School Site Council Meetings at various school sites - 9/9/14, 9/29/14, 10/27/14, 11/3/14, 11/4/14, 12/4/14, 1/6/15, 1/20/15, 1/27/15, 2/10/15, 2/24/15, 3/10/15, 3/12/15, 4/7/15, 4/9/15, 4/15/15, 4/27/15, 5/7/15/, 5/11/15, 5/12/15

Facilities Master Plan Committee (representatives of city government, local business, site and district staff, parents and students representative of all groups including EL, Low-income, Foster Youth) - 1/27/15, 2/17/15, 3/10/15, 4/8/15, 4/28/15

District English Learner Advisory Committee (DELAC) Meetings 11/6/14, 3/17/15

English Learner Advisory Committee (ELAC) at various school sites - 9/5/14, 10/24/15, 10/30/14, 11/7/14, 12/1/14, 1/10/15, 2/19/15, 2/20/15, 3/6/15, 5/22/15

Consult with GEFA - 3/5/15, 4/28/15

Consult with CSEA - 5/8/15

Community Stakeholder Feedback Session - DAC, DELAC, ELAC, SSC representatives 5/12/15

LCAP posted for Public comment on May 25, 2015

Superintendent responds to district stakeholder committee (DAC, SSC, DELAC) feedback in writing from the May 12, 2015 meeting.

Public meeting to review the Response to Comments and draft LCAP adjustments on June 2, 2015 involving district committee members and other stakeholders.

Public Hearing on the LCAP and budget scheduled for 6/17/15.

Board adopts LCAP and budget - 6/24/15.

The draft LCAP is further edited with a Response to Comments prepared for the following areas: learning, staff considerations, scheduling support and opportunities, parent involvement, technology and facilities and operations. See Annual Update of each goal for detail on edits.

Reports to Board on progress of the Bright Future For Galt Students Initiative with recommendations and suggestions by the Board regarding program and staffing considerations.

See Annual Update reporting for AMOs 1.1, 1.5, 1.14, 2.1, 2.3. AMOs will be changed to reflect more alignment with data collection

LCAP Goal #4 - Action 4.3, Facilities Master Plan drafted and presented to the Board

Continue LCAP Actions 1.12-1.14, 2.6, 2.11

Continue LCAP Actions 1.12-1.14, 2.6, 2.11

Maintain 20:1. Staffing considerations and detailed CBA revisions based on LCAP implementation.

Continue plans to restore classified positions as per LCAP Goal #4.

Provide for expanded professional learning opportunities for staff under LCAP Goal #3 as well as trainings for parents in the use of the Parent Portal and chromebooks under Goal #3.

LCAP Goal #4 - Facilities Master Plan considerations for school security of Eastview project and modernization of existing schools.

Change LCAP Goal #4 to include, "healthy" schools in 2015-16

LCAP goals remain the same with Goal 4 revised to include "healthy" schools as supported by Health Services and Food Services staff.

AMOs added to Goal #2 in order to ensure access to a broad curriculum.

The draft LCAP is further edited with a Response to Comments prepared for the following areas: learning, staff considerations, scheduling support and opportunities, parent involvement, technology and facilities and operations. For detail on edits, please see Annual Update for each goal.

Annual Update:

Education Summit - LCAP progress to date. Discussed metrics regarding Personalized learning Plans (PLPs) as LCAP is the plan document for our Bright Future for Galt Students Initiative - 11/6/2014

Youth Engagement Focus Groups - Listening Circles facilitated by Youth Development Network (YDN) - 2/4/15, 2/23/15, 2/24/15, 2/25/15, 2/26/15, 3/2/15

Annual Update:

More detail for continual improvement processes specific to LCAP Goal #3. All adult learners developed personalized goal plans in the Educator Effectiveness System (EES).

Expanded choice in learning as per Goal 1, Action included implementing additional middle school electives as well as the development of Bright Futures Summer Camps under Goal 2.

All students have access to a comprehensive course of study that includes social studies, meets state physical education requirements including health, band, choir, and CTE courses at the middle school level (video production, criminal justice).

All four LCAP goal areas addressed. Implications for school and classroom practice for more individualization and personalization through the PLP modifications for reporting student progress towards meeting PLP goals.

District Advisory Committee (DAC) Meetings (representative of all site staff, parents, and students including low income, EL, foster). All for goal areas progress updates - 10/7/14, 11/4/14, 12/2/14, 1/7/15, 2/3/15, 4/7/15, 5/12/15

Board of Education - MAP data, technology infrastructure, LCAP service data for all four goal areas. - 7/23/14, 8/14/14, 8/27/14, 9/24/14, 10/22/14, 11/13/14, 12/10/14, 1/21/15, 2/6/15, 2/18/15, 2/25/15, 3/9/15, 3/25/15, 4/22/15, 5/27/15, 6/9/15, 6/17/15, 6/24/15

School Site Council Meetings at various school sites progress monitoring for all metric reporting for LCAP Goal #1- 9/9/14, 9/29/14, 10/27/14, 11/3/14, 11/4/14, 12/4/14, 1/6/15, 1/20/15, 1/27/15, 2/10/15, 2/24/15, 3/10/15, 3/12/15, 4/7/15, 4/9/15, 4/15/15, 4/27/15, 5/7/15/, 5/11/15, 5/12/15

Facilities Master Plan Committee (representatives of city government, local business, site and district staff, parents and students representative of all groups including EL, Low-income, Foster Youth) jointly facilitated Facilities Master Plan Executive Committee members to facilitate feedback in order to plan for new construction and facilities modernization - 1/27/15, 2/17/15, 3/10/15, 4/8/15, 4/28/15

District English Learner Advisory Committee (DELAC) Meetings discussed district level EL data as part of needs assessment in the continual improvement process - 11/6/14, 3/17/15

English Learner Advisory Committee (ELAC) at various school sites discussed site level EL data as part of needs assessment in the continual improvement process - 9/5/14, 10/24/15, 10/30/14, 11/7/14, 12/1/14, 1/10/15, 2/19/15, 2/20/15, 3/6/15, 5/22/15

Consult with GEFA discussed outcome data and impact of BFGSI as related to workload and management of PLPs - 3/5/15, 4/28/15

Consult with CSEA to discuss impact of budget and workload with economic recovery - 5/8/15

Community Stakeholder Feedback Session summarized meetings held earlier in the year in order to validate goals and LCAP draft - DAC, DELAC, ELAC, SSC representatives 5/12/15

DAC confirmed LCAP goals aligning to Bright Future for Galt Students initiative.

February 6th GJUESD Board of Trustees Study Session transparently displays a multitude of data, costs, timelines and LCAP completion process. Eight (8) of twenty-five (25) LCAP AMOs were met at this time.

SPSAs aligned with LCAP. Site level SPSA progress monitoring and reporting continued throughout the year.

LCAP Goal #4 - Action 4.3, Facilities Master Plan drafted and presented to the Board

LCAP progress monitoring and revision was presented and accepted.

Site level SPSA progress monitoring and revisions presented and accepted.

Implemented CSR at 20:1

Restored supervisor per LCAP Goal #4

Provided for expanded professional learning opportunities for staff under LCAP Goal #3 as well as trainings for parents in the use of the Parent Portal under Goal #3.

In order to make reporting systems more efficient, Illuminate will become the single Student Information System (SIS) and Performance Management System (PMS). We will no longer use two systems in our learning platform. The Illuminate Parent Portal is projected to be updated by this summer for more meaningful and simplified viewing of ongoing learner progress information. This will streamline the PLP process and make learner progress and growth information available online at any time.

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?

<p>GOAL 1:</p>	<p>Goal 1 - Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input 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 checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>BFGSI Project 1, Outcomes 1 and 2, LEA and school wellness policies</u></p>
<p>Identified Need :</p>	<p>In order to provide all Local Education Agency (LEA) students access to college or career, 100% of all students shall meet or exceed Personalized Learning Plan (PLP) goals (Individualized Education Plan or IEP goals for Students With Disabilities (SWD)) as indicated by multiple measures:</p> <p>Academic performance growth goals on PLPs will be indicated by Measures of Academic Progress (MAP) score comparisons.</p> <p>State progress indicators will be measured by the California Assessment of Student Performance and Progress (CAASPP) when deployed.</p> <p>Annual Measurement Achievement Objectives (AMAOs) for English Learner (EL) students will be measured by California English Language Development Test (CELDT) until transition to the English Language Proficiency Assessments for California (ELPAC). Data will be used to reclassify EL students no later than 6th grade for all ELs enrolled in GJUESD since grade 1. Current reclassification rate is 25%.</p> <p>Chronic absence and truancy will be measured by truancy rates and district attendance analysis of chronic absence. While actual Average Daily Attendance is 96 %, truancy rate is currently 26%.</p> <p>Positive learning environment indicators will be suspension and expulsion rates, middle school dropout rates. Suspension/expulsion rate is 0.2%.</p> <p>Students' physical health and fitness will be indicated by percentages of students in the Healthy Fitness Zone (HFZ) as measured by the Physical Fitness Test (PFT). 38% students need improvement in Body Composition while 13% of students need improvement in Aerobic Capacity.</p> <p>Grade level reading for Personalized Learning Plan (PLP) goals will be measured by District Reading Assessments (DRAs).</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All LEA Schools</p> <hr/> <p>Applicable Pupil Subgroups: All learners including low income students, English Learners, Reclassified English Learners (RFEP), Foster Youth</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	AMO 1.1 Save the Children staff will provide direct services to 50 at risk families AMO 1.2 Student strengths-based data incorporated into PLPs AMO 1.3 Maintain zero misassignments of teachers AMO 1.4 Continued IEP monitoring by Special Education AMO 1.5 MAP scores and strengths-based data will be used to set/adjust student growth targets on PLPs AMO 1.6 Baseline assessment progress will be based on 2014-2015 CAASPP AMO 1.7 Cohort of EL students less than five years attaining English proficiency will increase no less than 5% from 2014-2015 AMO 1.8 Cohort of EL students greater than five years attaining English proficiency will increase no less than 4% from 2014-2015 AMO 1.10 The English Learner reclassification rate will increase by no less than 1% AMO 1.10a Maintain reclassification rate of grade 6 ELs enrolled since grade 1 AMO 1.11 Truancy rate will decrease by 1% or greater while maintaining attendance at 96% or greater AMO 1.12 Chronic absenteeism will decrease by 1% or greater from 2014-2015 AMO 1.13 Suspension and expulsion rate will decrease district wide by .1% from 2014-2015 AMO 1.14 Maintain zero middle school dropouts AMO 1.15 The percentage of students in grades 5 and 7 in the HFZ will increase by 3% in all reported areas from 2014-2015 AMO 1.16 84% of GJUESD students will meet grade level reading targets as measured by DRAs
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1: Save the Children staff provides direct service to at risk families through the Early Steps to Success Program Service 1.1a: Renew contract with Save the Children for Early Steps to Success Program implementation: RTTT Service 1.1b: Continue Current Early Childhood Home Visitor position for Pre-K: RTTT	Preschool	<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)	Save the Children contract 5800: Professional/Consulting Services And Operating Expenditures RTTT \$33,234 Early Childhood Visitor position 2000-2999: Classified Personnel Salaries RTTT \$44,775
Action 1.2: Continue certificated K-8 staffing to implement high quality TK-3 reading instruction with class size reduction, implement middle school teaming and meet special education services requirements Service 1.2a: Retain TK-8 Certificated staffing for Regular Education classrooms Service 1.2b: Retain TK-8 Certificated Staffing for Special Education classrooms	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)	TK-8 staffing for Regular Ed. 1000-1999: Certificated Personnel Salaries Base \$10,755,440 Special Ed. staffing 1000-1999: Certificated Personnel Salaries Base \$2,485,422
Action 1.3: Continue supporting employees, parents and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation Service 1.3a: Refresh purchase of 4th-8th Strengths Based Tests: : RTTT	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	Strengths-Based Tests 4000-4999: Books And Supplies RTTT \$9,000 Data consultant 5000-5999: Services And Other Operating Expenditures RTTT \$47,000

Service 1.3b: Secure Social Emotional data consultant: : RTTT		<input type="checkbox"/> Other Subgroups: (Specify)	
Action 1.4: Identify and provide support for students (pre-k- grade 8) to individual goal growth as they transition from elementary to middle school to high school	LEA-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> 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)	PLP administrators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$808,623 PLP secretaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$173,500
Service 1.4a: Sustain site-based certificated administration for Personalized Learning Plan (PLP) implementation for high needs students through on-going monitoring of individual growth targets and services coordination.			
Service 1.4b: Sustain site-based classified clerical support to assure PLP data maintenance			
Action 1.5: Continue school district administration staffing to prioritize instructional quality at the school and district level	LEA-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> 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)	Site and district administration 1000-1999: Certificated Personnel Salaries Base \$1,308,698 Site and district classified staff 2000-2999: Classified Personnel Salaries Base \$1,323,999
Service 1.5a: Continue Site (principals) and District based Certificated Administrative Staffing: LCFF			
Service 1.5b: - Continue Site and District based Classified Administrative Staffing: LCFF			
Increase due to salary and step increases.			
Action 1.6: Reduce K-3 class size beyond the 24:1 base in order to more effectively implement PLPs for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development.	LEA-wide	<input checked="" type="checkbox"/> All <input type="checkbox"/> 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)	Additional teacher funding 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$996,000
Service 1.6a: Further reduce class size K-3 to 20:1 average - 12 additional teachers			
Action 1.7: Middle School continues to provide intervention and electives through AVID and language arts elective courses for high-risk students	McCaffrey Middle School	<input type="checkbox"/> All <input type="checkbox"/> 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)	Teachers for AVID/interventions 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$178,500
Service 1.7a : Continue intervention/AVID classes- additional 2.1 FTE			
Action 1.8: After school intervention includes ASES instructional assistants at Valley Oaks, Greer Elementary and McCaffrey Middle School	Valley Oaks, Greer, McCaffrey	<input type="checkbox"/> All <input type="checkbox"/> 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)	ASES IAs 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$95,000
Service 1.8a: Continue Instructional assistants through ASES funding RC: 6010			
Action 1.9: Continue additional IA personalized support for high needs students in ELA and Mathematics	LEA-wide	<input type="checkbox"/> All <input type="checkbox"/> 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)	Regular ed. IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$193,601
Service 1.9a: Continue regular education IA positions at all sites			
Action 1.10: Provide ancillary support for high-risk students (Pre-K to Grade 8) to individual goal growth as they transition from elementary to middle school to high school	LEA-wide	<input type="checkbox"/> All <input type="checkbox"/> OR:	Counselor 1000-1999: Certificated Personnel Salaries RTTT \$87,869 Social worker (2) 2000-2999: Classified Personnel Salaries Supplemental and Concentration

<p>Service 1.10a: Sustain Academic Counselor Position: RTTT RC 5838</p> <p>Service 1.10b: Sustain 2 FTE Social Worker positions</p>		<p><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>\$140,000</p>
<p>Action 1.11: Certificated and classified staff participate in English Language Development training aligned with draft California Language Arts framework specific to English language learners</p> <p>Service 1.11a: Professional Development stipends: EL Grant through CVF</p> <p>Service 1.11b: Professional Development contracted services: EL Grant through CVF</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PD stipends 1000-1999: Certificated Personnel Salaries CVF \$38,920</p> <p>Contracted PD providers 5800: Professional/Consulting Services And Operating Expenditures CVF \$56,017</p>
<p>Action 1.12: Additional personalized support for English Learners who are at beginning to intermediate levels of English proficiency through Bilingual Instructional Assistant Services</p> <p>Service 1.12a: Continue English Language Learner IA positions at all sites</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>EL IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$207,416</p>
<p>Action 1.13: Continue K-3 Alternative Bilingual Program as provided at two elementary school locations and involves hiring of BCLAD certificated teachers</p> <p>Service 1.13a See Service 1.2a</p>	<p>Valley Oaks & River Oaks</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>See Service 1.2</p>
<p>Action 1.14: Prevention and intervention services and resources are maximized through a leadership focus on school readiness, English learners and expanded learning opportunities</p> <p>Service 1.14a: Prevention and Intervention Services Administration to Implement and monitor EL growth programs</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Prevention/Intervention Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$77,000</p>
<p>Action 1.15: Enhance supervision of preschool programs</p> <p>Service 1.15a: Provide Preschool Site Supervisor</p> <p>Service 1.15b: Provide School Readiness Supervisor</p>	<p>Preschool</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities</p>	<p>Preschool Site Supervisor 1000-1999: Certificated Personnel Salaries State Preschool \$5,000</p> <p>School Readiness Supervisor 2000-2999: Classified Personnel Salaries First Five \$36,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- AMO 1.1 Save the Children staff will provide direct services to 50 at risk families
- AMO 1.2 Student strengths-based data incorporated into PLPs
- AMO 1.3 Maintain zero misassignments of teachers
- AMO 1.4 Continued IEP monitoring by Special Education
- AMO 1.5 MAP scores and strengths-based data will be used to set/adjust student growth targets on PLPs
- AMO 1.6 Target for academic growth shall be based on 2015-2016 CAASPP
- AMO 1.7 Cohort of EL students less than five years attaining English proficiency will increase no less than 5% from 2015-2016
- AMO 1.8 Cohort of EL students greater than five years attaining English proficiency will increase no less than 4% from 2015-2016
- AMO 1.10 The English Learner reclassification rate will increase by no less than 1%
- AMO 1.10a Maintain reclassification rate of grade 6 ELs enrolled since grade 1
- AMO 1.11 Truancy rate will decrease by 1% or greater while maintaining attendance at 96% or greater.
- AMO 1.12 Chronic absenteeism will decrease by 1% or greater from 2015-2016
- AMO 1.13 Suspension and expulsion rate will decrease district wide by .1% from 2015-2016
- AMO 1.14 Maintain zero middle school dropouts
- AMO 1.15 The percentage of students in grades 5 and 7 in the HFZ will increase by 3% in both areas
- AMO 1.16 84% of GJUESD students will meet grade level reading targets as measured by DRAs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 1.1: Save the Children staff provides direct service to at risk families through the Early Steps to Success Program</p> <p>Service 1.1a: Renew contract with Save the Children for Early Steps to Success Program implementation: First Five</p> <p>Service 1.1b: Continue Current Early Childhood Home Visitor position for Pre-K: First Five</p>	Preschool	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Save the Children Contract 5800: Professional/Consulting Services And Operating Expenditures First Five \$33,234</p> <p>Home Visitor 2000-2999: Classified Personnel Salaries First Five \$44,775</p>
<p>Action 1.2: Continue certificated K-8 staffing to implement high quality TK-3 reading instruction with class size reduction, implement middle school teaming and meet special education services requirements</p> <p>Service 1.2a: Retain TK-8 Certificated staffing for Regular Education classrooms</p> <p>Service 1.2b: Retain TK-8 Certificated Staffing for Special Education Classrooms</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom teachers for Regular Ed. 1000-1999: Certificated Personnel Salaries Base \$10,970,548</p> <p>Special Education teachers 1000-1999: Certificated Personnel Salaries Base \$2,535,130</p>
<p>Action 1.3: Continue supporting employees, parents and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation</p> <p>Service 1.3a: Refresh purchase of 4th-8th Strengths Based Tests</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Strengths Based tests 4000-4999: Books And Supplies Base \$9,000</p>

<p>Action 1.4: Identify and provide support for students (pre-k- grade 8) to individual goal growth as they transition from elementary to middle school to high school</p> <p>Service 1.4a: Sustain site-based certificated administration for Personalized Learning Plan (PLP) implementation for high needs students through on-going monitoring of individual growth targets and services coordination.</p> <p>Service 1.4b: Sustain site-based classified clerical support to assure personalized student plans and assessments are updated for high risk students</p>	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)	<p>PLP Administrators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$824,795</p> <p>PLP administrator clerical support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$176,970</p>
<p>Action 1.5: Continue school district administration staffing to prioritize instructional quality at the school and district level</p> <p>Service 1.5a: Continue Site (principals) and District based Certificated Administrative Staffing</p> <p>Service 1.5b: - Continue Site and District based Classified Administrative Staffing</p>	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)	<p>Site and district administrators 1000-1999: Certificated Personnel Salaries Base \$1,334,872</p> <p>Site and district office clerical 2000-2999: Classified Personnel Salaries Base \$301,046</p>
<p>Action 1.6: Reduce K-3 class size beyond the 24:1 base in order to more effectively implement PLPs for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development.</p> <p>Service 1.6a: Further reduce class size K-3 to 20:1 average - 12 additional teachers</p>	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)	<p>12 teachers for CSR</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,020,900</p>
<p>Action 1.7: Middle School continues to provide intervention and electives through AVID and language arts elective courses for high-risk students</p> <p>Service 1.7a : Continue intervention/AVID classes- additional 2.1 FTE</p>	McCaffrey Middle School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>AVID and Intervention teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$183,000</p>
<p>Action 1.8: After school intervention includes ASES instructional assistants at Valley Oaks, Greer Elementary and McCaffrey Middle School</p> <p>Service 1.8a: Continue Instructional assistants through ASES funding</p>	Valley Oaks, Greer, McCaffrey	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>ASES IAs 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$97,500</p>
<p>Action 1.9: Continue additional IA personalized support for high needs students in ELA and Mathematics</p> <p>Service 1.9a: Continue regular education IA positions at all sites</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Regular ed. IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$197,473</p>
<p>Action 1.10: Provide ancillary support for high-risk students (Pre-K to Grade 8) to individual goal growth as they transition from elementary to middle school to high school</p> <p>Service 1.10a: Sustain Academic Counselor Position</p> <p>Service 1.10b: Sustain 2 Social Worker positions</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$89,626</p> <p>Social workers 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$146,370</p>

<p>Action 1.11: Certificated and classified staff participate in English Language Development training aligned with draft California Language Arts framework specific to English language learners</p> <p>Service 1.11a: Professional Development stipends: EL Grant through CVF</p> <p>Service 1.11b: Professional Development contracted services: EL Grant through CVF</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher stipends for EL 1000-1999: Certificated Personnel Salaries CVF \$39,698</p> <p>Contracted EL Professional Development 5800: Professional/Consulting Services And Operating Expenditures CVF \$56,017</p>
<p>Action 1.12: Additional personalized support for English Learners who are at beginning to intermediate levels of English proficiency through Bilingual Instructional Assistant Services</p> <p>Service 1.12a: Continue English Language IA positions at all sites</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>EL IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$211,564</p>
<p>Action 1.13: Continue K-3 Alternative Bilingual Program is provided at two elementary school locations and involves hiring of BCLAD certificated teachers</p> <p>Service 1.13a See Service 1.2a</p>	<p>Valley Oaks & River Oaks</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>see Service 1.2a</p>
<p>Action 1.14: Prevention and intervention services and resources are maximized through a leadership focus on school readiness, English learners and expanded learning opportunities</p> <p>Service 1.14a: Prevention and Intervention Services Administration to Implement and monitor EL growth programs</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Prevention/Intervention Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$78,540</p>
<p>Action 1.15: Enhance supervision of preschool programs</p> <p>Service 1.15a: Provide Preschool Site Supervisor</p> <p>Service 1.15b: Provide School Readiness Supervisor</p>	<p>Preschool</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities</p>	<p>Preschool Site Supervisor 1000-1999: Certificated Personnel Salaries State Preschool \$5,000</p> <p>School Readiness Supervisor 2000-2999: Classified Personnel Salaries First Five \$37,454</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- AMO 1.1 Save the Children staff will provide direct services to 50 at risk families
- AMO 1.2 Student strengths-based data incorporated into PLPs
- AMO 1.3 Maintain zero misassignments of teachers
- AMO 1.4 Continued IEP monitoring by Special Education
- AMO 1.5 MAP scores and strengths-based data will be used to set/adjust student growth targets on PLPs
- AMO 1.6 Target for academic growth shall be based on 2016-2017 CAASPP
- AMO 1.7 Cohort of EL students less than five years attaining English proficiency will increase no less than 5% from 2016-2017
- AMO 1.8 Cohort of EL students greater than five years attaining English proficiency will increase no less than 4% from 2016-2017
- AMO 1.10 The English Learner reclassification rate will increase by no less than 1%
- AMO 1.10a Maintain reclassification rate of grade 6 ELs enrolled since grade 1
- AMO 1.11 Truancy rate will decrease by 1% or greater while maintaining attendance at 96% or greater.
- AMO 1.12 Chronic absenteeism will decrease by 1% or greater from 2016-2017
- AMO 1.13 Suspension and expulsion rate will decrease district wide by .1% from 2016-2017
- AMO 1.14 Maintain zero middle school dropouts
- AMO 1.15 The percentage of students in grades 5 and 7 in the HFZ will increase by 3% in both areas
- AMO 1.16 84% of GJUESD students will meet grade level reading targets as measured by DRAs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 1.1: Save the Children staff provides direct service to at risk families through the Early Steps to Success Program Service 1.1a: Renew contract with Save the Children for Early Steps to Success Program implementation: First Five Service 1.1b: Continue Current Early Childhood Home Visitor position for Pre-K: First Five	Preschool	<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)	Contract for Save the Children 5800: Professional/Consulting Services And Operating Expenditures First Five \$33,234 Home Visitor position 2000-2999: Classified Personnel Salaries First Five \$44,775
Action 1.2: Continue certificated K-8 staffing to implement high quality TK-3 reading instruction with class size reduction, implement middle school teaming and meet special education services requirements Service 1.2a: Retain TK-8 Certificated staffing for Regular Education classrooms Service 1.2b: Retain TK-8 Certificated Staffing for Special Education Classrooms	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)	Regular Ed. classroom teachers 1000-1999: Certificated Personnel Salaries Base \$11,189,959 Special Ed. teachers 1000-1999: Certificated Personnel Salaries Base \$2,585,833
Action 1.3: Continue supporting employees, parents and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation Service 1.3a: Refresh purchase of 4th-8th Strengths Based Tests	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)	Strengths based tests 4000-4999: Books And Supplies Base \$9,000

<p>Action 1.4: Identify and provide support for students (pre-k- grade 8) to individual goal growth as they transition from elementary to middle school to high school</p> <p>Service 1.4a: Sustain site-based certificated administration for Personalized Learning Plan (PLP) implementation for high needs students through on-going monitoring of individual growth targets and services coordination.</p> <p>Service 1.4b: Sustain site-based classified clerical support to assure personalized student plans and assessments are updated for high risk 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 <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>PLP administrators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$841,291</p> <p>PLP administrator clerical support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$180,509</p>
<p>Action 1.5: Continue school district administration staffing to prioritize instructional quality at the school and district level</p> <p>Service 1.5a: Continue Site (principals) and District based Certificated Administrative Staffing</p> <p>Service 1.5b: - Continue Site and District based Classified Administrative Staffing: LCFF</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>Site and district administrative staff 1000-1999: Certificated Personnel Salaries Base \$1,361,569</p> <p>Site and district administrative clerical support 2000-2999: Classified Personnel Salaries Base \$307,066</p>
<p>Action 1.6: Reduce K-3 class size beyond the 24:1 base in order to more effectively implement PLPs for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development.</p> <p>Service 1.6a: Further reduce class size K-3 to 20:1 average - 12 additional 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>12 additional certificated teachers</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,046,422</p>
<p>Action 1.7: Middle School continues to provide intervention and electives through AVID and language arts elective courses for high-risk students</p> <p>Service 1.7a : Continue intervention/AVID classes- additional 2.1 FTE</p>	<p>McCaffrey Middle School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>AVID and elective teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$185,711</p>
<p>Action 1.8: After school intervention includes ASES instructional assistants at Valley Oaks, Greer Elementary and McCaffrey Middle School</p> <p>Service 1.8a: Continue Instructional assistants through ASES funding</p>	<p>Valley Oaks, Greer, McCaffrey</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>ASES IAs 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$100,000</p>
<p>Action 1.9: Continue additional IA personalized support for high needs students in ELA and Mathematics</p> <p>Service 1.9a: Continue regular education IA positions at all sites</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Regular ed. IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$201,422</p>
<p>Action 1.10: Provide ancillary support for high-risk students (Pre-K to Grade 8) to individual goal growth as they transition from elementary to middle school to high school</p> <p>Service 1.10a: Sustain Academic Counselor Position</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>	<p>Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$91,418</p> <p>Social workers 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$149,297</p>

<p>Service 1.10b: Sustain 2 Social Worker positions</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.11: Certificated and classified staff participate in English Language Development training aligned with draft California Language Arts framework specific to English language learners</p> <p>Service 1.11a: Professional Development stipends: EL Grant through CVF</p> <p>Service 1.11b: Professional Development contracted services: EL Grant through CVF</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>PD for EL stipends 1000-1999: Certificated Personnel Salaries CVF \$40,492</p> <p>Contracted PD for EL 5800: Professional/Consulting Services And Operating Expenditures CVF \$56,017</p>
<p>Action 1.12: Additional personalized support for English Learners who are at beginning to intermediate levels of English proficiency through Bilingual Instructional Assistant Services</p> <p>Service 1.12a: Continue English Language IA positions at all sites</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>EL IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$215,795</p>
<p>Action 1.13: Continue K-3 Alternative Bilingual Program is provided at two elementary school locations and involves hiring of BCLAD certificated teachers</p> <p>Service 1.13a See Service 1.2a</p>	<p>Valley Oaks & River Oaks</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>see Service 1.2a</p>
<p>Action 1.14: Prevention and intervention services and resources are maximized through a leadership focus upon school readiness, English learners and expanded learning opportunities</p> <p>Service 1.14a: Prevention and Intervention Services Administration to Implement and monitor EL growth programs</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Prevention/Intervention Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,110</p>
<p>Action 1.15: Enhance supervision of preschool programs</p> <p>Service 1.15a: Provide Preschool Site Supervisor</p> <p>Service 1.15b: Provide School Readiness Supervisor</p>	<p>Preschool</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students With Disabilities</p>	<p>Preschool Site Supervisor 1000-1999: Certificated Personnel Salaries State Preschool \$5,000</p> <p>School Readiness Supervisor 2000-2999: Classified Personnel Salaries First Five \$37,454</p>

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

GOAL 2:	Goal 2 – Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify <u>BFGSI Project 2, outcomes 1, 2, 3, 4</u>
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Identified Need : In order for 100% of all students to demonstrate they are “on track” for college and career readiness as measured by DRAs, MAP scores and CAASPP assessments (when available), the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) must be implemented in educational settings that meet a variety of needs.

Goal Applies to: Schools: All LEA schools
 Applicable Pupil Subgroups: All learners including low income students, English Learners, Reclassified English Learners (RFEP), Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	AMO 2.1 CCSS implementation with 100% of all students taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS. AMO 2.1a 100% of all students will have access to Board adopted materials for all subject areas. AMO 2.2 100% of middle school students are taught integrated Life, Earth, and Physical science units in order to begin transition to the NGSS. AMO 2.3 100% of district teachers will receive professional learning for implementation of the NGSS. AMO 2.4 100% of all students are taught with CCSS aligned Engage New York math units or other CCSS materials being considered for adoption. AMO 2.5 100% of all students utilize technological resources as needed in order to support academic growth. AMO 2.6 Increase service learning participation from 60% of LEA students to 70%. AMO 2.7 100% of all students will be receive instruction in science with units aligned with the NGSS. AMO 2.8 100% of all students will have access to courses in the Visual and Performing Arts (VAPA) AMO 2.9 100% of all grade 7 and 8 students will have access to Career Technical Education (CTE courses)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Develop and implement varied school year and summer professional growth opportunities for youth and adult learners Service 2.1a: Teacher release time using Substitute Teachers: Title II, RTTT Service 2.1b: Continue 3 additional certificated collaboration days for professional learning Service 2.1c: Certificated Stipends for Continuous Improvement Staff Development Participation: RTTT Service 2.1d: Classified professional growth 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)	Substitute teachers 1000-1999: Certificated Personnel Salaries RTTT \$38,860 Substitute teachers 1000-1999: Certificated Personnel Salaries Title II \$1,600 Collaboration days 1000-1999: Certificated Personnel Salaries One Time Discretionary \$239*,975 Continuous improvement teacher stipends 1000-1999: Certificated Personnel Salaries RTTT \$12,500 Additional IA professional growth days 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000
Action 2.2: Promote teacher leaders as academic coaches to support teachers, staff and volunteers in CCSS and NGSS implementation effort Service 2.2a: Continue to retain 6 Curriculum Coaches: Title I, Title II, RTTT	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)	Curriculum Coaches 1000-1999: Certificated Personnel Salaries RTTT \$251,000 Curriculum Coaches 1000-1999: Certificated Personnel Salaries Title I 175,000 Curriculum Coaches 1000-1999: Certificated Personnel Salaries Title II \$42,357

<p>Action 2.3: Use on-line learning tools to support individual student learning pathways. (virtual courses, learning pathways courseware)</p> <p>Service 2.3a: Contract with Virtual Learning vendor for courses: RTTT</p> <p>Service 2.3b: Contract with virtual learning vendor for virtual courseware for all students: RTTT</p>	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)	<p>Virtual Learning courseware 5000-5999: Services And Other Operating Expenditures RTTT \$104,000</p> <p>Courseware in Spanish 5000-5999: Services And Other Operating Expenditures RTTT \$25,000</p>
<p>Action 2.4: Current or developing project-based service learning opportunities are available to all learners</p> <p>Service 2.4a: Retain Certificated Service Learning Coordinator position</p>	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)	<p>Service Learning Coordinator 1000-1999: Certificated Personnel Salaries Base \$60,000</p>
<p>Action 2.5: Bright Future Learning Centers are used by students, staff, volunteers and parents to support personalized learning path growth aligned to students' Personalized Learning Plans</p> <p>Service 2.5a: Continue 8.81 FTE BFLCenter Technicians: RTTT</p>	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)	<p>BFLC Technicians 2000-2999: Classified Personnel Salaries RTTT \$301,705</p>
<p>Action 2.6: Blended learning on-line tools are available in Spanish</p> <p>Service 2.6a: See Service 2.3b</p>	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>See Service 2.3b</p>
<p>Action 2.7: Parent education opportunities are provided to support CCSS and NGSS understanding</p> <p>Service 2.7a: Provide parent education at Back to School Night and at parent/teacher conferences</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Nominal cost</p>
<p>Action 2.8: Student access for extended day and summer learning opportunities are monitored for possible transportation support services</p> <p>Service 2.8a: Provide before and after school transportation routes</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Bus driver - extended learning 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,000</p>
<p>Action 2.9: Safe learning space for connectivity is provided for students without home wireless access in after school and summer setting at the Bright Future Learning Centers</p> <p>Service 2.9a: Instructional Assistant positions for BFLCs during summer break</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Summer BFLC IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,000</p>
<p>Action 2.10: Chromebooks available for student check-out with parent participation in digital</p>	LEA-wide	<input type="checkbox"/> All	<p>Nominal if any, cost</p>

<p>citizenship class</p> <p>Service 2.10a: Allow chromebook checkout</p>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.11: English learner parent access to school information and student services through Bilingual Office Assistant translation support</p> <p>Service 2.11a: Retain Bilingual Office Assistant positions at all sites to support English Learners</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Bilingual Office Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$86,100</p>
<p>Action 2.12: Develop and implement curriculum aligned with the NGSS</p> <p>Service: 2.12a: NGSS Core Lead Teachers and Lead Teachers will support peers in the development of units and implementation</p> <p>Service 2.12b: Provide training for NGSS leadership</p> <p>Service 2.12c: Develop units for implementation of the NGSS</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Stipends for Core lead teachers and lead Teachers 1000-1999: Certificated Personnel Salaries NGSS \$100,000</p> <p>Training costs for NGSS leadership 5000-5999: Services And Other Operating Expenditures NGSS \$39,000</p> <p>NGSS curriculum materials 4000-4999: Books And Supplies NGSS \$22,500</p>
<p>Action 2.13: Student access using transportation for Middle School Students during AM hours</p> <p>Service 2.13a: Continue Middle School transportation position</p>	<p>McCaffrey Middle School</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Bus Driver 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>AMO 2.1 Continue ELA CCSS implementation with 100% of all students taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS.</p> <p>AMO 2.1a 100% of all students will have access to Board adopted materials for all subject areas.</p> <p>AMO 2.2 Consider and/or pilot ELA materials for adoption.</p> <p>AMO 2.3 Consider and/or pilot English Language Development (ELD) materials for adoption.</p> <p>AMO 2.4 100% of all students are taught with CCSS aligned Engage New York math units or other CCSS materials being considered for adoption.</p> <p>AMO 2.5 Continue transition to NGSS with 100% of middle school students taught integrated Life, Earth, and Physical science units in order to begin transition to the NGSS.</p> <p>AMO 2.6 Develop NGSS integrated units for grade 6.</p> <p>AMO 2.7 100% of all students utilize technological resources as needed in order to support academic growth.</p> <p>AMO 2.8 Increase service learning participation from 70% of LEA students to 80%.</p> <p>AMO 2.9 100% of all students will be receive instruction in science with units aligned with the NGSS.</p> <p>AMO 2.10 100% of all students will have access to courses in the Visual and Performing Arts (VAPA)</p> <p>AMO 2.11 100% of all grade 7 and 8 students will have access to Career Technical Education (CTE courses)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 2.1: Develop and implement varied school year and summer professional growth opportunities for youth and adult learners</p> <p>Service 2.1a: Teacher release time using Substitute Teachers: Title I, Title II</p> <p>Service 2.1c: Classified professional growth opportunities</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Substitutes 1000-1999: Certificated Personnel Salaries Title I \$40,460</p> <p>IA professional growth days 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000</p>
<p>Action 2.2: Promote teacher leaders as academic coaches to support teachers, staff and volunteers in CCSS implementation efforts</p> <p>Service 2.2a: Reduce to 3 Curriculum Coaches: Title I, Title II</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Personnel Reduction 1000-1999: Certificated Personnel Salaries Title I \$176,000</p> <p>Personnel Reduction 1000-1999: Certificated Personnel Salaries Title II \$70,000</p>
<p>Action 2.3: Use on-line learning tools to support individual student learning pathways. (virtual courses, learning pathways courseware)</p> <p>Service 2.3a: Contract with Virtual Learning vendor for courses</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Virtual learning courses 5000-5999: Services And Other Operating Expenditures Base \$104,000
<p>Action 2.4: Current or developing project-based service learning opportunities are available to all learners</p> <p>Service 2.4a: Retain Certificated Service Learning Coordinator position</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	Service Learning Coordinator 1000-1999: Certificated Personnel Salaries Base \$61,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Action 2.5: Bright Future Learning Centers are used by students, staff, volunteers and parents to support personalized learning path growth aligned to students' Personalized Learning Plans</p> <p>Service 2.5a: Continue BFLCenter Technicians</p>	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)	BFLC Technicians 2000-2999: Classified Personnel Salaries Base \$307,739
<p>Action 2.6: Blended learning on-line tools are available in Spanish</p> <p>Service 2.6a: Provide Spanish primary language courseware</p>	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Vendor contract for EL Courseware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000
<p>Action 2.7: Parent education opportunities are provided to support CCSS and NGSS understanding</p> <p>Service 2.7a: nominal costs associated with this action</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nominal if any cost
<p>Action 2.8: Student access for extended day and summer learning opportunities are monitored for possible transportation support services</p> <p>Service 2.8a: Provide one before and after school transportation route</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bus driver for extended learning 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,000
<p>Action 2.9: Safe learning space for connectivity is provided for students without home wireless access in after school and summer setting at the Bright Future Learning Centers</p> <p>Service 2.9a: Instructional Assistant positions for BFLCs during summer break</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BFLC summer IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,500
<p>Action 2.10: Chromebooks available for student check-out with parent participation in digital citizenship class</p> <p>Service 2.10a: Provide for chromebook checkout</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nominal if any cost
<p>Action 2.11: English learner parent access to school information and student services through Bilingual Office Assistant translation support</p> <p>Service 2.11a: Retain Bilingual Office Assistant positions at all sites to support English Learners</p>	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Bilingual Office Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$88,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 2.12: Develop and implement curriculum aligned with the NGSS Service: 2.12a: NGSS Core Lead Teachers and Lead Teachers will support peers in the development of units and implementation Service 2.12b: Provide training for NGSS leadership Service 2.12c: Develop units for implementation of the NGSS	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)	Stipends for Core lead teachers and lead Teachers 1000-1999: Certificated Personnel Salaries NGSS \$100,000 Training costs for NGSS leadership 5000-5999: Services And Other Operating Expenditures NGSS \$39,000 NGSS curriculum materials 4000-4999: Books And Supplies NGSS \$22,500
Action 2.13: Student access using transportation for Middle School Students during AM hours Service 2.13a: Continue Middle School transportation position	McCaffrey Middle School	<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)	Bus Driver 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	AMO 2.1 Continue ELA CCSS implementation with 100% of all students taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS. AMO 2.1a 100% of all students will have access to Board adopted materials for all subject areas. AMO 2.2 Consider English Language Development (ELD) materials for adoption. AMO 2.3 100% of all students are taught with CCSS aligned Engage New York math units or other CCSS materials being considered for adoption. AMO 2.4 Continue transition to NGSS with 100% of middle school students taught integrated Life, Earth, and Physical science units in order to begin transition to the NGSS. AMO 2.5 Develop NGSS integrated units for grade 6. AMO 2.6 100% of all students utilize technological resources as needed in order to support academic growth. AMO 2.7 Increase service learning participation from 80% of LEA students to 90%. AMO 2.8 100% of all students will be receive instruction in science with units aligned with the NGSS. AMO 2.9 100% of all students will have access to courses in the Visual and Performing Arts (VAPA) AMO 2.10 100% of all grade 7 and 8 students will have access to Career Technical Education (CTE courses)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 2.1: Develop and implement varied school year and summer professional growth opportunities for youth and adult learners Service 2.1a: Teacher release time using Substitute Teachers: Title II Service 2.1c: Classified professional growth 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)	Substitutes 1000-1999: Certificated Personnel Salaries Title II \$40,460 IA professional growth days 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$23,000
Action 2.2: Promote teacher leaders as academic coaches to support teachers, staff and volunteers in CCSS implementation efforts Service 2.2a: Retain 3 FTE Curriculum Coaches: Title I, Title II	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Curriculum Coach positions for continual improvement 1000-1999: Certificated Personnel Salaries Title I \$250,920 Curriculum coach positions as related to PD 1000-1999: Certificated Personnel Salaries Title II \$35,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Action 2.3: Use on-line learning tools to support individual student learning pathways. (virtual courses, learning pathways courseware)</p> <p>Service 2.3a: Contract with Virtual Learning vendor for courses</p>	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)	Virtual Learning Courses 5000-5999: Services And Other Operating Expenditures Base \$104,000
<p>Action 2.4: Current or developing project-based service learning opportunities are available to all learners</p> <p>Service 2.4a: Retain Certificated Service Learning Coordinator position: LCFF Base</p>	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)	Service Learning Coordinator 1000-1999: Certificated Personnel Salaries Base \$63,000
<p>Action 2.5: Bright Future Learning Centers are used by students, staff, volunteers and parents to support personalized learning path growth aligned to students' Personalized Learning Plans</p> <p>Service 2.5a: Continue 8.81 FTE BFLC Technicians</p>	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)	BFLC Technicians 2000-2999: Classified Personnel Salaries Base \$313,894
<p>Action 2.6: Blended learning on-line tools are available in Spanish</p> <p>Service 2.6a: See Service 2.3a</p>	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Spanish Courseware 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000
<p>Action 2.7: Parent education opportunities are provided to support CCSS and NGSS understanding</p> <p>Service 2.7a: Provide parent education at Back to School Night, Open House, and Parent/Teacher conferences</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nominla cost
<p>Action 2.8: Student access for extended day and summer learning opportunities are monitored for possible transportation support services</p> <p>Service 2.8a: Provide one before and after school transportation route</p>	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bus driver for extended learning 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,000
<p>Action 2.9: Safe learning space for connectivity is provided for students without home wireless access in after school and summer setting at the Bright Future Learning Centers.</p> <p>Service 2.9a: Instructional Assistant positions for BFLCs during summer break</p>	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	Summer BFLC IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 2.10: Chromebooks available for student check-out with parent participation in digital citizenship class Service 2.10a: Provide chromebooks for checkout	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Nominal cost
Action 2.11: English learner parent access to school information and student services through Bilingual Office Assistant translation support Service 2.12a: Retain Bilingual Office Assistant positions at all sites to support English Learners	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bilingual Office Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$90,000
Action 2.12: Develop and implement curriculum aligned with the NGSS Service: 2.12a: NGSS Core Lead Teachers and Lead Teachers will support peers in the development of units and implementation Service 2.12b: Provide training for NGSS leadership Service 2.12c: Develop units for implementation of the NGSS	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Stipends for Core lead teachers and lead Teachers 1000-1999: Certificated Personnel Salaries NGSS \$100,000 Training costs for NGSS leadership 5000-5999: Services And Other Operating Expenditures NGSS \$39,000 NGSS curriculum materials 4000-4999: Books And Supplies NGSS \$22,500
Action 2.13: Student access using transportation for Middle School Students during AM hours Service 2.13a: Continue Middle School transportation position	McCaffrey Middle School	<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)	Bus Driver 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000

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

GOAL 3:	Goal 3 - Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>BFGSI Project 3, outcomes 1, 2</u>		
Identified Need :	In order to engage all stakeholders in the educational process, 100% of all learners will have access to interoperable systems that enable collaboration in the development and maintenance of personalized learning plans for all learners as measured by PLP reports and on-line professional learning plan systems. Community surveys will be conducted annually to measure the effectiveness of the continual improvement process.			
Goal Applies to:	Schools:	All LEA schools		
	Applicable Pupil Subgroups:	All learners including low income students, English Learners, Reclassified English Learners (RFEP), Foster Youth		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	AMO 3.1 All administrators and teachers use the EES to develop personalized growth plans for all adult learners. AMO 3.2 Fully Integrate SIS and PMS. AMO 3.3 Continue providing families access to data through parent and student portals. AMO 3.3a Establish baseline for parent participation including parents of unduplicated students and special needs subgroups in the PLP process through Illuminate SIS reports on parent portal use AMO 3.4 Seek parent input in decision making at the district and school sites through the use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1: Strengthen evaluation (employee and program) to align with a growth system Service 3.1a: Continue Online Professional Development Service (Edivate): RTTT	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)		Edivate online Educator Effectiveness System 5000-5999: Services And Other Operating Expenditures RTTT \$57,000
Action 3.2: Professional development opportunities are based upon data trend needs and learner observations Service 3.2a: PD addressed in Action 2.1 and 2.2	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)		See Budgeted for Action 2.1 and 2.2
Action 3.3 Communications efforts, input and data use for progress sharing, analysis and improvement purposes are varied and on-going for employees and parents Service 3.3a: Refine Parent/Student Portals	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)		No cost
Action 3.4: Technology infrastructure supports efficient communications, curriculum implementation and evaluation efforts for continuous improvement Service 3.4a: Enhance infrastructure to accommodate and maximize bandwidth increase.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		10gb routers and swtches 5000-5999: Services And Other Operating Expenditures Lottery \$103,500 10gb routers and swtches 5000-5999: Services And Other Operating Expenditures One Time Discretionary \$82,500

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Action 3.5: Strengthen the school calendar to support learner growth and goal accomplishments Action 3.5a: Coordinate calendars for PD, instruction, and high school for stronger collaboration and articulation	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)	No cost

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	AMO 3.1 All administrators and teachers use the EES to develop personalized growth plans for all adult learners. AMO 3.2 Continue providing families access to data through parent and student portals. AMO 3.2a Increase parent participation including parents of unduplicated students and special needs subgroups in the PLP process by no less than 10% AMO 3.3 Continue use of community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP. AMO 3.4 Continue to seek parent input in decision making at the district and school sites through the use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 3.1: Fully implement employee evaluation system aligned with a growth system Service 3.1a: Renew Edivate Online Professional Development 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)	Edivate contract renewal 5000-5999: Services And Other Operating Expenditures Title II \$57,000
Action 3.2: Continue professional development opportunities based upon data trend needs and learner observations Service 3.2a: Costs are addressed in Action 2.1 and 2.2	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)	See Budgeted Expenditures for 2.1 and 2.2
Action 3.3 Continue communications efforts, input and data use for progress sharing, analysis and improvement purposes for employees and parents Service 3.3a: Refine Parent/Student Portals	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)	No cost
Action 3.4: Technology infrastructure supports efficient communications, curriculum implementation and evaluation efforts for continuous improvement Service 3.4a: Maintain network infrastructure	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)	To be determined

<p>Action 3.5: Strengthen the school calendar to support learner growth and goal accomplishments</p> <p>Action 3.5a: Coordinate calendars for PD, instruction, and high school for stronger collaboration and articulation</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>No cost</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>AMO 3.1 All administrators and teachers use the EES to develop personalized growth plans for all adult learners.</p> <p>AMO 3.2 Continue providing families access to data through parent and student portals.</p> <p>AMO 3.2a Increase parent participation including parents of unduplicated students and special needs subgroups in the PLP process by no less than 20%</p> <p>AMO 3.3 Continue use of community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP.</p> <p>AMO 3.4 Continue to seek parent input in decision making at the district and school sites through the use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 3.1: Continue implementation of evaluation (employee and program) systems to align with a growth system</p> <p>Service 3.1a: Continue Edivate Online Professional Development Service</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>Edivate contract 5000-5999: Services And Other Operating Expenditures Title II \$57,000</p>
<p>Action 3.2: Professional development opportunities are based upon data trend needs and learner observations</p> <p>Service 3.2a: see Action 2.1 and 2.2</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>See Budgeted Expenditures for 2.1 and 2.2</p>
<p>Action 3.3 Continue communications efforts, input and data use for progress sharing, analysis and improvement purposes are varied and on-going for employees and parents</p> <p>Service 3.3a: Refine Parent/Student Portals</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>No cost</p>
<p>Action 3.4: Technology infrastructure supports efficient communications, curriculum implementation and evaluation efforts for continuous improvement</p> <p>Service 3.4a: Maintenance and upkeep of network</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>To be determined</p>
<p>Action 3.5: Strengthen the school calendar to support learner growth and goal accomplishments</p> <p>Action 3.5a: Coordinate calendars for PD, instruction, and high school for stronger</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>No cost</p>

collaboration and articulation		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (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.

GOAL 4:	Goal 4 - Maintenance, grounds, custodial, food services, and health staff maintain school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning	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 Administrative Regulation 1.1312.4.3, BFGSI Project 2, Facilities Master Plan	
Identified Need :	Cuts in routine and deferred maintenance have resulted in disrepair and negative community feedback regarding school facilities. In order for 100% of all learners participate in the educational process at clean and hazard free schools for 21st Century learning, facilities shall maintain "Good" standard of repair and condition as measured by the California Facilities Inspection Tool (FIT). Facility conditions will be monitored and reported on a quarterly basis via the Williams Quarterly Report. Health and wellness will be supported by nutritional menus based on federal guidelines.		
Goal Applies to:	Schools:	All LEA schools	LCAP Year 1: 2015-16
Applicable Pupil Subgroups:	All learners including low income students, English Learners, Reclassified English Learners (RFEP), Foster Youth		
Expected Annual Measurable Outcomes:	AMO 4.1 Schools maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE). AMO 4.2 Maintain zero Williams facilities complaints. AMO 4.3 School menus will be planned according to federal nutritional guidelines		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1: On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines Service 4.1a: Vendor contracts for repairs Service 4.1b: Deferred Maintenance Projects	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)	Repair contracts 5800: Professional/Consulting Services And Operating Expenditures Base \$300,000 Deferred Maintenance 5800: Professional/Consulting Services And Operating Expenditures Base \$125,000
Action 4.2: Staffing improvements involving classified and supervisory employees are considered for efficient and responsive facilities and grounds upkeep Service 4.2a: Maintain Maintenance Supervisor Service 4.2b: Restore 3rd maintenance worker Service 4.2c: Restore 50% of night custodian time Service 4.2d: Restore 50% Groundskeeper	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)	Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$90,000 Maintenance staff restoration 2000-2999: Classified Personnel Salaries Base \$57,700 Custodian restoration 2000-2999: Classified Personnel Salaries Base \$91,500 Groundskeeper restoration 2000-2999: Classified Personnel Salaries Base \$15,000
Action 4.3: Begin implementation of the Facilities Master Plan to prioritize short and long term building needs. Service 4.3a: Hire community pollster to prioritize modernization needs	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)	Contract for pollster 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000
Action 4.4: School district recycling efforts are improved to reduce waste	LEA-wide	<input checked="" type="checkbox"/> All OR:	Nominal if any cost

Service 4.4a: Continue recycling efforts and education		<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)	
Action 4.5: Food services is strengthened through alignment to new federal guidelines Service 4.5a: Food services supervisor ensures compliance with federal guidelines	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)	Nominal

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	AMO 4.1 Schools maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE). AMO 4.2 Maintain zero Williams facilities complaints. AMO 4.3 Continue meeting or exceeding federal nutrition guidelines on school menus.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Action 4.1: On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines Service 4.1a: Vendor contracts for repairs	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)	Repair contracts 5800: Professional/Consulting Services And Operating Expenditures Base \$300,000
Action 4.2: Staffing improvements involving classified and supervisory employees are considered for efficient and responsive facilities and grounds upkeep Service 4.2a: Continue Maintenance Supervisor position Service 4.2b: Continue 3rd maintenance worker Service 4.2c: Continue 50% of night custodian time Service 4.2d: Continue 50% additional Groundskeeper	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)	Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$95,000 Maintenance worker 2000-2999: Classified Personnel Salaries Base \$59,000 Custodial staff 2000-2999: Classified Personnel Salaries Base \$94,000 50% Groundskeeper 2000-2999: Classified Personnel Salaries Base \$15,500
Action 4.3: A Facilities Master Plan prioritizes modernization needs along with long term building needs Service 4.3a: Service fulfilled in year 1	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)	Service 4.3a: Service fulfilled in year 1. No costs associated with this item
Action 4.4: School district recycling efforts are improved to reduce waste Service 4.4a: Continue recycling efforts and education	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)	Nominal if any cost

<p>Action 4.5: Food services aligned with federal guidelines</p> <p>Service 4.5a: Food services supervisor ensures compliance with federal guidelines</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>Nominal if any cost</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>AMO 4.1 Schools maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE).</p> <p>AMO 4.2 Maintain zero Williams facilities complaints.</p> <p>AMO 4.3 Continue meeting or exceeding federal nutrition guidelines on school menus.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Action 4.1: On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guideline</p> <p>Service 4.1a: Vendor contracts for repairs</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>Repair contracts 5800: Professional/Consulting Services And Operating Expenditures Base \$300,000</p>
<p>Action 4.2: Staffing improvements involving classified and supervisory employees are considered for efficient and responsive facilities and grounds upkeep</p> <p>Service 4.2a: Continue Maintenance Supervisor position</p> <p>Service 4.2b: Continue 3rd maintenance worker</p> <p>Service 4.2c: Continue 50% more of night custodian time</p> <p>Service 4.2d: Maintain second Groundskeeper position</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>Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$100,000</p> <p>Maintenance worker 2000-2999: Classified Personnel Salaries Base \$61,000</p> <p>Custodial staff 2000-2999: Classified Personnel Salaries Base \$97,000</p> <p>50% Groundskeeper 2000-2999: Classified Personnel Salaries Base \$16,000</p>
<p>Action 4.3: A Facilities Master Plan prioritizes modernization needs along with long term building needs</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>Service 4.3a: Service fulfilled in year 1. No costs associated with this item</p>
<p>Action 4.4: School district recycling efforts are improved to reduce waste</p> <p>Service 4.4a: Continue recycling efforts and education</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>Nominal cost if any</p>
<p>Action 4.5: Food services aligned with federal guidelines fully implemented</p> <p>Service 4.5a: Food services supervisor ensures compliance with federal guidelines</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Nominal cost if any</p>

		<ul style="list-style-type: none">_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (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.

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:	Goal 1 - Develop and implement personalized learning and strengths-based growth plans for every student that articulate and transition to high school learning pathways experience while closing the achievement gap.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input 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 checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>BFGSI Project 1, Outcomes 1 and 2, LEA and school wellness policies</u>
Goal Applies to:	Schools: All LEA schools <ul style="list-style-type: none"> • Greer Elementary • Valley Oaks Elementary • River Oaks Elementary • Lake Canyon Elementary • Marengo Ranch Elementary • McCaffrey Middle 	
Applicable Pupil Subgroups:		All learners including low income students, English Learners, Reclassified English Learners (RFEP), Foster Youth
Expected Annual Measurable Outcomes:	AMO 1.1 Home Visitor makes 50 home visits/month with at-risk families AMO 1.2 PLPs implemented pre-K through grade 8 AMO 1.3 100% of all students are taught by Highly Qualified Teachers AMO 1.4 Continued IEP monitoring by Special Education AMO 1.5 Baseline MAP scores will be used to determine academic PLP growth of 1, 1.5, and 2 year growth AMO 1.6 API will not be calculated for 2014-2015 AMO 1.7 Cohort of EL students less than five years attaining English proficiency will increase no less than 5% AMO 1.8 Cohort of EL students greater than five years attaining English proficiency will increase no less than 4% AMO 1.9 Maintain reclassification rate of grade 6 ELs enrolled since grade 1 AMO 1.10 Truancy rate will decrease by 1% or greater while maintaining attendance at 96% or greater. AMO 1.11 Establish baseline rate for student chronic absenteeism AMO 1.12 Suspension and expulsion rate will decrease district wide by .1% AMO 1.13 Maintain zero middle school dropouts AMO 1.14 The percentage of students in grades 5 and 7 in the HFZ will increase by 3% in both areas AMO 1.15 74% of GJUESD students will meet grade level reading targets as measured by District Reading Assessments (DRAs)	Actual Annual Measurable Outcomes: AMO 1.1 20 Families received home visits 2x monthly, 30 received direct contact with Save the Children staff 2x monthly through the Book Exchange program AMO 1.2 Target met - As of 5/6/2015 all 3,693 GJUESD students have PLPs AMO 1.3 Target met - 100% of all GJUESD teachers are HQT AMO 1.4 As of 5/6/2015 sixteen (16) of 675 IEPs need to be affirmed in SEIS. 97.6% of IEPs are current. AMO 1.5 For the Spring 2015 MAP assessment window the percentage of students who did not meet, met, or exceeded one-year growth targets in Reading is as follows: Hispanic - Not Met = 34%, Met = 20%, Exceeded = 46% Caucasian - Not Met = 30%, Met = 18%, Exceeded = 52% Low Income - Not Met = 34%, Met = 20%, Exceeded = 46% EL - Not Met = 33%, Met = 18%, Exceeded = 50% RFEP - Not Met = 32%, Met = 24%, Exceeded = 44% Sp. Ed. - Not Met = 34%, Met = 13%, Exceeded = 52% Foster - Not Met = 14%, Met = 29%, Exceeded = 57% For Math: Hispanic - Not Met = 28%, Met = 22%, Exceeded = 51% Caucasian - Not Met = 23%, Met = 22%, Exceeded = 55% Low Income - Not Met = 29%, Met = 22%, Exceeded = 48% EL - Not Met = 31%, Met = 19%, Exceeded = 51% RFEP - Not Met = 27%, Met = 22%, Exceeded = 51% Sp. Ed. - Not Met = 26%, Met = 20%, Exceeded = 53% Foster - Not Met = 0%, Met = 14%, Exceeded = 86% AMO 1.6 Not applicable at this time AMO 1.7 Growth from 22.8% TBD at September reporting period AMO 1.8 Growth from 46.5% TBD at September reporting period AMO 1.9 TBD at September reporting period for reclassifications to occur

	<p>AMO 1.10 TBD when state data becomes available</p> <p>AMO 1.11 Chronic absence rate for 2014-15 school year is 6.4%</p> <p>AMO 1.12 TBD when state data becomes available</p> <p>AMO 1.13 Middle School dropouts = 0, Target met</p> <p>AMO 1.14 2013-14 Grade 5 Aerobic Capacity - 65.3%, 2014-15 - 84.5%, exceeded target 2013-14 Grade 5 Abdominal Strength - 77.4%, 2014-15 - 90.3%, exceeded target 2013-14 Grade 5 Body Composition - 56.4%, 2014-15 - 62.9%, exceeded target 2013-14 Grade 5 Trunk Extension Strength - 94.9%, 2014-15 - 99.1%, exceeded target 2013-14 Grade 5 Upper Body Strength - 65.7%, 2014-15 - 74.5%, exceeded target 2013-14 Grade 5 Flexibility - 70.2%, 2014-15 - 74.0%, exceeded target 2013-14 Grade 7 Aerobic Capacity - 67.5%, 2014-15 - 65.4%, did not meet target 2013-14 Grade 7 Abdominal Strength - 94.8%, 2014-15 - 94.8%, did not meet target 2013-14 Grade 7 Body Composition - 58.2%, 2014-15 - 54.2%, did not meet target 2013-14 Grade 7 Trunk Extension Strength - 87.7%, 2014-15 - 87.6, did not meet target 2013-14 Grade 7 Upper Body Strength - 77.7%, 2014-15 - 82.9%, exceeded target 2013-14 Grade 7 Flexibility - 72.7%, 2014-15 - 76.1%, exceeded target</p> <p>AMO 1.15 DRA target of 74% meeting grade level target Hispanic - 59%, did not meet target Caucasian - 70%, did not meet target Low Income - 55%, did not meet target EL - 44%, did not meet target RFEP - 76%, exceeded target Sp. Ed. - 32%, did not meet target Foster - 60%, did not meet target</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 1.1: Conduct home visits for high needs pre-kindergarten families to strengthen school readiness learning prior to kindergarten Service 1.1a: Contract with Save the Children for Early Steps to Success Program implementation: RTTT Service 1.1b: Continue current Early Childhood Home Visitor position for Pre-K: RTTT	Save the Children Contract: RTTT 5800: Professional/Consulting Services And Operating Expenditures RTTT \$33,234 Early Childhood Home Visitor position for Pre-K: RTTT 2000-2999: Classified Personnel Salaries RTTT \$32,592	Action 1.1: Conducted home visits for 20 high needs pre-kindergarten families to strengthen school readiness learning prior to kindergarten two times monthly. Provided direct services for 30 high needs pre-k families through the "Raising a Reader" book exchange two times monthly Service 1.1a: Contracted with Save the Children for Early Steps to Success Program implementation: RTTT	Save the Children Contract: RTTT 5800: Professional/Consulting Services And Operating Expenditures RTTT \$33,324 Service 1.1b: Continue Current Early Childhood Home Visitor position for Pre-K: RTTT 2000-2999: Classified Personnel Salaries RTTT \$44,633
Scope of Service: School-Wide (Preschool) _ 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)		Scope of Service: School-wide (Preschool) _ 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)	

<p>Action 1.2: Continue certificated K-8 staffing to implement high quality TK-3 reading instruction with class size reduction, implement middle school teaming and meet special education services requirements</p> <p>Service 1.2a: Retain TK-8 Certificated staffing for Regular Education classrooms: LCFF Base</p> <p>Service 1.2b: Retain TK-8 Certificated Staffing for Special Education Classrooms: LCFF Base</p>	<p>Regular education teacher staffing 1000-1999: Certificated Personnel Salaries Base \$10,969,000</p> <p>Special education staffing 1000-1999: Certificated Personnel Salaries Base \$2,305,000</p>	<p>Action 1.2: Continued certificated K-8 staffing to implement high quality TK-3 reading instruction with class size reduction, implement middle school teaming and meet special education services requirements</p> <p>Service 1.2a: Retained TK-8 Certificated staffing for Regular Education classrooms: LCFF Base</p> <p>Service 1.2b: Retain TK-8 Certificated Staffing for Special Education Classrooms: LCFF Base</p>	<p>Regular education teacher staffing 1000-1999: Certificated Personnel Salaries Base \$11,156,258</p> <p>Special education staffing 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$2,453,649</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>Action 1.3: Support employees, parents and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation</p> <p>Service 1.3a: Purchase of 4th-8th Strengths Based Tests: RTTT</p> <p>Service 1.3b: Secure Social Emotional data consultant: : RTTT</p>	<p>Strengths Based Tests: RTTT 4000-4999: Books And Supplies RTTT \$9,000</p> <p>Social Emotional data consultant: RTTT 5000-5999: Services And Other Operating Expenditures RTTT \$47,000</p>	<p>Action 1.3: Continued supporting employees, parents and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation</p> <p>Service 1.3a: Purchased 4th-8th Strengths Based Tests: RTTT</p> <p>Service 1.3b: Hired Social Emotional data consultant: : RTTT</p>	<p>Strengths Based Tests: RTTT 4000-4999: Books And Supplies RTTT \$9,000</p> <p>Social Emotional Data Consultant: RTTT 5000-5999: Services And Other Operating Expenditures RTTT \$47,000</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>Action 1.4: Identify and provide support for students (pre-k-grade 8) to individual goal growth as they transition from elementary to middle school to high school</p> <p>Service 1.4a: Reduce Site based Certificated Administration to 4 Personalized Student Plan Admin. (upon federal approval PLP admin. will be increased by two. RTTT</p> <p>Service 1.4b: Continue Site based Classified support staff for personalized student plans (upon federal approval PLP classified support would be decreased by two. RTTT</p>	<p>PLP administrators: RTTT 1000-1999: Certificated Personnel Salaries RTTT \$439,550</p> <p>PLP Secretaries 2000-2999: Classified Personnel Salaries RTTT \$188,800</p>	<p>Action 1.4: Provided support for students (pre-k- grade 8) to individual goal growth as they transition from elementary to middle school to high school</p> <p>Service 1.4a: Sustained Site based Certificated Administration for Personalized Learning Plan Admin. (PLP) implementation and monitoring student growth for high risk students.</p> <p>Increase in costs due to increasing 2 FTE to a total of 6 FTE and including benefits</p> <p>Service 1.4b: Sustained Site based Classified Clerical Support to assure PLP data maintenance</p>	<p>PLP Administrators: RTTT 1000-1999: Certificated Personnel Salaries RTTT \$673,959</p> <p>PLP Secretaries 2000-2999: Classified Personnel Salaries RTTT \$184,285</p>

<p>Scope of Service LEA-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.5: Provide for school district administration staffing to prioritize instructional quality at the school and district level</p> <p>Service 1.5a: Continue Site (principals) and District based Certificated Administrative Staffing: LCFF</p> <p>Service 1.5b: - Continue Site and District based Classified Administrative Staffing: LCFF</p>	<p>Site and district administration 1000-1999: Certificated Personnel Salaries Base \$1,108,500</p> <p>Clerical support for site and district administration 2000-2999: Classified Personnel Salaries Base \$1,050,000</p>	<p>Action 1.5: Continued school district administration staffing to prioritize instructional quality at the school and district level</p> <p>Service 1.5a: Continued Site (principals) and District based Certificated Administrative Staffing:: LCFF</p> <p>Increased costs due to including benefits.</p> <p>Service 1.5b: - Continued Site and District based Classified Administrative Staffing: LCFF</p> <p>Increased costs due to additional FTE's- Maintenance Supervisor, Tech Coordinator, Fiscal Services Supervisor</p>	<p>Site and District Administration 1000-1999: Certificated Personnel Salaries Base \$1,327,757</p> <p>Clerical support for Site and District Administration 2000-2999: Classified Personnel Salaries Base \$1,108,435</p>
<p>Scope of Service LEA-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.6: Class size reduction (K-3) continues to be reduced to 20:1</p> <p>Service 1.6a: Continue CSR at 20:1 five additional teachers</p>	<p>5 FTE CSR teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$325,000</p>	<p>Action 1.6: Reduced K-3 class size beyond the 24:1 base in order to more closely monitor PLPs of high needs students.</p> <p>Service 1.6a: Staffed K-3 classes at 20:1</p> <p>Original budget only included 5 FTE; actual was 12 FTE which accounts for increase in costs</p>	<p>12 FTE CSR Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$987,435</p>
<p>Scope of Service LEA-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.7: Middle School provides intervention electives</p>	<p>2.1 FTE AVID/Elective teachers 1000-1999: Certificated</p>	<p>Action 1.7: Middle School provided intervention electives through</p>	<p>2.1 FTE AVID/Elective teachers 1000-1999: Certificated</p>

<p>through AVID and language arts elective courses for high-risk students</p> <p>Service 1.7a : Continue intervention/AVID classes- additional 2.1 FTE</p>	<p>Personnel Salaries Supplemental and Concentration \$169,000</p>	<p>AVID and language arts elective courses for high-risk students</p> <p>Service 1.7a : Continued intervention/AVID classes- additional 2.1 FTE</p>	<p>Personnel Salaries Supplemental and Concentration \$178,500</p>
<p>Scope of Service: LEA-wide</p> <p>--- All ---</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: McCaffrey Middle School</p> <p>--- All ---</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.8: After school intervention includes ASES instructional assistants at Valley Oaks, Greer Elementary and McCaffrey Middle School</p> <p>Service 1.8a: Continue Instructional assistants through ASES funding</p>	<p>ASES IAs 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$100,500</p>	<p>Action 1.8: After school intervention included ASES instructional assistants at Valley Oaks, Greer Elementary and McCaffrey Middle School</p> <p>Service 1.8a: Continued Instructional assistants through ASES funding</p>	<p>ASES IA's 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$88,549</p>
<p>Scope of Service: Valley Oaks, Greer, McCaffrey</p> <p>--- All ---</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Valley Oaks, Greer, McCaffrey</p> <p>--- All ---</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.9: Instructional Assistants provide additional personalized support for high needs students in ELA and mathematics</p> <p>Service 1.9a: Continue regular education I/A positions at all sites</p>	<p>Regular Education IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$200,800</p>	<p>Action 1.9: Continued additional IA personalized support for high needs students in ELA and mathematics</p> <p>Service 1.9a: Continued regular education I/A positions at all sites</p>	<p>Regular Education IA's 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$187,935</p>
<p>Scope of Service: LEA-wide</p> <p>--- All ---</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA-wide</p> <p>--- All ---</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.10: Identify and provide support for high risk students (Pre K - grade 8) to individual goal growth as they transition from elementary to middle school to high school</p>	<p>Academic Counselor: RTTT 1000-1999: Certificated Personnel Salaries RTTT \$80,000</p>	<p>Action 1.10: Provided ancillary support for high risk students (Pre K - grade 8) to individual goal growth as they transition from elementary to middle school to high school</p>	<p>Academic Counselor: RTTT 1000-1999: Certificated Personnel Salaries RTTT \$81,272</p>

<p>Service 1.10a: Academic Counselor Position RTTT</p> <p>Service 1.10b: Social Workers position Base</p>	<p>1 FTE Social Worker 2000-2999: Classified Personnel Salaries Base \$70,000</p>	<p>Service 1.10a: Sustained Academic Counselor Position</p> <p>Service 1.10b: Sustained 1 FTE Social Worker position.</p>	<p>1 FTE Social Worker 2000-2999: Classified Personnel Salaries Base \$85,474</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.11: Certificated and classified staff participate in English Language Development training aligned with draft California Language Arts framework specific to English language learners</p> <p>Service 1.11a: Professional Development stipends: EL Grant through Central Valley Foundation</p> <p>Service 1.11b: Professional Development contracted services: EL Grant through CVF</p>	<p>Teacher stipends for EL training 1000-1999: Certificated Personnel Salaries CVF \$37,490</p> <p>Contracted PD 5800: Professional/Consulting Services And Operating Expenditures CVF \$37,667</p>	<p>Action 1.11: Certificated and classified staff participated in English Language Development training aligned with draft California Language Arts framework specific to English language learners</p> <p>Service 1.11a: Professional Development stipends provided: EL Grant through Central Valley Foundation</p> <p>Decrease in costs due to reductions in participation</p> <p>Service 1.11b: Professional Development contracted services provided: EL Grant through CVF</p>	<p>Teacher stipends for EL training 1000-1999: Certificated Personnel Salaries CVF \$20,000</p> <p>Contracted PD 5800: Professional/Consulting Services And Operating Expenditures CVF \$37,667</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.12: Additional personalized support for English Learners who are at beginning to intermediate levels of English proficiency through Bilingual Instructional Assistant Services</p> <p>Service 1.12a: Continue English Language I/A positions at all sites.</p>	<p>EL IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$102,500</p>	<p>Action 1.12: Provided additional personalized support for English Learners who are at beginning to intermediate levels of English proficiency through Bilingual Instructional Assistant Services</p> <p>Service 1.12a: Continued English Language I/A positions at all sites.</p> <p>Increase due to budget estimated at 50% FTE; actual 100% FTE with benefits and retroactive salary increase</p>	<p>EL IA's 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$204,720</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<input checked="" 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"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Action 1.13: The K-3 Alternative Bilingual Program is provided at two elementary school locations and involves hiring of BCLAD certificated teachers</p> <p>Service 1.13a: This action is included in Section 3A Action, Service 1.2a</p>	<p>see Service 1.2a</p>	<p>Action 1.13: The K-3 Alternative Bilingual Program was provided at two elementary school locations and involves hiring of BCLAD certificated teachers</p> <p>Service 1.13a: This action is included in Section 3A Action, Service 1.2a</p>	<p>see Service 1.2</p>
<p>Scope of Service: Valley Oaks & River Oaks Elementary</p> <hr/> <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>Scope of Service: Valley Oaks & River Oaks Elementary</p> <hr/> <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>Action 1.14: Prevention and intervention services and resources are maximized through a leadership focus upon school readiness, English learners and expanded learning opportunities</p> <p>Service 1.14a: Prevention and Intervention Services Administration to Implement and Monitor EL growth programs</p>	<p>Prevention and Intervention Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,000</p>	<p>Action 1.14: Prevention and Intervention services and resources were provided in areas of school readiness, English learners and extended learning</p> <p>Service 1.14a: Prevention and Intervention Services Administration implemented and monitored EL growth programs</p>	<p>Prevention and Intervention Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,555</p>
<p>Scope of Service: LEA-wide</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service: LEA-wide</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Action 1.15: Identify and provide additional support for students to meet the goals of their personalized learning plans.</p> <p>Service 1.15a: This action is included in Section 3A, Service 1.4a using RTTT funding</p> <p>Service 1.15b: This action is included in Section 3A, Service 1.4b using RTTT funding</p>	<p>see Service 1.4a</p> <p>see Service 1.4b</p>	<p>Action 1.15: Identified and provided additional support for students to meet the goals of their personalized learning plans.</p> <p>Service 1.15a: This action is included in Section 3A, Service 1.4a using RTTT funding</p> <p>Service 1.15b: This action is included in Section 3A, Service 1.4b using RTTT funding</p>	<p>see Service 1.4a</p> <p>see Service 1.4b</p>
<p>Scope of Service: LEA-wide</p> <hr/> <input type="checkbox"/> All OR:		<p>Scope of Service: LEA-wide</p> <hr/> <input type="checkbox"/> All OR:	

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The LCAP Goal 1 remains the same. See AMO changes for 2015-16 due to reporting changes and from stakeholder feedback:</p> <ul style="list-style-type: none"> AMO 1.1 will be changed to reflect direct family services with Save the Children staff AMO 1.5 will be changed to reflect percentages of students that: did not make 1 year of growth or 1 yr. AMO 1.14 is changed to reflect all reported areas of the Healthy Fitness Zone Action 1.15 has been changed for subsequent years to reflect support of preschool programs. Former Action 1.15 has been incorporated into Action 1.4 Action 1.10 funding for social workers shifts from grant funds to supplemental and concentration for subsequent LCAP years 		

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:	Goal 2 – Implement CCSS and NGSS in classrooms and other learning spaces through a variety of blended learning environments: school, outdoors, community, virtual while closing the achievement gap.		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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>BFGSI Project 2, Outcomes 1,2,3,4</u>	
Goal Applies to:	Schools:	All LEA schools <ul style="list-style-type: none"> • Greer Elementary • Valley Oaks Elementary • River Oaks Elementary • Lake Canyon Elementary • Marengo Ranch Elementary • McCaffrey Middle 		
Applicable Pupil Subgroups:		All learners including low income students, English Learners, Reclassified English Learners (RFEP), Foster Youth		
Expected Annual Measurable Outcomes:	AMO 2.1 100% of all students are taught with current adopted ELA materials adapted for and supplemented with bridge materials through units jointly developed by grade level Professional Learning Communities (PLCs) and aligned with the CCSS. AMO 2.2 100% of all students are taught with CCSS math units developed by the New York State Education Department. These Engage New York (ENY) units were developed through the state's Race To The Top (RTTT) grant. AMO 2.3 100% of middle school students are taught integrated Life, Earth, and Physical science units in order to begin transition to the NGSS. AMO 2.4 100% of all students utilize technological resources as needed in order to support academic growth. AMO 2.5 Increase service learning participation from 50% of LEA students to 60%.	Actual Annual Measurable Outcomes:	AMO 2.1 Target met - 100% of all students were taught with current adopted ELA materials adapted and aligned with bridge/supplementary materials for instruction of the CCSS. Additionally, all students have access to a comprehensive course of study that includes social studies, meets state physical education requirements including health, band, choir, and CTE courses at the middle school level (video production, criminal justice). AMO 2.2 Target met - 100% of all students were taught with CCSS math units utilizing ENY. AMO 2.3 All students of the NGSS Core Lead Teachers districtwide, received instruction using curriculum aligned with the NGSS. AMO 2.4 Target met - 100% of GJUESD students utilized technology devices and resources to support academic growth. AMO 2.5 Target Exceeded - 65% of GJUESD students participated in service learning projects as documented on PLPs	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Action 2.1: Develop and implement varied school year and summer professional growth opportunities for youth and adult learners	Substitute Teachers 1000-1999: Certificated Personnel Salaries RTTT \$47,805		Action 2.1: Developed and implemented varied school year and summer professional growth opportunities for youth and adult learners	Substitute Teachers 1000-1999: Certificated Personnel Salaries RTTT \$12,531
Service 2.1a: Teacher release time using Substitute Teachers: Title II, RTTT	Extended work year collaboration days 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$276,000		Service 2.1a: Provided teacher release time using Substitute Teachers: Title II, RTTT	Extended work year for collaboration 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$229,690
Service 2.1b: Three additional Certificated Collaboration Days: Common Core Grant	PD stipends 1000-1999: Certificated Personnel Salaries RTTT \$12,500		Reduction in expenses due to lack of participation and need for substitutes	PD Stipends 1000-1999: Certificated Personnel Salaries RTTT \$12,500
Service 2.1c: Certificated Stipends for Continuous Improvement Staff Development Participation: RTTT			Service 2.1b: Provided three additional Certificated Collaboration Days: Common Core Grant Reductions in expenses due to not using as much as anticipated.	

		Service 2.1c: Provided certificated Stipends for Continuous Improvement Staff Development Participation: RTTT	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.2: Promote teacher leaders as academic coaches to support teachers, staff and volunteers in CCSS and NGSS implementation efforts</p> <p>Service 2.2a: Continue to retain 6 Curriculum Coaches: Title I, Title II, RTTT</p>	<p>Curriculum Coaches 1000-1999: Certificated Personnel Salaries RTTT \$233,210</p> <p>Curriculum Coaches 1000-1999: Certificated Personnel Salaries Title I \$161,779</p> <p>Curriculum Coaches 1000-1999: Certificated Personnel Salaries Title II \$69,311</p>	<p>Action 2.2: Promoted teacher leaders as academic coaches to support teachers, staff and volunteers in CCSS and NGSS implementation efforts</p> <p>Service 2.2a: Retained 6 Curriculum Coaches: Title I, Title II, RTTT</p>	<p>Curriculum Coaches 1000-1999: Certificated Personnel Salaries RTTT \$233,267</p> <p>Curriculum Coaches 1000-1999: Certificated Personnel Salaries Title I \$170,437</p> <p>Curriculum Coaches 1000-1999: Certificated Personnel Salaries Title II \$62,829</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.3: Use on-line learning tools to support individual student learning pathways. (virtual courses, learning pathways courseware)</p> <p>Service 2.3a: Contract with Virtual Learning vendor for courses: RTTT</p> <p>Service 2.3b: Contract with virtual learning vendor for virtual courseware for all students: : RTTT</p>	<p>Compass Odyssey Contract 5000-5999: Services And Other Operating Expenditures RTTT \$320,700</p> <p>Spanish Courseware 5000-5999: Services And Other Operating Expenditures RTTT \$40,000</p>	<p>Action 2.3: Utilized on-line learning tools to support individual student learning pathways. (virtual courses, learning pathways courseware)</p> <p>Service 2.3a: Contracted with Virtual Learning vendor for courses: RTTT</p> <p>Reduction in cost due to elimination of vendor contract</p>	<p>Compass Odyssey Contract 5000-5999: Services And Other Operating Expenditures RTTT \$126,906</p> <p>Spanish Courseware 5000-5999: Services And Other Operating Expenditures RTTT \$25,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.4: Current or developing project-based service learning opportunities are available to all learners</p>	<p>Service Learning Coordinator 1000-1999: Certificated Personnel Salaries Base \$57,000</p>	<p>Action 2.4: Developed project-based service learning opportunities available for all learners</p>	<p>Service Learning Coordinator 1000-1999: Certificated Personnel Salaries Base \$61,375</p>

<p>Service 2.4a: Retain Certificated Service Learning Coordinator position: Local Grants</p>		<p>Service 2.4a: Retained Certificated Service Learning Coordinator position: Local Grants</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.5: Bright Future Learning Centers are used by students, staff, volunteers and parents to support personalized learning path growth aligned to students' Personalized Learning Plans</p> <p>Service 2.5a: Continue BFLCenter Technicians: RTTT</p>	<p>BFLC Technicians 2000-2999: Classified Personnel Salaries RTTT \$290,782</p>	<p>Action 2.5: Bright Future Learning Centers are used by students, staff, volunteers and parents to support personalized learning path growth aligned to students' Personalized Learning Plans</p> <p>Service 2.5a: Continued BFLCenter Technicians: RTTT</p>	<p>BFLC Technicians 2000-2999: Classified Personnel Salaries RTTT \$291,647</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.6: Blended learning on-line tools are available in Spanish</p> <p>Service 2.6a: This action is included in section 3A, Service 2.3b using RTTT funding</p>	<p>see Service 2.3b</p>	<p>Action 2.6: Researched Blended learning on-line tools availability in Spanish</p> <p>Service 2.6a: This action is included in section 3A, Service 2.3b using RTTT funding</p>	<p>see Service 2.3b</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.7: Parent education opportunities are provided to support CCSS and NGSS understanding</p> <p>Service 2.7a: Nominal costs associated with this action</p>	<p>Nominal if any cost</p>	<p>Action 2.7: Parent education opportunities were provided to support CCSS and NGSS understanding was provided for all students. Scope of service expanded.</p>	<p>Nominal</p>

<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.8: Student access for extended day and summer learning opportunities are monitored for possible transportation support services</p> <p>Service 2.8a : Research cost effectiveness of after school transportation (no cost)</p>	<p>No cost</p>	<p>Action 2.8: Student access for extended day and summer learning opportunities are monitored for possible transportation support services</p> <p>Service 2.8a : completed at no cost</p>	<p>No cost</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.9: Safe learning space for connectivity is provided for students without home wireless access in after school and summer setting at the Bright Future Learning Centers</p> <p>Service 2.9a: Instructional Assistant positions for BFLCs during summer break: LCFF</p> <p>Service 2.9b: Yard supervision positions for BFLCs during summer break</p>	<p>BFLC IAs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$15,425</p> <p>Yard supervisors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,500</p>	<p>Action 2.9: Safe learning space for connectivity is provided for students without home wireless access in after school and summer setting at the Bright Future Learning Centers</p> <p>Service 2.9a: Instructional Assistant positions for BFLCs during summer break: LCFF</p> <p>Service 2.9b: Yard supervision positions for BFLCs during summer break</p>	<p>BFLC IA's 2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,425</p> <p>Yard Supervisors 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,732</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.10: Chromebooks available for student check-out with parent participation in digital citizenship class</p> <p>Service 2.10a: Nominal costs associated with this action</p>	<p>Nominal costs associated with this action</p>	<p>Action 2.10: Chromebooks available for student check-out with parent participation in digital citizenship class</p> <p>Service 2.10a: Allowed chromebook checkout</p>	<p>Nominal</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.11: English learner parent access to school information and student services through Bilingual Office Assistant translation support</p> <p>Service 2.11a: Retain Bilingual Office Assistant positions at all sites to support English Learners: LCFF</p>	<p>Bilingual Office Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$75,600</p>	<p>Action 2.11: English learner parent access to school information and student services through Bilingual Office Assistant translation support provided</p> <p>Service 2.12a: Retained Bilingual Office Assistant positions at all sites to support English Learners: LCFF</p>	<p>Bilingual Office Assistants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$76,816</p>
<p>Scope of Service: LEA-wide</p>		<p>Scope of Service: LEA-wide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.12: Student access using transportation for Middle School Students during AM hours</p> <p>Service 2.12a: Continue Middle School transportation position</p>	<p>Bus driver 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000</p>	<p>Action 2.12: Student access using transportation for Middle School Students during AM hours</p> <p>Service 2.12a: Continue Middle School transportation position</p>	<p>Bus Driver 2000-2999: Classified Personnel Salaries Supplemental and Concentration 19,942</p>
<p>Scope of Service: McCaffrey Middle School</p>		<p>Scope of Service: McCaffrey Middle School</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The LCAP Goal 2 remains the same.</p> <p>Action 2.8 will reflect implementation of service for subsequent years.</p> <p>Action 2.9 will reflect staffing BFLC for this purpose with IAs only for subsequent years.</p> <p>As a result of grant funding awarded for early implementation of the NGSS the implementation schedule was adjusted to establish teacher leadership and capacity building to guide the rollout of the NGSS. See actual outcome for AMO 2.3. That AMO will be changed to reflect the new rollout schedule in (2015-16). See Action 2.12 for LCAP Year 2015-16. Transportation will move to 2.13 for subsequent years.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Goal 3 - Processes and measures for continuous improvement and accountability are applied throughout the Local Education Agency (LEA) including personalized evaluation processes.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify BFGSI Project 3, outcomes 1,2	
Goal Applies to:	Schools:	All LEA schools <ul style="list-style-type: none"> • Greer Elementary • Valley Oaks Elementary • River Oaks Elementary • Lake Canyon Elementary • Marengo Ranch Elementary • McCaffrey Middle 		
Applicable Pupil Subgroups:		All learners including low income students, English Learners, Reclassified English Learners (RFEP), Foster Youth		
Expected Annual Measurable Outcomes:	AMO 3.1 All administrators to be trained in the use of the online Educator Effectiveness System (EES). AMO 3.2 Establish file transfer protocols between the Student Information System (SIS) and Performance Management System (PMS). AMO 3.3 PMS parent and student portals opened to provide families real time student performance data and school communications. AMO 3.4 Continue use of SPSA data, community surveys for parent, student, staff input used by LEA and stakeholder groups in the yearly revision of the LCAP and annual update reporting.		Actual Annual Measurable Outcomes:	AMO 3.1 Target met - 100% of all administrators were trained in the use of the EES. AMO 3.2 Exceeded target - SIS and PMS are being integrated to eliminate the need for file transfer. AMO 3.3 Target met - 100% of GJUESD families have access to the student and parent portals for student performance data and school communications. AMO 3.4 Target met - see LCAP section 1 Stakeholder Engagement
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Action 3.1: Strengthen evaluation (employee and program) to align with a growth system		PD360 online PD System 5000-5999: Services And Other Operating Expenditures RTTT \$41,970	Action 3.1: Strengthened evaluation (employee and program) to align with a growth system	
Service 3.1a: Continue PD360 online Professional Development Service: RTTT			Service 3.1a: Continue PD360 online Professional Development Service: RTTT (PD360 changed product names to Edivate) Increase in expenses due to increase in use of services	
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)	
Action 3.2: Professional development opportunities are based upon data trend needs and learner observations		see Actions 2.1, 2.2	Action 3.2: Professional development opportunities based upon data trend needs and learner observations	
			see Actions 2.1, 2.2	

<p>Service 3.2a: Costs are addressed in Action 2.1 and 2.2</p>		<p>Service 3.2a: PD are addressed in Action 2.1 and 2.2</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.3 Communications efforts, input and data use for progress sharing, analysis and improvement purposes are varied and on-going for employees and parents</p> <p>Service 3.3a: Nominal cost associated with this action</p>	<p>Nominal if any cost</p>	<p>Action 3.3 Communications efforts, input and data use for progress sharing, analysis and improvement purposes are varied and on-going for employees and parents</p> <p>Service 3.3a: Refined parent/student portals</p>	<p>Nominal</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.4: Technology infrastructure supports efficient communications, curriculum implementation and evaluation efforts for continuous improvement</p> <p>Service 3.4a: Increase Technology Bandwidth districtwide: Common Core grant</p>	<p>Bandwidth enhancements 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$228,000</p>	<p>Action 3.4: Technology infrastructure supports efficient communications, curriculum implementation and evaluation efforts for continuous improvement</p> <p>Service 3.4a: Increase Technology Bandwidth districtwide: Common Core grant</p> <p>Decided to not complete project until 2015-16</p>	<p>Bandwidth enhancements 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds 111,640</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 3.5: Strengthen the school calendar to support learner growth and goal accomplishments</p> <p>Service 3.5a: Nominal cost associated with this action</p>	<p>Nominal cost if any</p>	<p>Action 3.5: Strengthen the school calendar to support learner growth and goal accomplishments</p> <p>Service 3.5a: Coordinate calendars for PD, instruction, and high school district for stronger collaboration and articulation</p>	<p>Nominal</p>

<p>Scope of Service LEA-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The LCAP Goal 3 remains the same.</p> <p>Deeper implementation of the EES (AMO 3.1, Action 3.1) will provide for increased choice for professional learning for employees with increased personalization through the blend of face-to-face and online learning options. Schools will provide learning and engagement opportunities for parents during Back to School Night, parent trainings or committee meetings, Bright Future Center opportunities and Open House.</p> <p>As AMO 3.2 was exceeded through the consolidation of the SIS and PMS, data use will be strengthened to provide real time reporting of student information through the student and parent portals.</p> <p>AMO 3.4 revised to reflect alignment of SPSAs to LCAP. Includes aggregation of site level data for LCAP reporting purposes.</p> <p>Action 3.4 for which is now spread over two years will assist in addressing infrastructure enhancements needed to accommodate 1:1 technology devices.</p>
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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:	Goal 4 - Maintenance, grounds, custodial staff maintain school facilities that are safe, hazard free, clean, and equipped for 21st Century Learning		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 <u>Administrative Regulation 1312.4.3, BFGSI Project 2</u>		
Goal Applies to:	Schools:	All LEA schools <ul style="list-style-type: none"> • Greer Elementary • Valley Oaks Elementary • River Oaks Elementary • Lake Canyon Elementary • Marengo Ranch Elementary • McCaffrey Middle 			
Applicable Pupil Subgroups:		All learners including low income students, English Learners, Reclassified English Learners (RFEP), Foster Youth			
Expected Annual Measurable Outcomes:	AMO 4.1 Schools maintain a rating of "Good" as measured by the Facilities Inspection Tool (FIT) provided by the California Department of Education (CDE). AMO 4.2 Maintain zero Williams facilities complaints. AMO 4.3 School menus will be planned according to federal nutritional guidelines		Actual Annual Measurable Outcomes:	AMO 4.1 Target met - All schools were reported with a rating of "Good" as measured by the FIT and reported on each school SARC. AMO 4.2 Target met - There were zero (0) Williams facilities complaints for each reporting period. AMO 4.3 Target met - School menus exceed federal nutrition guidelines.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Action 4.1: On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines Service 4.1a: Vendor contracts for repairs: LCFF: RC 8150	Vendor contracts for repairs 5800: Professional/Consulting Services And Operating Expenditures Base \$184,000		Action 4.1: On-going routine repairs and deferred maintenance projects are identified, monitored and completed using state rules and guidelines Service 4.1a: Contracted with vendors for repairs: LCFF: RC 8150	Vendor contracts for facility repairs 5800: Professional/Consulting Services And Operating Expenditures Base \$157,449	
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
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)		
Action 4.2: Staffing improvements involving classified and supervisory employees are considered for efficient and responsive facilities and grounds upkeep Service 4.2a: Restore Maintenance Supervisor:LCFF: RC 8150	Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base 91,500		Action 4.2: Staffing improvements involving classified and supervisory employees are considered for efficient and responsive facilities and grounds upkeep Service 4.2a: Restored Maintenance Supervisor position:LCFF: RC 8150	Restore Maintenance Supervisor 2000-2999: Classified Personnel Salaries Base \$64,819	

<p>Scope of Service LEA-wide</p>		<p>Reduction in cost due to hiring supervisor for partial year</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>Action 4.3: A Facilities Master Plan prioritizes modernization needs along with long term building needs</p> <p>Service 4.3a Contract with Vendor to prepare a Facilities Master Plan</p>	<p>LPA contract 5800: Professional/Consulting Services And Operating Expenditures Base 25,000</p>	<p>Action 4.3: A Facilities Master Plan priorities modernization needs along with long term building needs</p> <p>Service 4.3a Contracted with LPA, Inc. to prepare a Facilities Master Plan</p> <p>Budget had to be increased substantially after vetting Facilities Master Plan and finalizing service.</p>	<p>Contracted with LPA 5800: Professional/Consulting Services And Operating Expenditures Capital Facilites Fund \$97,500</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>Action 4.4: School district recycling efforts are improved to reduce waste</p> <p>Service 4.4a: Nominal Cost Associated with this action</p>	<p>No service cost</p>	<p>Action 4.4: School district recycling efforts are improved to reduce waste</p> <p>Service 4.4a: Nominal Cost Associated with this action</p>	<p>No service cost</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>Action 4.5: Food services is strengthened through alignment to new federal guidelines</p> <p>Service 4.5a: Nominal cost associated with this action</p>	<p>Nominal if any cost</p>	<p>Action 4.5: Food services is strengthened through alignment to new federal guidelines</p> <p>Service 4.5a: Food services supervisor ensures compliance with federal guidelines</p>	<p>Nominal if any cost</p>

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?	The LCAP Goal 4 will change to reflect the efforts made by the Food Services and Health Services to improve and maintain healthy learning environments through better nutrition and our partnership with the Alliance for a Healthier Generation. Changes made as a result of reviewing summarized for the GJUESD Goal 4: Maintenance, grounds, custodial, food services, and health staff maintain school facilities that are safe, healthy, hazard free, clean, and equipped for 21st Century Learning (2015-16). Facilities cleanliness and upkeep is being strengthened through increasing night custodian support, restoring one maintenance worker and additional seasonal grounds assistance.				

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:	\$3,653,590
At the heart of the GJUESD Bright Future Learning Initiative goals is personalized learning through the implementation of Personalized Learning Plans (PLPs) to inspire learning growth. Supplemental and Concentration resources strategically address high needs learners through the implementation of each learner’s Personalized Learning Plan (PLP) with an increased and improved range of supports and opportunities. The LCFF funds implement PLPs district-wide through personalized approaches identified in each learner’s PLP at every school. Currently the demographics of the district indicate that 65% of the district students are qualified for Free & Reduced meals. Also, 21% of the district's students are English Learners. School-wide Title 1 programs are operated at all GJUESD schools including: Greer Elementary School, Valley Oaks Elementary School, River Oaks Elementary School, Lake Canyon Elementary School, Marengo Ranch Elementary School and McCaffrey Middle School. Through PLP instructional approaches and services implementation, GJUESD innovates to catapult high needs learners forward for personalized success in college, career and life.	

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.

14.57	%
Increased or improved services support high needs learners through a range of supports and services for Personalized Learning Plan (PLP) goal growth accomplishments. Key services to increase or improve personalized learning growth for high needs learners include: 1.) school libraries transformed to Bright Future Learning Centers offering safe, enriching and internet connected extended day and year round services at every school, 2.) bilingual and English only instructional assistants for personalized growth goal support, 3.) K-3 class sizes further reduced to an average of 20 to 1 for increased support and instruction, 4.) on-line and adaptive English learner courseware, 5.) PLP administrators at every school and 6.) restructured middle school transportation services for expanded learning opportunities.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	19,536,715.00	20,789,668.00	21,415,836.00	20,181,711.00	20,611,148.00	62,208,695.00
After School Education and Safety (ASES)	100,500.00	88,549.00	95,000.00	97,500.00	100,000.00	292,500.00
Base	15,860,000.00	13,961,567.00	16,627,759.00	16,187,335.00	16,508,321.00	49,323,415.00
California Career Pathways Trust	0.00	2,453,649.00	0.00	0.00	0.00	0.00
Capital Facilities Fund	0.00	97,500.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	504,000.00	341,330.00	0.00	0.00	0.00	0.00
CVF	75,157.00	57,667.00	94,937.00	95,715.00	96,509.00	287,161.00
First Five	0.00	0.00	36,000.00	115,463.00	115,463.00	266,926.00
Lottery	0.00	0.00	103,500.00	0.00	0.00	103,500.00
NGSS	0.00	0.00	161,500.00	161,500.00	161,500.00	484,500.00
One Time Discretionary	0.00	0.00	82,500.00	0.00	0.00	82,500.00
RTTT	1,817,143.00	1,832,080.00	1,011,943.00	0.00	0.00	1,011,943.00
State Preschool	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
Supplemental and Concentration	948,825.00	1,724,060.00	2,978,740.00	3,175,738.00	3,240,975.00	9,395,453.00
Title I	161,779.00	170,437.00	175,000.00	216,460.00	250,920.00	642,380.00
Title II	69,311.00	62,829.00	43,957.00	127,000.00	132,460.00	303,417.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	19,536,715.00	20,789,668.00	21,415,836.00	20,181,711.00	20,611,148.00	62,208,695.00
1000-1999: Certificated Personnel Salaries	16,329,145.00	17,712,014.00	17,422,789.00	17,530,069.00	17,917,185.00	52,870,043.00
2000-2999: Classified Personnel Salaries	2,240,999.00	2,375,412.00	2,974,296.00	1,990,891.00	2,033,212.00	6,998,399.00
4000-4999: Books And Supplies	9,000.00	9,000.00	31,500.00	31,500.00	31,500.00	94,500.00
5000-5999: Services And Other Operating Expenditures	677,670.00	367,302.00	458,000.00	240,000.00	240,000.00	938,000.00
5800: Professional/Consulting Services And Operating Expenditures	279,901.00	325,940.00	529,251.00	389,251.00	389,251.00	1,307,753.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	19,536,715.00	20,789,668.00	21,415,836.00	20,181,711.00	20,611,148.00	62,208,695.00
1000-1999: Certificated Personnel Salaries	Base	14,439,500.00	12,545,390.00	14,609,560.00	14,902,050.00	15,200,361.00	44,711,971.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	2,453,649.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	276,000.00	229,690.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	CVF	37,490.00	20,000.00	38,920.00	39,698.00	40,492.00	119,110.00
1000-1999: Certificated Personnel Salaries	NGSS	0.00	0.00	100,000.00	100,000.00	100,000.00	300,000.00
1000-1999: Certificated Personnel Salaries	RTTT	813,065.00	1,013,529.00	390,229.00	0.00	0.00	390,229.00
1000-1999: Certificated Personnel Salaries	State Preschool	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	532,000.00	1,216,490.00	2,060,123.00	2,196,861.00	2,244,952.00	6,501,936.00
1000-1999: Certificated Personnel Salaries	Title I	161,779.00	170,437.00	175,000.00	216,460.00	250,920.00	642,380.00
1000-1999: Certificated Personnel Salaries	Title II	69,311.00	62,829.00	43,957.00	70,000.00	75,460.00	189,417.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	100,500.00	88,549.00	95,000.00	97,500.00	100,000.00	292,500.00
2000-2999: Classified Personnel Salaries	Base	1,211,500.00	1,258,728.00	1,578,199.00	872,285.00	894,960.00	3,345,444.00
2000-2999: Classified Personnel Salaries	First Five	0.00	0.00	36,000.00	82,229.00	82,229.00	200,458.00
2000-2999: Classified Personnel Salaries	RTTT	512,174.00	520,565.00	346,480.00	0.00	0.00	346,480.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	416,825.00	507,570.00	918,617.00	938,877.00	956,023.00	2,813,517.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	9,000.00	9,000.00	18,000.00
4000-4999: Books And Supplies	NGSS	0.00	0.00	22,500.00	22,500.00	22,500.00	67,500.00
4000-4999: Books And Supplies	RTTT	9,000.00	9,000.00	9,000.00	0.00	0.00	9,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	104,000.00	104,000.00	208,000.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	228,000.00	111,640.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	103,500.00	0.00	0.00	103,500.00
5000-5999: Services And Other Operating Expenditures	NGSS	0.00	0.00	39,000.00	39,000.00	39,000.00	117,000.00
5000-5999: Services And Other Operating Expenditures	One Time Discretionary	0.00	0.00	82,500.00	0.00	0.00	82,500.00
5000-5999: Services And Other Operating Expenditures	RTTT	449,670.00	255,662.00	233,000.00	0.00	0.00	233,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	0.00	0.00	40,000.00	40,000.00	80,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	57,000.00	57,000.00	114,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	209,000.00	157,449.00	440,000.00	300,000.00	300,000.00	1,040,000.00
5800: Professional/Consulting Services And Operating Expenditures	Capital Facilites Fund	0.00	97,500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	CVF	37,667.00	37,667.00	56,017.00	56,017.00	56,017.00	168,051.00
5800: Professional/Consulting Services And Operating Expenditures	First Five	0.00	0.00	0.00	33,234.00	33,234.00	66,468.00
5800: Professional/Consulting Services And Operating Expenditures	RTTT	33,234.00	33,324.00	33,234.00	0.00	0.00	33,234.00

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).



Board Meeting Agenda Item Information

Meeting Date: 8/12/15	Agenda Item: 131.650 Board Consideration of Approval of Resolution #3; Resolution Ordering the Layoff of Classified Employees
Presenter: Robert Nacario	Action Item: XX Information Item:
<p>The Instructional Assistant positions on the accompanying resolution provided teacher support. They are no longer needed as the teacher supported by those positions is no longer with the district.</p> <p>The Yard Supervisor and Preschool Health Assistant are no longer needed due to programmatic funding changes that have reduced the number of preschool students previously served by a particular preschool program.</p> <p>Board approval is recommended.</p>	

GALT JOINT UNION SCHOOL DISTRICT

RESOLUTION # 3

RESOLUTION ORDERING THE LAYOFF OF CLASSIFIED EMPLOYEES

WHEREAS, the Galt Joint Union School District has determined that District program needs no longer necessitates service of the following positions and

WHEREAS, Section 45117 of the Education Code requires sixty (60) days notice of layoff to affected employees,

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Galt Joint Union School District that the following position shall be laid off due to lack of work and/or funds effective October 12, 2015,

Eliminate:

- (1) 3.75 hours Instructional Assistant
- (1) 2.50 hours Instructional Assistant
- (1) 4.25 hours Yard Supervisor
- (1) 3.25 hours Preschool Health Assistant

BE IT FURTHER RESOLVED that the Administration is directed to identify individual employees who by virtue of seniority must be laid off and give such persons appropriate notice of that layoff and of their reemployment rights.

PASSED AND ADOPTED on August 12, 2015, at the Special Board meeting of the Board of Education, at the Galt Joint Union School District Office by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I hereby declare under penalty of perjury that the foregoing Resolution was duly introduced, passed and adopted at the time and place noted and by vote stated.

Karen Schauer
Secretary of the Board of Education



Board Meeting Agenda Item Information

Meeting Date: 8/12/15	Agenda Item: 131.651 Board Consideration of Approval of Migrant Education District Service Agreement 2015-16
Presenter: Donna Whitlock	Action Item: XX Information Item:
<p>The District Service Agreement (DSA) for Migrant Education services for 2015-16 supports the following programs:</p> <ol style="list-style-type: none">1. Regular School Year and Summer2. School Readiness: Regular School Year and Summer <p>The total budget for student services is \$104,976. Pending board approval of the DSA, Migrant Education will develop the Area Application referenced in the DSA that provides additional data and program services information referenced in this application.</p>	



Migrant Education

District Service Agreement 2015–16

Sub grantee Name: Region 2		Total Grant Amount Requested: \$104,976	
		School Readiness Grant Amount: \$30,879	
Local Educational Agency (LEA) Name: Galt Joint Union Elementary School District		LEA CDS Number:	
LEA Address: 1018 C Street Ste. 210		City: Galt	Zip Code: 95632
Contact Person: Donna Mayo Whitlock		Title: Prevention & Intervention Academic Coordinator	
Telephone: 209-745-1546 X 303	Fax: 209-745-8648	E-mail Address: dwhitlock@galt.k12.ca.us	
Regular School Year (3060):		\$22,841	
Summer/Intersession (3061):		\$44,957	
School Readiness Regular (3110)		\$28,362	
School Readiness Summer (3110)		\$2,517	
Additional 3060 funds used for School Readiness		\$	
Identification & Recruitment (3060):		\$	
Parent Advisory Council (3060):		\$ 450.00	
Other Education, Health, Nutrition and Social Services (3060):		\$	
Indirect Cost:		\$99,127	Rate 5.9 %: \$5,848
Total Budget:		104,976	
Do not include "Additional 3060 funds used for School Readiness" in this total			
CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge, that the information contained in this application is correct and complete; that the PAC has had active involvement in the planning, development and review of this application, and that the assurances are accepted as the basic conditions in the operation of this project/program for local participation and assistance.			
Printed Name of Superintendent or Designee Karen Schauer, Ed. D.			Telephone Number 209-744-4545
Superintendent or Designee Signature			Date
Printed Name of Migrant Education Program Director Steve Olmos, Ed. D.			Telephone Number 530-532-5749
Migrant Education Program Director or Designee Signature			Date
Printed Name of Parent Advisory Council Representative Elena Villalobos			Telephone Number
Parent Advisory Council Representative Signature			Date

Once completed, a digital file and one hard copy (with original signature) of the DSA 2015–16 are submitted to the migrant region.



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District Overview

Complete the table below to provide the overall number of migrant students in the district.

Direct Funded District: Number of Migrant Students Enrolled at Each Grade Level in the District															
	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PFS	0	1	1	0	1	1	0	0	0	0	0	0	0	0	4
Non PFS Migrant	48	29	25	37	35	31	20	28	21	30	0	0	0	0	304
District Totals	48	30	26	37	36	32	20	28	21	30	0	0	0	0	308

District Overview Part I

Provide a narrative description of the core instructional and support programs provided by the District

District Core Instructional and Support Programs

In the narrative description, include the following:

1. Specific strategies, programs, curriculum and services designed to address the unique academic needs of EL and socioeconomically disadvantaged students.
2. The district's professional development plans and/or activities designed to improve teaching for EL and migrant students.
3. A summary of support services provided by the district to address health and social well-being for all students.
4. Information about how the district has consulted with appropriate private school officials to design and develop the migrant education program.
5. A description of the district's parent education and parent involvement components for the district.
6. What are the district's strategies to meet the needs of at risk students?

Narrative Description: Please type the information for each question above.

District Name:

1. Narrative Description:

The Galt Joint Union Elementary District serves 3,800 pre-kindergarten through grade eighth students in seven school locations. The district has 63% of its children receiving free or reduced lunches. Because of Galt's remote Sacramento County location, there are limited learning and enrichment opportunities for youth. English language learners reflect 20% of the district's population, with elementary schools' percentage of English language learners ranging from 12% to 41%.

District Need:

The GJUESD is in Title III Program Improvement Year Four and for the first time failed to meet AMAOs 1-3 (Annual Growth, English Proficiency, Academic Proficiency as measured by ELA and Math). The district has the highest population of migrant education students in Sacramento County with 231 students. On the 2012-13 English Learner below proficient Subgroup Self -Assessment (ELSSA), GJUESD exceeded the state growth target for all ELD proficiency levels except for students at the Intermediate proficiency level and is detailed in the AMAO1 table below. Examination of the Intermediate level students and performance on STAR for language arts shows the majority of English learners below proficient.

AMAO 1: How are EL students at each level of the CELDT meeting their growth target?

Prior Year CELDT Level	Number in Proficiency Level Prior Year	% in Proficiency Level Prior Year	Number Meeting Growth Target	Percent Meeting Growth Target	State Avg. Meeting Growth Target
Beginning	99	14.9%	67	67.7%	63.9%
Early Intermediate	155	23.4%	98	63.2%	61.1%
Intermediate	302	45.6%	117	38.7%	40.3%
Early Adv./ Advanced: Not English Proficient	8	1.2%	5	62.5%	71.9%
Early Adv./ Advanced: English Proficient	99	14.9%	72	72.7%	90.0%
Total	663	100.0%	359	54.1%	65.4%

The need to better support English learners for college career readiness includes attention to addressing educator needs in addressing English Language Development growth for every English language learner. Seven school teams composed of a school administrator, academic coach and classroom teacher completed a survey to identify needs and support for English learner instruction. School administrators shared perceived problems regarding implementation including:

- Lack of educator internalization of practices to apply ELD strategies across the curriculum
- Educator understanding of the link of quality ELD and academic success
- Need for practical application with follow-up support *Department bound* middle school with content areas such as history-social science

and science that could support ELD with training with links to AVID practices Current Initiatives to personalize learning and increase student achievement:

In December 2012, the Galt Joint Union Elementary School District was selected as one of only sixteen districts in the nation to receive *Race To The Top* funding to create a new model for education through personalized learning environments supporting every student college and career ready. Through personalized learning, individual student strengths, needs, talents and interests are supported through the development and implementation of Personalized Learning Plans. A unique combination of conventional, on-line and project-based service learning opportunities are action planned for each student for personalized growth.

In addition, the *English Learners Central Valley Foundation* grant awarded to GJUESD in January of 2014 intentionally expands and enhances the school district's Race to The Top initiative with specific and innovative approaches designed to support personalized growth of English learners fitting with the districts core initiative projects.

- District progress is monitored within a trimester model for continuous improvement and linked to on-going review of student performance including Student Personalized Learning Plans. Projects are tracked for progress with attention to student growth and professional development performance measures.

Tracking students' progress:

Student Growth Progress

- CELDT
- Measures of Academic Progress for CCSS Growth
- Title III AMAOs
- Lexia Core 5, and Compass Learning Progress
- Adaptive courseware data sheets
- On-going classroom observations: school administer, Academic Coach, Prevention and Intervention Coordinator, Director of Curriculum, Peers, Superintendent

- Personalized Learning Plan Success

2. Professional Development

1. In partnership with the **California Reading and Literature Project**, GJUESD will develop trainer and trainers for site-based Kindergarten through grade eight professional development support for high quality English Language Development while also supporting Common Core State Standards implementation. In addition, training opportunities will be offered for all teachers through summer institutes or school year training sessions through RESULTS: Academic Language and Literacy Instruction (RALLI). Outcomes include learning how to effectively integrate academic language and literacy instruction throughout the instructional day and learning strategies for differentiation to facilitate English learner access across levels of English language proficiency.
2. Educator capacity building for English Learner Personalized Learner environments through the focused and sustained efforts of an **English Language Development Coach**. The ELD Coach will coordinate and support the English Language professional development for teachers aligned with the Common Core State Standards by addressing the English Learner's Personalized Learning Plan, reviewing English learner data, and providing teacher coaching support specific to English learner strategies for Common Core State Standard success.

Professional Development Growth Progress:

- Teacher and Administrator Professional Development Evaluations
- Instructional plans with RALLI instructional sequence, routines, or practices related to the level of implementation and level of confidence for such areas as:
 - a. Considering vocabulary characteristics and instruction
 - b. Structured language practice
 - c. Grammatical structures
 - d. Applying CCSS reading standards
 - e. Cognitive Rigor Matrix in planning

f. 50/50 Balance of Literary and Informational Texts

Common Core State Standards Implementation

The Galt Joint Union Elementary District has proactively invested time and resources to build capacity in preparing for Common Core State Standards implementation. For the last two years, GJUESD teachers have been supported with CCSS preparation through:

1. District-wide staff development to unpack the standards to better understand and apply standards for language arts and mathematics.
2. Classroom coaching from master teachers to implement standards.
3. Developing K-3 CCSS Units by Design to incorporate differentiated learning strategies to address diverse student needs for student success. Grades 4-8 teachers begin this curriculum design work in fall 2014.

In addition, the district is further preparing for Common Core for English Learners through a continued professional development partnership with the California Reading and Literature Project (CLRP) through *Results: Academic Language and Literacy Instruction* (RALLI). Since 2007, GJUESD teachers have received training to take a focused approach to frontloading English language instruction. RALLI workshops will continue through 2016-17 year with instructional strategies and researched-based practices aligned with CCSS to support English learners who are not achieving CCSS growth.

Through the Race to the Top initiative, Common Core State Standards implementation includes three significant changes in GJUESD:

Personalized Learning Plans: The district will focus on personalizing each child's education by identifying individual strengths, interests and needs. Every student will have a Personalized Learning Plan to track/follow their learning needs. These plans will align with the Common Core State Standards.

English language learner transition to the CCSS:

The English language learner transition to the CCSS takes a systems and community-based approach. The approach is described through four stakeholder groups:

YOUTH ENGLISH LANGUAGE LEARNERS

- Every English language learner has a Personalized Learning Plan that includes relevant growth goals specific to the CCSS and ELD

growth. Students receive personalized support based upon PLP goals that include a blend of individual, small group, and whole class instruction

- Adaptive courseware participation and support for learner-centered CCSS and English Language Development
- High school mentors support relationship building and goal accomplishment through after school program and summer opportunities at the Bright Future Learning Centers open through the school year each evening and during the summer
- Home or school access to adaptive technology tools including after school or summer check-out of mobile tablet devices

ADULT LEARNERS: EDUCATORS AND POLICY MAKERS

- Teachers and administrators participate in and implement professional development practices for CCSS transition supporting English language learners and Long Term English learners
- The English Learner Master Plan is updated to reflect CCSS implications and Long Term English learner needs
- The board participates in study sessions or enacts new policies for English language learners and CCSS success

3. In order to address the health and social well being of all students, the districts conducts all state mandated health screenings at designated times of the year, requires all immunization records be up to date, and informs parents of needed actions. The Migrant Education Program employees a Family Support Paraprofessional to support families with transportation and translation at doctor, dentist and social agency appointments. She also ensures that the migrant families are informed of any changes to health plans and follows up in enrolling their children in medical plans they qualify for. .

4. In order to maintain private schools informed of the Migrant Education Program student eligibility requirements and services offered to qualifying students, the Migrant Education Program sends each private school a letter outlining the Migrant Education services offered in the district and a list of the eligible migrant students at their school and how to access those services.

5. ADULT LEARNERS: PARENTS AND COMMUNITY INVOLVEMENT

- Parents of English language learners participate in school session for CCSS through Back-To-School Nights, and Personalized Learning Plan goal setting meetings
- District English Learner Advisory Committee, site English Learner Advisory Committee and Migrant Parent Advisory Committee contribute to CCSS policy development and implementation
- School Site Councils ensure English language learner needs are factored into on-going School Plan implementation efforts
- Community volunteers support CCSS transition with career readiness chats and project-based service learning opportunities

- Families participate together in CCSS learning opportunities at schools and community settings

6. The following actions will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English Learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP.

Action 1.1: Conduct home visits for high needs pre-kindergarten families to strengthen school readiness learning prior to kindergarten.

Action 1.2: Continue certificated K-8 staffing to implement high quality TK-3 reading instruction with class size reduction, implement middle school teaming and meet special education services requirements.

Action 1.3: Support employees, parents and students in using strengths-based talent information and motivation data (hope, well-being and engagement) to address whole child learning and motivation.

Action 1.4: Identify and provide support for students (pre-k- grade 8) to individual goal growth as they transition from elementary to middle school to high school.

Regular School Year

For this section include any and all Regular School Year services that will be provided during the 2015–16 school year for the following components:

- English Language Arts and Math
- High School Graduation
- Out of School Youth
- Parent Involvement

English Language Arts and Mathematics Regular School Year

For this section include all English Language Arts (ELA) and (Math) programs for Regular School Year. If program includes both ELA and Math components, describe activities for each component under proposed services.

Completion of English Language Arts and Mathematics

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – ELA and Math (Unduplicated Count)	
Total Number of eligible Migrant Students (<i>Unduplicated count</i>)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
231	56

Summary of Current Student Needs in ELA and Math			
Grade Level	Need	If need is met through a Non-Migrant Program, what is the name of the non-Migrant program?	Services Provided by Non-Migrant Program
K-8	Based on district wide assessment data identify student needs and areas for improvement to support the identified needs. As outlined in the opening narrative, English Learners are in need of additional ELD instruction. Based on WestEd data for the 2012-13 school year, only 44% of 3-8 migrant students were at Standard in ELA and 59% in Math and only 26% met CELDT Standards. There is an obvious need provide additional support in ELD to migrant students in	N/A	N/A

Note: The following sections (pp.7-11) are to be completed for each ELA & Math activity

Proposed Service for ELA/ Math Regular School Year				
What component is this Service for? (Check one) <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Math <input type="checkbox"/> Both (Include description below for each if “both” was selected)				
Is this Home-based or Site/Center-based? (Check one) <input type="checkbox"/> Home-based <input checked="" type="checkbox"/> Site/Center-based				
When will it be provided? (Check one) <input checked="" type="checkbox"/> After School <input type="checkbox"/> Before School <input type="checkbox"/> Saturday				
Name of Schools(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
	Greer Elementary School	9		
	Valley Oaks Elementary	20		
	Lake Canyon Elementary School	9		
	River Oaks Elementary School	7		
	McCaffrey Middle School	10		
Name of Service to be Provided:	After School Migrant ELA Academy for grades K-6 After School Migrant Math Academy for grades 7-8			
Need for this service:	Based on WestEd data for the 2012-13 school year, 44% of migrant students scored Proficient or Advanced on the English Arts assessment. Additionally, out of 102 students with CELDT scores, only 27 (26%) were at proficient and above. 59% of migrant students scored Proficient or Advanced on the CST Math. Based on the student assessment data, there is a need to provide supplementary academic services to this group of migrant students in ELA instruction. Based on WestEd data, 48% of 7-8 grade migrant students tested at proficient or above in Mathematics. Math at these grades is critical in being able to enroll in higher level math classes during high school. There is a need to provide additional math support to migrant students at the 7 th and 8 th grades in order to cement a strong base and allow the opportunity to take higher level math in high school. .			

	By using test results from CST and CELDT the supplemental services will support regular day instruction by providing targeted academic services to migrant students in specific areas of weakness in ELA.
Strategy selected to address the need:	Provide direct instruction to K-6 migrant students that focuses on vocabulary development, reading fluency, and reading comprehension aligned to the ELA CCSS. The Math Academy will focus on small group instruction in order to focus on individual student needs in meeting Math CCSS. The academies provide a blended model in lesson delivery format in order to maintain student interest in the content and maintain a positive attendance.. The pre and post assessments will be administered at the beginning and end of the program. The post assessment will be a duplication of the pre assessment in order to compare growth. Constant communication between the Migrant Education Program Specialist, instructional staff at each school and the district's Bilingual Office Assistant will take place throughout the duration of the academies in order to maintain the focus of the Academies and adjust lesson delivery
Expected Outcome	80% of migrant students attending 80% of the Migrant After ELA and Math Academy sessions will show at least 5% growth based on pre and post assessments. Results will be entered on the CDE evaluation form along with other required accountability documents.
Academic Focus:	ELA for grades K-6 and Math for grades 7-8.
Curriculum Used:	Teacher created materials focusing on ELA and Math CCSS.
Method(s) of Instruction:	<p>Provide direct instruction that focuses on vocabulary development, reading fluency, and reading comprehension. The program will have small group instruction and provide a blended model in lesson delivery. The pre and post assessments will be administered at the beginning and end of the program. The post assessment will be a duplication of the pre assessment in order to compare growth..</p> <p>For Speech and Debate, students research certain topics to present or defend. A coach will instruct them on research methods, organization of the material as well as the public speaking skills necessary to compete in either speech or debate. A regional survey is conducted prior to the beginning and again at the end of the Regional competition.</p>

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across the district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
60	2	25	K	1	6	7	10/19/2015	5/26/2016
60	2	25	1 st	1	7	8	10/19/2015	5/26/2016
60	2	25	2 nd	0	5	5	10/19/2015	5/26/2016
60	2	25	3 rd	1	7	8	10/19/2015	5/26/2016
60	2	25	4 th	1	5	6	10/19/2015	5/26/2016
60	2	25	5 th	0	7	7	10/19/2015	5/26/2016
60	2	25	6 th	0	5	5	10/19/2015	5/26/2016
60	2	25	7 th	0	5	5	10/19/2015	5/26/2016
60	2	25	8 th	0	5	5	10/19/2015	5/26/2016

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
MAP ELA and Math First and third Trimester	October 2015	May 2016
Region 2 pre and post assessment for Speech and Debate	December 2015	May 2016

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	Collaboration meetings between Migrant Education Instructional Program Specialist, instructional staff, and District ASES Coordinators will be held throughout the duration of the academies.
Surveys:	Students attending the Migrant After School Academies and their parents will be post surveyed in order to obtain opinions regarding the effectiveness of the academies and to plan for future academies.
Observations:	Observations throughout the academies will be carried out in order to adjust lesson delivery, content specific instruction to ensure an increase in ELA, CELDT and Math scores.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Professional Development in CCSS ELA/ELD instructional strategies provided by district personnel to ensure all teachers understand the unique needs of EL migrant students.	ELD, ELA and Math Inservice	District personnel will provide training to Academy instructional staff on ELA/ELD and Math instructional strategies directed towards teaching to the CCSS	October 2015 to May 2016	Teachers will become familiar with delivery of ELA and Math CCSS instruction utilizing State Board adopted Curriculum.
Describe the process used to identify staff development needs:	Teacher surveys will be conducted prior to start of Academy to ascertain level of knowledge about CCSS, unique needs of migrant students and assessment instruments to be used including CDE Program Evaluation.			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Certificated teachers	10	.187			100%		

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Bilingual Instructional Assistants			5	.187	100%		

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
1100	Certificated Teachers	6 teachers @ \$27.10/hr. x 1.5 hours/day x 53 days	\$12927
3000-3999	Employee Benefits	6 Certificated teachers \$12,926.70 @ 13.65% = \$1764.40	\$1764.40
4300	Materials and Supplies	Consumable Supplies	\$250

5800	Travel and Conferences	Transportation for Middle School students from Math Academy	\$7000
5800	Independent Contractor	3 Parenting workshops: Outside contractor fee-Topics-Positive Parenting, Setting Limits, Como Criar Ninos Emocionalmente Sanos.	\$900
			Total \$22,841.40

High School Graduation Regular School Year

For this section include all High School Graduation programs for Regular School Year.

Completion of High School Graduation

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – High School Graduation <i>(Unduplicated Count)</i>	
Total Number of eligible Migrant Students <i>(Unduplicated count)</i>	Total Projected Number of Migrant Students to Be Served by District in 2015–16
0	0

Summary of Current Student Needs in High School Graduation			
Grade Level	Need	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program
	Based on district wide assessment data identify student needs and areas for improvement to support the identified needs.		
	The district is an elementary district only.		

District that are **not** requesting MEP funds for High School Graduation complete only the two tables above, and acknowledge by placing an “**X**” after the following statement “District will not offer High School Graduation services for 2015–16__X__”

Note: The following sections (pp. 14-18) are to be completed for each High School Graduation activity

Proposed Service for High School Graduation Regular School Year				
What component is this Service for? (Check one) <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Both (Include description below for each if “both” was selected)				
Is this Home-based or Site/Center-based? (Check one) <input type="checkbox"/> Home-based <input type="checkbox"/> Site/Center-based				
When will it be provided? (Check one) <input type="checkbox"/> After School <input type="checkbox"/> Before School <input type="checkbox"/> Saturday				
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Name of Service to be Provided:				
Need for this service:				
Strategy selected to address the need:				
Expected Outcome				
Academic Focus:				
Curriculum Used:				

Method(s) of Instruction:	
----------------------------------	--

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
			9 th					
			10 th					
			11 th					
			12 th					

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
			Total

Out of School Youth Regular School Year

For this section include all Out of School Youth programs for Regular School Year.

Completion of Out of School Youth

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – Out of School Youth (Unduplicated Count)	
Total Number of eligible Migrant Students (<i>Unduplicated count</i>)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
0	0

Summary of Current Student Needs in OSY			
Grade Level	Need	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program
	Based on district wide assessment data identify student needs and areas for improvement to support the identified needs.		
	There are no OSY students enrolled in the Galt Elementary School District	N/A	N/A

District that are **not** requesting MEP funds for Out of School Youth complete only the two tables above, and acknowledge by placing an “X” after the following statement “District will not offer Out of School Youth services for 2015–16__X__”

Note: The following sections (pp.21-25) are to be completed for each Out of School Youth activity

Proposed Service for Out of School Youth Regular School Year				
What component is this Service for? (Check one) <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Both (Include description below for each if “both” was selected)				
Is this Home-based or Site/Center-based? (Check one) <input type="checkbox"/> Home-based <input type="checkbox"/> Site/Center-based				
When will it be provided? (Check one) <input type="checkbox"/> Weekdays <input type="checkbox"/> Saturday <input type="checkbox"/> Other (describe):				
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Name of Service to be Provided:				
Need for this service:				
Strategy selected to address the need:				
Expected Outcome				
Academic Focus:				
Curriculum Used:				

Method(s) of Instruction:	
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Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
				PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total		

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.				
Object Code	Description Object Code Item	Narrative Itemize each line item		Amount
			Total	

Parent Involvement Regular School Year

For this section include all Parent Involvement activities for Regular School Year. With the exception of the SPAC Conference, activities related to Parent Advisory Council must go in the Parent Advisory Council section.

Completion of Parent Involvement

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Current Student Needs in Parent Involvement		
Number of Migrant Students	Need	Parent Needs
308	<p>Based on district wide assessment data identify student needs and areas for improvement to support the identified needs.</p> <p>Based on WestED data for the 2012-13 school year, 44% of migrant students scored Proficient or Advanced on the English Arts assessment. Additionally, out of 102 students with CELDT scores, only 27 (26%) were at proficient and above. 59% of migrant students scored Proficient or Advanced on the CST Math. Based on the student assessment data, there is a need to provide supplementary academic services to this group of migrant students in ELA instruction.</p> <p>Based on WedtEd data, 48% of 7-8 grade migrant students tested at proficient or above in Mathematics. Math at these grades is critical in being able to enroll in higher level math classes during high school. There is a need to provide additional math support to migrant students at the 7th and 8th grades in order to cement a strong base and allow the opportunity to take higher level math in high school. .</p> <p>By using test results from CST and CELDT the supplemental services will support regular day instruction by providing targeted academic services to migrant students in specific areas of weakness in ELA and Math</p>	<p>Based on district wide assessment data identify parent needs and areas for improvement to support the students' identified needs.</p> <p>Parents need be knowledgeable of assessment tools and an understanding of data in order to better understand their children's level of achievement. With the implementation of CCSS and Smarter Balance Assessments, it has become more difficult for parents to keep up with the changes in demanding curriculum and the way their children's learning is measured. Parents are in need of information to bring them up to speed regarding their children's academic performance levels. Parents are also in need of becoming more assertive when dealing with their children's lack of interest in their studies and being able to support their children in with motivational skills, setting limits and better parenting skills.</p>

Note: The following sections (pp. 28-32) are to be completed for each Parent Involvement activity

Proposed Service for Parent Involvement Regular School Year				
Is this Home-based or Site/Center-based? (Check one) <input type="checkbox"/> Home-based <input checked="" type="checkbox"/> Site/Center-based When will it be provided? (Check one) <input checked="" type="checkbox"/> After School <input type="checkbox"/> Before School <input type="checkbox"/> Saturday <input type="checkbox"/> Other (describe):				
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students/Parents Served by District	School/Site	Projected Number of Students Served by District
	Galt Unified School District (et al)	120 students/60 parents		
Name of Service to be Provided:	Parent Workshops-Setting Limits, Positive Parenting, Self Esteem, Raising Responsible Children, Como Criar Ninos Emocialnmente Sanos.			
Need for this service:	Parents have voiced a need during PAC meetings and parent surveys for better parenting skills in order to motivate their children, advocate for their children's education and how to become better partners within the educational system. They have also voiced their displeasure at not being able to control their children's behavior or interest in their studies and would like to learn skill on dealing with same.			
Strategy selected to address the need:	6 district-wide workshops will be presented during the year to provide parents with strategies and skills to meet the identified needs..			
Expected Outcome	Parents will gain skills, techniques and methods to motivate, gain control of their children's behavior and instill interest in their studies. Parents will demonstrate their learned skill by the an increase of students staying after school for the tutorial sessions offered through ASES and the Migrant After School Academies at the four schools with more than 20 migrant students, at the middle school, and the two high schools.			

Academic Focus:	ELA, and Math,
Curriculum Used:	Curriculum will be presented by an independent presenters aimed at the identified needs and expected outcomes.
Method(s) of Instruction:	Large group overall presentation and small interactive discussions and practice of skills relating to identified needs.

How Often will this service be delivered?	Approximate Number of Parents to be Served	Approximate Start Date	Approximate End Date
6 workshops during the 2015-2016 school year	60	October 2015	May 2016

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
A survey will be conducted prior to the first presentation to obtain parent expectations of the series of presentations and after each presentation to ascertain the effectiveness of the content and the skills as well as an overall survey at the last presentation in order to gain parents opinion on the success of the topics presented and to identify future presentations.	October 2015 prior to the first presentation	May 2016 after the 6 th presentation

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	Parents, district staff and Migrant Education staff will collaborate throughout the year to discuss and adjust the focus of the presentations in order to meet the needs of the participants always keeping in mind the academic needs of students and how to best direct parents towards motivating their children towards a higher level of performance in their classes.
Surveys:	Surveys to obtain parent's current communication skills, knowledge of their children's level of performance at their school, and parent's skill level to motivate and advocate for their children's education.
Observations:	Through the information gathered from the surveys, Migrant Education staff and district personnel will observe a more positive partnership and involvement in their children's school as well as better parenting skills towards dealing with their children in matters of their academic achievement and interest.

Parent Communication Plan: In the space below, describe who, how and when parents will be informed about ALL services provided for migrant students.	
Who:	Migrant Education Specialist, Family Support Paraprofessional, Intervention Specialist, ASES Coordinators, Bilingual Office Assistant will provide information to the parents through the PAC meetings and personal phone calls to the parents in order to inform them of the different services offered by the Migrant Education Program,
When:	Information will be disseminated at every PAC meeting, starting with the first PAC in September.
How:	Migrant personnel assigned to each school will communicate verbally and in writing information regarding happenings at each school which will include but not be limited to testing dates, grading periods, ELAC/DELAC meetings, school events, tutorial program dates, ESL classes.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
N/A				
Describe the process used to identify staff development needs:	N/A			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Independent Presenter	1	N/A			50%	50%	Title III

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
5800	Independent Contractor	1 presenter for 6 workshops @ \$1800 stipend, Migrant will pay for 3 workshops and Title III will pay the other 3	\$900
		Total	\$900

Summer School

For this section include any and all Summer School services that will be provided during the 2015–16 school year for the following components:

- English Language Arts and Math
- High School Graduation
- Out of School Youth
- Parent Involvement

English Language Arts and Math Summer School

For this section include all English Language Arts (ELA) and (Math) programs for Summer School. If program includes both ELA and Math components, describe activities for each component under proposed services.

Completion of English Language Arts and Mathematics

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – ELA & Math (Unduplicated Count)	
Total Number of eligible Migrant Students (Unduplicated count)	Total Projected Number of Migrant Students to Be Served by District in 2015–16
308	140

Summary of Current Student Needs in ELA and Math			
Grade Level	Need	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program
K-8	<p>Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.</p> <p>Based on WestED data for the 2012-13 school year, 44% of migrant students scored Proficient or Advanced on the English Language Arts assessment. Additionally, out of 102 students with CELDT scores, only 27 (26%) were at proficient and above. 59% of migrant students scored Proficient or Advanced on the CST Math. Based on the student assessment data, there is a need to provide supplementary academic services to this group of migrant students in ELA instruction.</p> <p>Based on WedtEd data, 48% of 7-8 grade migrant students tested at proficient or above in Mathematics. Math at these grades is critical in being able to enroll in higher level math classes during high school. There is a need to provide additional math support to migrant students at the 7th and 8th grades in order to cement a strong base and allow these students the opportunity to take higher level math in high school. .</p> <p>By using test results from CST and CELDT the supplemental services will support regular day instruction by providing</p>	<p>ASES partially meets the needs providing homework assistance in the afterschool program but does not completely address the academic needs as it does not focus on specific academic weaknesses. Therefore, the migrant After School ELA and Math Academy will focus on unmet specific CCSS needs.</p>	<p>Homework assistance through ASES.</p>

	supplemental targeted academic services to migrant students in specific areas of weakness in ELA and Math.		
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Note: The following sections (pp.35-39) are to be completed for each ELA & Math activity

Proposed Service for ELA/ Math Summer School				
What component is this Service for? (Check one) <input type="checkbox"/> ELA <input type="checkbox"/> Math <input checked="" type="checkbox"/> Both (Include description below for each if “both” was selected)				
Is this Home-based or Site/Center-based? (Check one) <input type="checkbox"/> Home-based <input checked="" type="checkbox"/> Site/Center-based				
When will it be provided? (Check one) <input type="checkbox"/> After School <input type="checkbox"/> Before School <input type="checkbox"/> Saturday				
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
	Greer Elementary School	120		
Name of Service to be Provided:	Migrant ELA and Math Summer Academy			
Need for this service:	The Galt Joint Union Elementary School District does not provide summer school for any of its students therefore, this service is 100% supplemental. There is a need for this service in order to maintain already learned ELA and Math Skill as well as introducing ELA and Math CCSSs not already mastered by the migrant students. The full implementation of the CCSS and the language barriers have created a need to provide additional ELA and Math support for the migrant student population in order for them to increase their CCSS proficiency.			
Strategy selected to address the need:	Classrooms will be limited the to 20 per classroom with a teacher and an instructional assistant in order to provide small group instruction and be able to focus on individual student needs.			
Expected Outcome	Migrant students with at least 80% attendance will make a 10% growth based on pre and post assessments for ELA and Math.			

Academic Focus:	ELA and Math
Curriculum Used:	STEM resources and Teacher Created Materials
Method(s) of Instruction:	The goal of the summer program is to supplement the regular year instruction by using CELDT, and local assessments to provide additional academic support during the summer. Migrant migrant students will be enrolled in a twenty day summer school program that will be taught by highly qualified teachers. Teachers will provide direct instruction that focuses on vocabulary development, reading fluency, and reading comprehension and Math CCSS through the use of STEM resources. The program will have small group instruction and provide a blended model in lesson delivery. The pre and post assessments will be administered at the beginning and end of the program. The post assessment will be a duplication of the pre assessment in order to compare growth.

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
240	5	4	K	1	13	14	6/20/2016	7/19/2016
240	5	4	1 st	1	13	14	6/20/2016	7/19/2016
240	5	4	2 nd	0	15	15	6/20/2016	7/19/2016
240	5	4	3 rd	1	13	14	6/20/2016	7/19/2016
240	5	4	4 th	1	14	15	6/20/2016	7/19/2016
240	5	4	5 th	0	13	13	6/20/2016	7/19/2016
240	5	4	6 th	0	14	14	6/20/2016	7/19/2016
240	5	4	7 th	0	11	11	6/20/2016	7/19/2016

240	5	4	8 th	0	10	10	6/20/2016	7/19/2016
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*District requesting exemptions from the requirements of EC 54444.3 as it pertains to **Summer School** minutes, must seek written approval from the State Superintendent of Public Instruction. For further information, refer to the instructions.*

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
MAP assessments, Teacher Created Reading Assessment, writing pre and post assessment, Teacher Created pre and post Math assessment	June 20, 2016	July 19, 2016

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	Collaboration meetings between Migrant Education Instructional Program Specialist, Teachers, and District EL Coordinator will be held..
Surveys:	Parents of students attending Migrant ELA and Math Summer Academy as well as students will receive a survey regarding their opinion of effectiveness of the Summer Academy in order to assess its effectiveness and to plan for future Summer Academies.
Observations:	Constant communication between Migrant Education Instructional Program Specialist, Instructional staff and district personnel overseeing the Summer Academy will take place in order to adjust lesson delivery, content directed towards ELA and Math CCSSs and assessments to observe growth and expected outcomes.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Understanding of ELA and Math CCSS in relation to lesson delivery and instruction	ELA and Math CCSS training	Interactive group discussion regarding their knowledge of ELA and Math CCSS	6/17/2016	Instructional staff will familiarize themselves with ELA and Math CCSSs in order to focus instruction for their grade level
Understanding of Unique academic and cultural needs of Migrant Education students.	Cultural Differences of Migrant Students	A brief explanation of unique cultural customs and traditions of migrant students.	6/17/2016	Instructional staff will become familiar about cultural customs and traditions of migrant students in order to form a closer academic and personal relationship
Describe the process used to identify staff development needs:	Group discussion as to their knowledge of the ELA and Math CCSSs prior to the staff inservice in order to focus the training to their specific needs in understanding the lesson delivery focused on ELA and Math CCSSs.			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Teachers	8				100%	N/A	N/A

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
N/A							

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
1100	Certificated Teachers	6 @ \$27.10 x 5hrs./day x 22 days =\$17886	\$17,886
2900	Other classified (bus driver)	1 @ 22.93/hr. x 3 hrs./day x 20 days	\$1,375.80
5800	Support Service staff	1 PD Contractor honorarium-ELA/ELD	\$1,000
3000-3999	Employee Benefits	6 Certificated teachers \$17886 @ 13.65% \$2441.44	\$2441.44
3000-3999	Employee Benefits	1 bus driver \$1,375.80 @ 10.128	\$139.34
4300	Materials and Supplies	Supplies	\$125.00
4300	Materials and Supplies	Consumable Classroom Supplies (STEM Resources)	\$3000
5200	Travel and Conferences	Transportation for students (4.52 per mile x 59.5 miles RT x 20 days)	\$5,380
5500	Utilities	Utilities	\$1,196.00
Total			\$32,544

High School Graduation Summer School

For this section include all High School Graduation programs for Summer School.

Completion of High School Graduation

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – High School Graduation <i>(Unduplicated Count)</i>	
Total Number of eligible Migrant Students <i>(Unduplicated count)</i>	Total Projected Number of Migrant Students to Be Served by District in 2015–16

Summary of Current Student Needs in High School Graduation			
Grade Level	Need Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program

District that are **not** requesting MEP funds for High School Graduation complete only the two tables above, and acknowledge by placing an “**X**” after the following statement “District will not offer High School Graduation services for Summer 2015–16_____”

Note: The following sections (pp. 43-47) are to be completed for each High School Graduation activity

Proposed Service for High School Graduation Summer School

What component is this Service for? (Check one) ELA Math Both (Include description below for each if “both” was selected)

Is this Home-based or Site/Center-based? (Check one) Home-based Site/Center-based

When will it be provided? (Check one) After School Before School Saturday

Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District	
Name of Service to be Provided:					
Need for this service:					
Strategy selected to address the need:					
Expected Outcome					
Academic Focus:					
Curriculum Used:					

Method(s) of Instruction:								
Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.								
Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
			9 th					
			10 th					
			11 th					
			12 th					

*District requesting exemptions from the requirements of EC 54444.3 as it pertains to **Summer School** minutes, must seek written approval from the State Superintendent of Public Instruction. For further information, refer to the instructions.*

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
Total			

Out of School Youth Summer School

For this section include all Out of School Youth programs for Summer School.

Completion of Out of School Youth

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – Out of School Youth <i>(Unduplicated Count)</i>	
Total Number of eligible Migrant Students <i>(Unduplicated count)</i>	Total Projected Number of Migrant Students to Be Served by District in 2015–16
0	0

Summary of Current Student Needs in OSY			
Grade Level	Need	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program
	Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.		
	There are no OSY students in the Galt Joint Union Elementary School District	N/A	N/A

District that are **not** requesting MEP funds for Out of School Youth complete only the two tables above, and acknowledge by placing an “X” after the following statement “District will not offer Out of School Youth services for 2015–16__X__”

Note: The following sections (pp. 50-54) are to be completed for each Out of School Youth activity

Proposed Service for Out of School Youth Summer School				
What component is this Service for? (Check one) <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Both (Include description below for each if “both” was selected)				
Is this Home-based or Site/Center-based? (Check one) <input type="checkbox"/> Home-based <input type="checkbox"/> Site/Center-based				
When will it be provided? (Check one) <input type="checkbox"/> Weekdays <input type="checkbox"/> Saturday <input type="checkbox"/> Other (describe):				
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
Name of Service to be Provided:				
Need for this service:				
Strategy selected to address the need:				
Expected Outcome				
Academic Focus:				
Curriculum Used:				

Method(s) of Instruction:	
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Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Age	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total		

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
Total			

Parent Involvement Summer School

For this section include all Parent Involvement activities for Summer School. With the exception of the SPAC Conference, activities related to Parent Advisory Council must go in the Parent Advisory Council section.

Completion of Parent Involvement

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Current Student Needs in Parent Involvement		
Number of Migrant Students	Need	Parent Needs
	Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.	Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.
	<p>Based on WestED data for the 2012-13 school year, 44% of migrant students scored Proficient or Advanced on the English Language Arts assessment. Additionally, out of 102 students with CELDT scores, only 27 (26%) were at proficient and above. 59% of migrant students scored Proficient or Advanced on the CST Math. Based on the student assessment data, there is a need to provide supplementary academic services to this group of migrant students in ELA instruction.</p> <p>Based on WedtEd data, 48% of 7-8 grade migrant students tested at proficient or above in Mathematics. Math at these grades is critical in being able to enroll in higher level math classes during high school. There is a need to provide additional math support to migrant students at the 7th and 8th grades in order to cement a strong base and allow these students the opportunity to take higher level math in high school. .</p> <p>By using test results from CST and CELDT the</p>	<p>Parents need be knowledgeable of assessment tools and an understanding of data in order to better understand their children's level of achievement. With the implementation of CCSS and Smarter Balance Assessments, it has become more difficult for parents to keep up with the changes in demanding curriculum and the way their children's learning is measured. Parents are in need of information to bring them up to speed regarding their children's academic performance levels. Parents are also in need of becoming more assertive when dealing with their children's lack of interest in their studies and being able to support their children in with motivational skills, setting limits and better parenting skills.</p>

Note: The following sections (pp. 60-64) are to be completed for each Parent Involvement activity

Proposed Service for Parent Involvement Summer School				
Is this Home-based or Site/Center-based? (Check one) <input type="checkbox"/> Home-based <input checked="" type="checkbox"/> Site/Center-based				
When will it be provided? (Check one) <input type="checkbox"/> After School <input type="checkbox"/> Before School <input type="checkbox"/> Saturday <input type="checkbox"/> Other (describe):				
Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
	Greer Elementary School	120		
Name of Service to be Provided:	Parent Communication, Participation and School Visitation			
Need for this service:	Parents need to be informed about instructional techniques, the curriculum and assessments being used to measure accountability of the Summer Academy and their children's progress. They also need to be involved in their children's daily attendance.			
Strategy selected to address the need:	Parents will be invited for 2 scheduled school visitations during the summer and will be invited to visit on their own throughout the summer. The Summer Academy principal will meet with parents to explain instructional techniques, curriculum, and assessments being used in order to provide an understanding of what they will observe on their visit to the classrooms. A pre and post survey will be handed prior and after the classroom visitations to obtain their gain in knowledge of the Summer Academy.			
Expected Outcome	Parents will be better informed on instructional techniques, special curriculum and assessments to measure student progress. Improvement will be measured via pre and post parent survey and attendance.			
Academic Focus:	ELA and Math			

Curriculum Used:	Summer Academy information regarding the teaching techniques focusing on CCSS, special curriculum addressing the student's specific CCSS needs, and assessments to show progress and accountability of the Summer Academy.
Method(s) of Instruction:	Large group presentation and classroom visitations.

How Often will this service be delivered?	Total Number of Parents to be Served	Approximate Start Date	Approximate End Date
Twice during the Summer Academy	20	June 24, 2016	July 15, 2016

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
Pre and Post Parent Surveys	June 20, 2016	July 15, 2016

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	Summer Academy instructional staff, principal, Migrant Instructional Program Specialist and parents will collaborate in order to implement the site visitations and to make the visitation a memorable one for the parents who will give their feedback via a pre and post survey.
Surveys:	Parents will be given a pre and post classroom visitation survey to measure level of understanding regarding the workings of the Summer Academy.
Observations:	Parents will observe classroom teaching techniques, and instructional curriculum in action during the classroom visitations and will observe students being on task, teachers employing difference in teaching styles, students engagement and student progress.

Parent Communication Plan: In the space below, describe who, how and when parents will be informed about ALL summer services provided for migrant students.	
Who:	Migrant Education staff and Instructional Program Specialist along with district personnel will provide information regarding the Summer Academy and other Area services to migrant students which will include a description of the different summer offerings and dates. They will also be informed of the dates of the site visitations.
When:	April and May

How:	Through the PAC meetings, district dissemination of description and applications for the Summer Academy and phone calls to follow up on Summer Programs enrollment.
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Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Staff involved will need to be knowledgeable of the Migrant Education services being offered throughout the summer	Summer Offerings	A description of all summer offering including the Summer Academy will be in writing and the enrollment procedure and dates	April through June	100% of all migrant students will enroll in one of the summer offerings.
Describe the process used to identify staff development needs:	Migrant Education staff and district personnel involved will be surveyed on their awareness of the different summer offerings and will be informed accordingly.			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
N/A							

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
N/A							

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
N/A			
			Total

School Readiness Regular Year

For this section include any and all School Readiness services that will be provided during the 2015-16 school year

Completion of School Readiness

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – School Readiness <i>(Unduplicated Count)</i>	
Total Number of eligible Migrant Students <i>(Unduplicated count)</i>	Total Projected Number of Migrant Students to Be Served by District in 2015-16
12	10

Summary of Current Student Needs in School Readiness			
Age	Need	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program
	Based on District wide assessment data identify student needs and areas for improvement to support the identified needs.		
	The importance of preschool is greater for migrant students as their mobility tends to contribute to the achievement gap. Studies show that three- and four-year-olds who attend high quality preschool are more likely to do well academically and socially.	N/A	N/A

District that are **not** requesting MEP funds for School Readiness complete only the table above, and acknowledge by placing an “X” after the following statement “District will not offer School Readiness services for Regular Year 2015–16_____”

Note: The rest of the section (pp.64-68) is to be completed for each School Readiness

Proposed Service for School Readiness Regular School Year					
Is this Home-based or Site/Center-based? (Check one) <input type="checkbox"/> Home-based <input checked="" type="checkbox"/> Site/Center-based					
When will it be provided? (Check one) <input type="checkbox"/> After School <input type="checkbox"/> Before School <input type="checkbox"/> Saturday					
Name of District(s) Served: List all schools/sites that will receive the proposed service. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District	
	Fairsite Child Development Center	12			
Name of Service to be Provided:	3 Year Old Academy Class				
Need:	Previous data indicate a need for children to participate in a very well-rounded program in order to achieve state-mandated measurable outcomes by (a) identifying 10 or more English uppercase letter names or letter sounds, as measured by the District Reading and Math Readiness Assessment and by a gain of 4 or more standard scores on the measure of English vocabulary.				
Strategy:	Certificated Bilingual preschool teacher delivers instruction with the support of bilingual instructional assistants through 1) whole group circle time, 2) small group time and 3) Free exploration time. Ratio: 1:6 (1 adult to 6 children)				
Expected Outcome	Migrant pre-school students will make a 10% gain based on pre and post assessment data using the PALS and the Peabody Picture Vocabulary Test (PPVT). Migrant children enrolled in				
Academic Focus:	Academic and developmental skills inventory needed for pre-school students to be successful when entering kindergarten.				

Curriculum Used:	Creative Curriculum Lessons
Method of Instruction:	A center-based Early Childhood Education program offering age-appropriate skills development is proposed. Certificated Bilingual preschool teacher delivers instruction with the support of bilingual instructional assistants through 1) whole group circle time, 2) small group time and 3) Free exploration time. Ratio: 1:6 (1 adult to 6 children)

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Ages of Children	Minutes per Day Range	Days per Week Range	Number of weeks Range	Number of Children to be Served	Start Date	End Date
3-4	180	3	37	23	September 7, 2015	May 27, 2016

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
District Assessments and Benchmarks	First Trimester testing November 2015	May 27, 2016

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	Collaboration meetings between Migrant Education Personnel and teachers. In addition, migrant parents will be interviewed in March 2016 by Migrant Education Personnel and feedback regarding the services being provided is requested.
Surveys:	Parents will be surveyed to gather anecdotal information on perception of their children’s progress and to improve parent expectations.
Observations:	Migrant Education and the Districts will observe an increase in overall scores using district School Readiness benchmark assessments.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Knowledge of preschool curriculum and assessment including CDE evaluation tools.	Pre-School Requirements Staff Development	Receive professional development to implement the CA Preschool Learning Foundations	September 2015 to May 2016	Awareness and Implementation of the Preschool Learning Foundations
Instructional Staff, and Migrant Education Program Specialist articulation to ensure student progress and effectiveness of the project.	Collaboration and Articulation	Identify student needs and effective teaching strategies	September 2015 to May 2016	Effective communication between instructional staff and Migrant Education Instructional Program Specialist regarding program specific requirements.
Describe the process used to identify staff development needs:	Instructional Staff feedback regarding their knowledge of Preschool Learning Foundations and appropriate curriculum and assessment tools will help identify specific staff needs.			

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Bilingual preschool teacher	1				100%	N/A	N/A

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
2 Bilingual Teacher Assistant			1		100%		

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
1100	Pre School Teacher	1 @ \$27.10/hr. x 3.5 hrs./day x 111 days	\$10,528.35
2100	Bilingual Teacher Assistant	1 TA @ \$14.69/hr. x 3.25 hrs/day x 108 days (3 yr. old class)	\$5,156.00
2100	Teacher Assistant	1 @ \$14.69/hr. x 3.75 hrs/day x 176 days (4 yr. old class)	\$9,695.40
3000-3999	Employee Benefits	Certificated Benefits @ \$10528.35 x 13.65%= \$1,478.00	\$1478

3000-3999	Employee Benefits	Classified Benefits @ \$14,851.4 x 10.128% =\$1504.15	\$1504.15
			Total
			\$28,361.90

School Readiness Summer

For this section include any and all School Readiness services that will be provided during the Summer of 2015-16.

Completion of School Readiness

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – Health (Unduplicated Count)	
Total Number of eligible Migrant Students (Unduplicated count)	Total Projected Number of Migrant Students to Be Served by District in 2015-16
55	20

Summary of Current Student Needs in School Readiness			
Grade Level	Need	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program
PK	Based on District wide assessment data identify student needs and areas for improvement to support the identified needs. For preschool migrant students, there is a need to provide migrant funded summer programs as not all preschool migrant students have access to existing center based programs. Migrant Education provides the funding that affords migrant preschool students to attend a summer center based program that otherwise would not be available to them.	N/A	N/A

District that are **not** requesting MEP funds for School Readiness complete only the two tables above, and acknowledge by placing an “X” after the following statement “District will not offer School Readiness services for Summer 2015–16_____”

Note: The rest of the section (pp.71-75) is to be completed for each School Readiness

Proposed Service for School Readiness Summer School				
Is this Home-based or Site/Center-based? (Check one) <input type="checkbox"/> Home-based <input type="checkbox"/> Site/Center-based When will it be provided? (Check one) <input type="checkbox"/> After School <input type="checkbox"/> Before School <input type="checkbox"/> Saturday				
Name of District(s) Served: List all schools/sites that will receive the proposed service. Include the projected number of students that will be served under this program.	School/Site	Projected Number of Students Served by District	School/Site	Projected Number of Students Served by District
	Fairsite Child Development Center	20		
Name of Service to be Provided:	Migrant Education Summer Preschool Academy			
Need:	For preschool migrant students, there is a need to provide migrant funded summer programs as not all preschool migrant students have access to existing center based programs. Previous data indicate a need for children to participate in a more well-rounded program in order to achieve state-mandated measurable outcomes by (a) identifying 10 or more English uppercase letter names or letter sounds, as measured by the District Reading and Math Readiness Assessment; and (b) by a gain of 4 or more standard scores on measure of English vocabulary..			
Strategy:	Certificated Bilingual preschool teacher delivers instruction with the support of bilingual instructional assistants through 1) whole group circle time, 2) small group time and 3) Free exploration time. Ratio: 1:6 (1 adult to 6 children)			

Expected Outcome	Migrant Education preschool students will
Academic Focus:	Academic and developmental skills inventory needed for pre-school students to be successful when entering kindergarten.
Curriculum Used:	Creative Curriculum
Method of Instruction:	A center-based Early Childhood Education program offering age-appropriate skills development is proposed through the delivery of instruction with the support of bilingual instructional assistants through 1) whole group circle time, 2) small group time and 3) Free exploration time. Ratio: 1:6 (1 adult to 6 children)

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Ages of Children Range	Minutes per Day Range	Days per Week Range	Number of weeks Range	Number of Children to be Served	Start Date	End Date
P4	180	3	4	10	June 21, 2016	July 15, 2016
P3	180	5	4	10	June 20, 2016	July 14, 2016

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe
District Reading and Math Readiness Assessment	June 20, 2016	July 15, 2016

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	Collaboration meeting between the Instructional staff, Migrant Education Program Specialist, and District personnel involved with the Migrant Preschool Academy will be held.
Surveys:	Parents will be surveyed at the end of the program to obtain anecdotal opinions of the service provided and the effectiveness of the program to use for future preschool offerings.
Observations:	Instructional staff, Migrant Education Program Specialist, and District personnel involved with the Migrant Preschool Academy will observe lessons and curriculum being used to ensure effectiveness of the program and adequate student progress.

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Instructional staff need to be aware of specific summer objectives and CDE evaluation tools.	Program Requirements	Receive professional development on summer requirements and reporting of results	June 20, 2016	July 15, 2016
Describe the process used to identify staff development needs:	Prior to start of Migrant Preschool Academy, teachers will be surveyed to ascertain level of knowledge of proposed objectives and reporting forms for CDE evaluation of program.			

Parent Communication Plan: In the space below, describe who, how and when parents will be informed about this School Readiness service provided for migrant students.	
Who:	Migrant Education staff and Instructional Program Specialist along with district personnel will provide information regarding the Summer Academy and other Area services to migrant students which will include a description of the different summer offerings and dates. They will also be informed of the dates of the site visitations.
When:	April 2016 and June 2016
How:	Through the PAC meetings, district dissemination of description and applications for the Summer Academy and phone calls to follow up on Summer Programs enrollment.

Direct Services

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Bilingual Certificated Teacher	1				100%	N/A	N/A

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).

Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
1 Classified Teacher Assistant			1		100%	N/A	N/A

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.

Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
1100	Certificated Teacher	1 @ 27.10/hr. x 4 hrs./day x) 14 days	\$1,517.60
2100	1 Instructional Assistant	1 @ 14.69/hr. x 3.5 hrs./day x 14 days	\$719.80
3000-3999	Employee Benefits	Certificated @ 13.65%= \$207.15 Classified @ 10.128% = \$ 72.90	\$280.05
Total			\$2517.40

Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the 2015-16 school year by the district. Please check the appropriate box below as it applies to the district:

- A. The district provides I&R activities and the description of these activities is included in this section.
- B. The migrant region provides all I&R activities.
- C. The district and region provide I&R activities.

If “B” was selected, this section must be left blank.

Eligible migrant students will be identified and recruited in a proper and timely manner.

To qualify for the Migrant Education Program, a child is considered “migrant” if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A “qualifying” move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his or her own for the same reasons. The eligibility period is three years from the date of the last move. Eligibility is established through an interview conducted by a migrant education recruiter who visits both home and/or employment locations.

“Finding and enrolling eligible migrant children is a cornerstone of the MEP and its importance cannot be overemphasized.” (Chapter III. Identification and Recruitment, U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education, *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children*, Washington, D.C., 2010.)

If options A or C were selected on the prior page, please respond to the appropriate question below:

(A.) Provide an overview of the organizational structure (e.g., an organizational chart) of the District’s identification and recruitment (I&R) personnel and a brief description of the I&R responsibilities for each role.

(C.) For districts in which both the regional office and district office are responsible for I&R, provide an organizational overview that specifies which activities and personnel are administered by the region and the activities and personnel that are administered at the district level. Include a brief description of key I&R responsibilities for each role.

Example for Option C:

The Region’s I&R Supervisor, I&R Coordinator, and Designated State Educational Agency (SEA) Reviewer work at the regional office along with six of the Region’s 12 recruiters. The six regional recruiters are mainly responsible for community-based recruitment. The six district-level recruiters are responsible for school-based recruitment. The Region’s I&R trainings, quality control plan and processes, and standards of practice are administered by the Region. The Region directly supervises eight I&R staff and two districts supervise the remaining four recruiters.

Provide a copy of the District's I&R Quality Control Plan as a separate document to the application. *(The District's Plan may be modeled after the State's Quality Control Plan but the State's Plan may not be provided in lieu of the District's Plan).* If the District uses a regional plan and does not have a separate quality control plan for I&R, provide the Region's Quality Control Plan.

Briefly describe how the District and its I&R staff are incorporated in the Region's quality control processes.

Example:
The Region provides the minimum qualifications for and sits on the interview panel of all I&R candidates. The Region's I&R Supervisor and SEA Reviewer handle the initial training activities for new recruiters and coordinate monthly trainings of existing recruiters. The Region also coordinates all the recruitment activities for all recruiters. The supervision of recruiters is divided between the Region and its districts but the minimum standards for I&R are established by the Region.

Describe how the Migrant Office will coordinate recruitment activities with all of the districts.

Example:
The Region's I&R staff informs the district when the recruiters will be in their area and inquires if there have been any changes in regular mobility patterns, such as when families depart early to seek work in other areas, are delayed in returning to the district, or return earlier than expected.

While Identification and Recruitment will be provided by the Regional Migrant Education Program, the school district will assist in

identification and recruitment by coordinating read-only access to the district data base, such as Aeries, so that Migrant Education staff, including the ME recruiter, can access Gain and Loss reports and district student information to alert them of new potential migrant students to the district. The information will remain confidential. The process can be mutually agreed upon by the Migrant Education Instructional Program Specialist, Identification and Recruitment Specialist, or Associate Director, and the district Superintendent. Please see Regional Application for Identification and Recruitment procedures.

Describe the community in your recruiting area including locations where families live and work, major crops and peak periods, major employers, and so forth.

In some communities, migration patterns are well established and recruiters know where migrant families and youths live; however, migration, employment, and housing patterns change over time. What strategies will the District's I&R staff employ to look for families outside the traditional locales?

Example: District recruiters build a recruiting network that includes local businesses that provide supplies and services to the local agriculture industry. These local businesses offer early warning when new potential employers enter the area.

Describe how the District will utilize I&R staff to identify and recruit eligible migrant students.

Examples:

1. *School-based: “The recruiter will provide on-site I&R support at the Santa Rita and Gavilan View school district. The recruiter will meet with school registrars, counselors and other office staff to identify new arrivals that may be migrant students.”*

2. *Community-based: “The recruiter will coordinate visits with the WIC office and Immunization Clinic. The recruiter will also canvass neighborhoods and apartment complexes where migrant families live during the lettuce harvest season.”*

3. *Combined (a recruiter who is assigned to school site and community-based recruiting):*

In the tables below, provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations, the full-time equivalent that they spend performing I&R activities, and how and where the recruiting is carried out.

Regular School Year			
What type of recruiting is performed?	Number of recruiters in District	FTE in I&R	How and where the recruiting is carried out
Community-based only			
School-based only			
Combined			

Summer/Intersession			
What type of recruiting is performed?	Number of recruiters in District	FTE in I&R	How and where the recruiting is carried out
Community-based only			
School-based only			
Combined			

Identification & Recruitment Staff			
I&R Supervisory and Quality Control Staff	Number of staff in this position	FTE in I&R	Describe the specific tasks the staff person performs in this position.
I&R Supervisor			
I&R Coordinator			
Designated SEA Reviewer			
Other			

Identification and Recruitment Budget: Please identify all costs related to Identification & Recruitment. For each line item, refer to and use the object codes provided in the instructions.			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
		Total	

Parent Advisory Council

For this section include any and all Parent Advisory Council (PAC) activities that will be provided during the 2015-16 school year.

PARENT ADVISORY COUNCIL

Note: All DSAs must contain a completed PAC section.

Selection of Parent Advisory Council Membership: Provide a narrative summary of the means by which parents and community members are recruited and selected for membership in the Parent Advisory Council. Include a list of PAC members' names.

The Galt JUESD Migrant Education Parent Advisory Council (PAC) consists of a President, Vice president, Secretary, and 3 alternates. The Parent Advisory Council officials are nominated, and elected to their respective post by the overall migrant membership which consists of all currently eligible migrant parents in the district. The President and Vice president must have current eligibility status in the Migrant Education Program but the Secretary may be a non-migrant member of the community. The PAC must follow the adopted District PAC by-laws and conduct their meetings following the guidelines set in the Robert's Rules of Order. PAC meetings are held monthly for a minimum of 6 meetings during the year in a place accessible to most of the migrant parents and at a time voted on by the members at large. All PAC meeting are open to the public which is allowed to voice their opinions but cannot vote on issues concerning the Migrant Education Program.

Parent Advisory Council Membership:

PAC Member Name	Eligible Migrant Parent? Yes/No
Evangelina Rodriguez-President	Yes
Elena Villalobos-Vice President	Yes
Norma Lopez-Secretary	Yes
Eusebia Ayal-Seargent at Arms	No
Maria Roman-Alternate	Yes

	No
Christina Gonzalez-Alternate	No
Hilda Araceli Munoz-Alternate	
Involvement of Parent Advisory Council in MEP Activities: Provide a narrative summary of the means by which the PAC is involved in the review of the Needs Assessment, planning, development of the DSA, implementation of services provided to students, and program evaluation.	
<p>Current eligible migrant parents are actively involved in the review of the Needs Assessment, planning, development of the District Service Agreement (DSA) and implementation of services to students and program evaluation. In the Fall, parents are presented the Annual Evaluation which contains the results of migrant services implemented during the regular year and summer. At this time, results are discussed and recommendations for continuation of services or changes are made to the Instructional Program Specialist. During the Spring, articulation between the Instructional Program Specialist and the PAC begins regarding the next year's DSA. Parents are consulted as to the continuation or changes to the current services and or additional services desired to be implemented during the next school year. Student data is presented at the March PAC meeting and student needs are identified and prioritized and activities and services are planned to meet the identified student needs. The DSA is a joint effort between Migrant Education personnel, the District and the parents. Compromises are sometimes needed in order to provide the most effective services. Signatures from the District Superintendent or designee, PAC Representative, and the Regional Director are required before being submitted to the Area office for approval.</p>	

Training of Parent Advisory Council Members: Identify any training that will be provided to the PAC to support quality implementation of the program.				
Need	Title	Description	Dates	Expected Outcomes

<p>Parents need to be knowledgeable in regards to their responsibility as PAC officers, conducting effective PAC meetings, involvement in the formulation of the DSA and the assessment of the activities imbedded in the DSA.</p>	<p>PAC Officer Responsibilities</p>	<p>The PAC officer's training takes in different ways. It might take place at the Area Office level, at the district level, or during regular PAC meetings.</p>	<p>September 2015 to May 2016.</p>	<p>PAC Officers will become aware and demonstrate their gained knowledge of their responsibilities, and their abilities to conduct effective PAC meetings</p>
<p>Please describe the process used to identify the PAC training needs:</p>	<p>Usually, The PAC officers if new officers will require training on the responsibilities in conducting meetings, their knowledge about the By-Laws, Robert's Rules of Order or their responsibility as representatives of all the district migrant parents and students. By knowing if the PAC officers are new or continuing, the needs can be ascertained and appropriate training can take place.</p>			

PAC Staffing: Identify the staff positions needed to support the PAC described above.							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			
Family support Paraprofessional			1	.1	N/A	N/A	N/A
Intervention Specialist			1	.1	N/A	N/A	N/A
Instructional Program Specialist	1			.1	N/A	N/A	N/A

PAC Budget: Please identify all costs related to the PAC. For each line item, refer to and use the object codes provided in the instructions.			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
4300	Materials and Supplies	Light Snacks and Drinks for 6 PAC meeting and 3 Parent Workshops	\$450
		Total	\$450

Note: Costs related to SPAC Conference are not included in the PAC Budget section. SPAC Conference costs are included in the Parent Involvement section.

Other Education, Health, Nutrition, and Social Services

For this section include any and all Other Education, Health, Nutrition and Social services that will be provided during the 2015–16 school year

Completion of Other education, health, nutrition, and social services

Districts that are requesting MEP funds will complete all parts of this section, repeated for each service provided.

Summary of Number of Students Served – Other education, health, nutrition, and social services <i>(Unduplicated Count)</i>		
Total Number of eligible Migrant Students <i>(Unduplicated count)</i>	Total Projected Number of Migrant Students to Be Served by District in 2015–16	Additional Number of Migrant Students projected to Be Served by District in 2015–16
308	0	0

Summary of Current Student Needs in Other education, health, nutrition, and social services			
Grade Level	Need	If Need is Met through a Non-Migrant Program, what is the Name of the Non-Migrant program?	Services Provided by Non-Migrant Program
PK-OSY	Based on District wide assessment data identify student needs and areas for improvement to support the identified needs. There is a need to meet emergency health care for migrant students, ensure access to food and clothing when needed, and to support migrant families to ensure they are aware of the social services available in Ukiah area.	N/A	N/A

District that are **not** requesting MEP funds for other education, health, nutrition and social services complete only the two tables below, and acknowledge by placing an “**X**” after the following statement “District will not offer Other education, health, nutrition and social services for Regular Year 2015–16 **X**”

Note: The following sections (pp. 88-92) are to be completed for each activity

Proposed Service for Other education, health, nutrition, and social services

Is this Home-based or Site/Center-based? (Check one) Home-based Site/Center-based

When will it be provided? (Check one) After School Before School Saturday Other: _____

Name of District(s) Served: List all schools/sites that will receive the proposed service from the District. Include the projected number of students that will be served under this program.	District	Projected Number of Students Served by District	District	Projected Number of Students Served by District	
Name of Service to be Provided:					
Need for this service:					
Strategy selected to address the need:					
Expected Outcome					
Academic Focus:					
Curriculum Used:					
Method(s) of Instruction:					

Proposed Schedule for Delivery of Services: Using the table below, identify the projected minutes per day, days per week, number of weeks, number of students served and approximate start and end date of this service. Provide an estimate or range if service duration varies across district.

Minutes per Day Range	Days per Week Range	Number of Weeks Range	Number of Students to be Served at Each Grade Level				Start Date	End Date
			Grade Level to be Served	PFS at each Grade Level	Non-PFS Migrant at each Grade Level	Total at each Grade Level		
			K					
			1 st					
			2 nd					
			3 rd					
			4 th					
			5 th					
			6 th					
			7 th					
			8 th					
			9 th					
			10 th					
			11 th					
			12 th					

Local Quantitative Measures		
Local Assessments: <i>(Complete for as many local assessments as will be administered to measure the effectiveness of this service. Add or delete columns as needed.)</i>		
Name of Local Assessment(s)	Approximate Pre Test Score Collection Timeframe	Approximate Post Test Score Collection Timeframe

Local Qualitative Measures: Using the table provide below, identify what qualitative data will be collected to determine the effectiveness of the service.	
Interviews and Focus Groups:	
Surveys:	
Observations:	

Service Staff Development: Identify staff development necessary to support quality delivery of the service.				
Need	Title	Description	Dates	Expected Outcomes
Describe the process used to identify staff development needs:				

Direct Services

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Support Service Staffing: Identify the staff positions needed to provide support for the services described above (see Fiscal Handbook).							
Title	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program(s)	Name of Other Program Funding Source
	#	FTE	#	FTE			

Service Budget: Identify all costs related to providing the services (instructional and support) to run the service described. Include all applicable and allowable activities (see Fiscal Handbook). Do not include administration costs in this section.			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
			Total

Administration

For this section, identify all personnel needed to administer ALL services described in the District Application. You must also include an Organization Chart in this section.

Migrant Education Program Staff Organization Chart

List all staff that work for the MEP program by providing a staff organization chart

Yazmin Navarro-Instructional Program Specialist (IPS)

Maria Sulema Pimentel-Family Support Paraprofessional (FSP)

Isabel Ortega-Intervention Specialist (IS)

Margarita Espinoza-Recruiter

Juan Garcia-Recruitment Specialist

Veronica Ocampo-MEAP Coordinator

Personnel Needed to Administer ALL Services Submitted in the DFDA

Identify personnel needed to administer all services. A MEP administrator is a professional staff member, other than a teacher or counselor. A MEP administrator may have administrative duties, such as a project director or migrant director. Generally, if the personnel are MEP funded professional staff, not paraprofessionals, and they perform MEP administrative duties, then the LEA may consider them as MEP administrators in their job classifications.

Title	Service/Activity* RSY SS SR-RSY SR-SS PAC I&R TA/DSA	Certificated		Classified		Percent Funded by DSA	Percent Funded by Other Program	Name of Other Program Funding Source
		#	FTE	#	FTE			
Instructional Program Specialist	RSY SS SR-RSY SR-SS PAC TA/DSA	1	.26					
Family Support Paraprofessional	RSY SS SR-RSY SR-SS PAC	1	100%					

Intervention Specialist	RSY SS SR-RSY SR-SS PAC	1	.20					
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*RSY=Regular School Year; SS=Summer School; SR-RSY=School Readiness Regular School Year; SR-SS=School Readiness Summer School; I&R=Identification & Recruitment; PAC=Parent Advisory Council; TA/DSA=Technical Assistance/DSA Monitoring Provided to District

Administration Budget

Please identify all costs related to administration of all services of the MEP for the Regular School Year, Summer School, etc. For each line item, refer to and use the object codes provided in the instructions.

Regular School Year			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount

Summer School			
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount
1300	Administrator	1 @ 57.00/hr. x 5.5 hrs./day x 25 days	\$7,837.50
2400	Clerical office staff	1 @ 16.62/hr. x 4 hrs./day x 23 days	\$1,529.04
2900	Other classified (custodian)	1 @ 20.68/hr. x 4 hrs./day x 20 days	\$1,654.40
3000-3999	Employee Benefits	1 Administrator \$7,837.50 @ \$13.65	\$1,069.82
3000-3999	Classified Benefits	1 clerical office staff \$1,529.04 @ 10.128%	\$154.86
3000-3999	Employee Benefits	Classified custodian \$1,654 @ 10.128%	\$167.52
		Total	\$12,413

School Readiness – Regular School Year				
Object	Description	Narrative	Amount	Amount

Code	Object Code Item	Itemize each line item	(3060)	(3110)

School Readiness – Summer School				
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount (3061)	Amount (3110)

Parent Advisory Council				
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount	

Other education, health, nutrition and social services				
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount	

Identification & Recruitment				
Object Code	Description Object Code Item	Narrative Itemize each line item	Amount	

Indirect Cost Charges

Place a checkmark next to services rendered by indirect cost charges

- Accounting and budgeting
- Payroll preparation
- Personnel management
- Purchasing
- Data Processing
- Warehousing
- Facilities
- Maintenance
- Communications
- Technology support
- Other: (List Below)

Program Evaluation

Program Evaluation Timeline: This table summarizes the activities needed to collect and reflect on the Measureable Objective data identified in each section. Use the table below to summarize the MEP and evaluation activities that will take place to measure the effectiveness of 2015–16 services.

Program and Evaluation Activities	Who is Responsible	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Achieved
Program Activities														
Actively recruit teachers to work in elementary tutorials and provide PD to teachers			X	X										
Actively recruit teacher for Speech and Debate,						X								
Identify appropriate instructional resources														
Start after school programs					X									
Start Speech and Debate; conduct pre-test assessments							X							
Conduct after school tutorials monitoring and interim benchmark evaluation							X							
Begin planning for summer school programs and activities										X				
Evaluation Activities														
Review CELDT , pre and post assessments, and pre/post assessments; Speech and Debate assessment														
Conduct Observations of ASP							X		X		X			

Review and information gathered from observations									X		X		X		
Conduct student survey on ASP				X									X		
Complete CDE Evaluations for all programs in DSA													X		

Required Documents Checklist

When complete, submit one hard copy (with original signatures) and electronic copies of these documents to the CDE:

- 2015–16 Signed District Service Agreement (DSA)
- Legal Assurances
- 2015–16 District Budget (ME-1)
 - Detail Pages
- Most updated Migrant Education Program inventory list
- Job duty statements for all MEP staff