

CURRICULUM & INSTRUCTION

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: July 9, 2015

**FROM: Julio Fonseca, Ed.D.
Superintendent**

SCHOOL/DEPARTMENT: Educational Services

**AGENDA ITEM: 2015-16 CONSOLIDATED APPLICATION FOR FUNDING
CATEGORICAL AID PROGRAMS (PART I)**

BACKGROUND INFORMATION:

The 2015-16 Consolidated Application for Funding Categorical Aid Programs will provide supplementary income to improve student learning and student achievement. The application includes the following state and federal programs and legal assurances of compliance as required by state and federal statute:

- Economic Impact Aid (EIA) 14-15 Carryover
- Title I Part A (Educationally Disadvantaged Children)
- Title II Part A (Teacher and Principal Training and Recruiting)
- Title III, Part A (LEP students)
- Title III, Part A (Immigrant)

RECOMMENDATION:

Approve/Ratify the submission of the Consolidated Application 2015-16 for Funding Categorical Aid Programs, Part I.

Renewal Contract/Item

New Contract/Item

Financial Implications?

Yes No

Are funds for this item included in the 2015-2016 Budget?

Yes No

Requisition # from PeopleSoft:

(Amount)

(Name of funding source and/or location)

(Funding account number)

Recommended for: Approval Denial

Certification Requested Yes No

Superintendent's Office Certification:


Julio Fonseca, Ed.D., Superintendent

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: July 9, 2015

**FROM: Julio Fonseca, Ed.D.
Superintendent**

SCHOOL/DEPARTMENT: Educational Services

AGENDA ITEM: *APPROVAL OF SAN YSIDRO SCHOOL DISTRICT INSTRUCTIONAL MATERIALS LIST*

BACKGROUND INFORMATION:

In 2000, a lawsuit against the State of California, State Board of Education and California Department of Education claimed that the State failed to provide poor and under privileged students with equal educational opportunities. All California schools are now impacted by the result of the Williams Lawsuit Settlement, enacted into law in September 2004. The law seeks to ensure that all students have equal access to the basics of a quality education, including textbooks and instructional materials, safe and decent school facilities, and qualified teachers. Each year during the first 2 weeks of school, selected schools are visited to ensure that the sites meet all of the requirements of Williams Settlement.

CURRENT INFORMATION:

The San Ysidro School District Instructional Materials/Textbook List needs to be updated to include the 6th grade Dual Language program.

ADDITIONAL DATA:

Willow school will be visited at the beginning of the school year. Prior to this visit, the Governing Board needs to approve the list of instructional materials. The list and a copy of the minutes declaring its approval needs to be included in information sent to the committee prior to the visit.

RECOMMENDATION:

Approve/ratify the updated San Ysidro Instructional Materials/Textbook List.

Renewal Contract/Item

New Contract/Item

Financial Implications?

Yes No

Are funds for this item included in the 2015-2016 Budget?

Yes No

Requisition # from PeopleSoft:

\$
(Amount)

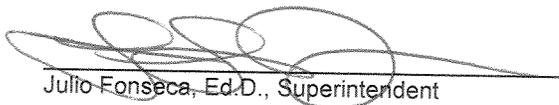
(Name of funding source and/or location)

(Funding account number)

Recommended for: Approval Denial

Certification Requested Yes No

Superintendent's Office Certification:


Julio Fonseca, Ed.D., Superintendent

San Ysidro School District
 Instructional Materials
 2015 - 2016

Grade	# TEs	# Students	# Books Available	Program	Instructional Materials/Textbooks and Copyright Dates
TK (Transitional Kinder)				English Mainstream and SEI	English Language Arts Mathematics Science History/Social Science ELD Scholastic Big Day--2010 Scholastic Big Day--2010 Scholastic Big Day--2010 Scholastic Big Day--2010 Rigby—On Our Way to English 2004-2005
				English Mainstream and SEI	English Language Arts Mathematics Science History/Social Science ELD Houghton Mifflin Reading California Medallion Edition--2010 Houghton Mifflin Mathematics California Edition--2008 McMillan/McGraw-Hill California Science—Big Books--2008 McMillan/McGraw-Hill California Vistas—We Learn Together --2007 Rigby—On Our Way to English 2004-2005
Kinder				Dual Language	Language Arts Houghton Mifflin Reading California Medallion Edition and also Houghton Mifflin Lectura California Medallion Edition—2010 Houghton Mifflin English Mathematics California Edition--2008 McMillan/McGraw-Hill California Science—Spanish version—Big Books—2008
				SDC	History/Social Science ELD McMillan/McGraw-Hill California Vistas—We Learn Together—Spanish version —2007 Rigby—On Our Way to English 2004-2005
First Grade				English Mainstream and SEI	English Language Arts Mathematics Science History/Social Science ELD Houghton Mifflin Reading California Medallion Edition--2010 Houghton Mifflin Mathematics California Edition--2008 McMillan/McGraw-Hill California Science—Big Books--2008 McMillan/McGraw-Hill California Vistas—We Learn Together --2007 Rigby—On Our Way to English 2004-2005
					English Language Arts Mathematics Science History/Social Science ELD Houghton Mifflin Reading California Medallion Edition--2010 Houghton Mifflin Mathematics California Edition--2008 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—Family & Friends—2007 Rigby—On Our Way to English 2004-2005

First Grade				Language Arts Mathematics Science History/Social Science ELD	Houghton Mifflin Reading California Medallion Edition—and also Houghton Mifflin Lectura California Medallion Edition—2010 Houghton Mifflin Mathematics California Edition--2008 McMillan/McGraw-Hill California Science --Spanish version --2008 McMillan/McGraw-Hill California Vistas—Family & Friends-- Spanish version —2007 Rigby—On Our Way to English 2004-2005
			SDC	English Language Arts Mathematics Science History/Social Science ELD	Houghton Mifflin Reading California Medallion Edition--2010 Houghton Mifflin Mathematics California Edition--2008 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—Family & Friends—2007 Rigby—On Our Way to English 2004-2005
Second Grade			English Mainstream and SEI	English Language Arts Mathematics Science History/Social Science ELD	Houghton Mifflin Reading California Medallion Edition—2010 Houghton Mifflin Mathematics California Edition--2008 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—People & Places—2007 Houghton Mifflin Medallion ELD--2011
			Dual Language	Language Arts	Houghton Mifflin Reading California Medallion Edition and also Houghton Mifflin Lectura California Medallion Edition—2010 Houghton Mifflin English Mathematics California Edition--2008 McMillan/McGraw-Hill California Science—Spanish version—2008 McMillan/McGraw-Hill California Vistas-People and Places--Sp.--2007. Houghton Mifflin Medallion ELD--2011
Third Grade			SDC	English Language Arts Mathematics Science History/Social Science ELD	Houghton Mifflin Reading California Medallion Edition—2010 Houghton Mifflin Mathematics California Edition--2008 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—People & Places—2007 Houghton Mifflin Medallion ELD--2011
			English Mainstream and SEI	English Language Arts Mathematics Science History/Social Science ELD	Houghton Mifflin Reading California Medallion Edition—2010 Houghton Mifflin Mathematics California Edition--2002 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas California Communities—2007 Houghton Mifflin Medallion ELD--2011
			Dual Language	Language Arts Mathematics Science History/Social Science ELD	Houghton Mifflin Reading California Medallion Edition and also Houghton Mifflin Lectura California Medallion Edition—2010 Houghton Mifflin English Mathematics California Edition--2008 McMillan/McGraw-Hill California Science—Spanish version—2008 McMillan/McGraw-Hill California Vistas—Spanish —2007 Houghton Mifflin Medallion ELD--2011

Third Grade	SDC				English Language Arts Mathematics Science History/Social Science ELD	Houghton Mifflin Reading California Medallion Edition—2010 Houghton Mifflin Mathematics California Edition--2002 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas California Communities—2007 Houghton Mifflin Medallion ELD--2011
					English Language Arts	Houghton Mifflin Reading California Medallion Edition—2010 or Scholastic READ 180 Next Generation--2012 Houghton Mifflin Mathematics California Edition--2002 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—Our Golden State—2007 Houghton Mifflin Medallion ELD--2011
Fourth Grade	English Mainstream and SEI				English Language Arts	Houghton Mifflin Reading California Medallion Edition and also Houghton Mifflin Lectura California Medallion Edition—2010 Houghton Mifflin English Mathematics California Edition--2008 McMillan/McGraw-Hill California Science English —2008 McMillan/McGraw-Hill California Vistas—Our Golden State—Spanish – 2007 Houghton Mifflin Medallion ELD--2011
					Language Arts	Houghton Mifflin Reading California Medallion Edition and also Houghton Mifflin Lectura California Medallion Edition—2010 Houghton Mifflin English Mathematics California Edition--2008 McMillan/McGraw-Hill California Science English —2008 McMillan/McGraw-Hill California Vistas—Our Golden State—Spanish – 2007 Houghton Mifflin Medallion ELD--2011
Fifth Grade	English Mainstream and SEI				English Language Arts Mathematics Science History/Social Science ELD	Hampton Brown/National Geographic INSIDE Level A and/or B--2009 Houghton Mifflin Mathematics California Edition--2002 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—Our Golden State--2007 Steck Vaughn GATEWAYS Intensive Reading Program--2010 Houghton Mifflin Mathematics California Edition--2002 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—Our Golden State—2007 Houghton Mifflin Reading California Medallion Edition—2010 or Scholastic READ 180 Next Generation Houghton Mifflin Mathematics California Edition--2002 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—Making a New Nation—2007 Houghton Mifflin Medallion ELD--2011
					Language Arts	Houghton Mifflin Reading California Medallion Edition and also Houghton Mifflin Lectura California Medallion Edition—2010 Houghton Mifflin English Mathematics California Edition--2008 McMillan/McGraw-Hill California Science English —2008 McMillan/McGraw-Hill California Vistas—Una Nueva Nacion—Spanish – 2007 Houghton Mifflin Medallion ELD--2011

Fifth Grade					English Language Arts Mathematics Science History/Social Science	Hampton Brown/National Geographic INSIDE Level A and/or B--2009 Houghton Mifflin Mathematics California Edition--2002 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—Making a New Nation--2007
				SDC	English Language Arts Mathematics Science History/Social Science	Steck Vaughn GATEWAYS Intensive Reading Program--2010 Houghton Mifflin Mathematics California Edition--2002 McMillan/McGraw-Hill California Science--2008 McMillan/McGraw-Hill California Vistas—Making a New Nation--2007
Sixth Grade				English Mainstream and SEI	English Language Arts Mathematics Science History/Social Science ELD	Houghton Mifflin Reading California Medallion Edition--2010 Scholastic READ 180—Next Generation--2012 Houghton Mifflin Mathematics California Edition--2002 Prentice Hall—California Focus on Earth Science--2008 McMillan/McGraw-Hill California Vistas—Ancient Civilizations --2007 Cengage Learning—Composition Practice—2005 Cengage Learning —More Grammar Practice --2001
				Dual Language	Language Arts Mathematics Science History/Social Science ELD	Houghton Mifflin Reading California Medallion Edition--2010 Houghton Mifflin Lectura California Medallion Spanish Edition--2010 Houghton Mifflin Mathematics California Edition--2002 Prentice Hall—California Focus on Earth Science--2008 McMillan/McGraw-Hill California Vistas—Spanish version--Ancient Civilizations --2007 Cengage Learning—Composition Practice—2005 Cengage Learning —More Grammar Practice --2001
Seventh Grade				Newcomers	English Language Arts Mathematics Science History/Social Science	Hampton Brown/National Geographic INSIDE Level A and/or B--2009 Houghton Mifflin Mathematics California Edition--2002 Prentice Hall—California Focus on Earth Science--2008 McMillan/McGraw-Hill California Vistas— Ancient Civilizations --2007
				SDC	English Language Arts Mathematics Science History/Social Science	Steck Vaughn GATEWAYS Intensive Reading Program--2010 Houghton Mifflin Mathematics California Edition--2002 Prentice Hall—California Focus on Earth Science--2008 McMillan/McGraw-Hill California Vistas— Ancient Civilizations --2007
				English Mainstream	English Language Arts Mathematics	Holt, Rinehart & Winston Literature and Language Arts Course 2--2003 Holt, Rinehart & Winston Mathematics, Pre-Algebra, California Edition—2008 Or Holt, Rinehart & Winston Mathematics, Algebra 1, California Edition--2008 Prentice Hall—California Focus on Life Science--2008

					History/Social Science ELD	Holt, Rinehart & Winston—California Social Studies, World History— Medieval to Early Modern Times—2006 Cengage Learning —Composition Practice—2005 Cengage Learning —More Grammar Practice—2001
				SEI	English Language Arts Mathematics Science History/Social Science ELD	Scholastic READ 180 and/or Holt, Rinehart & Winston Mathematics, Pre-Algebra, California Edition—2008 Or Holt, Rinehart & Winston Mathematics, Algebra 1, California Edition--2008 Prentice Hall—California Focus on Life Science--2008 Holt, Rinehart & Winston—California Social Studies, World History— Medieval to Early Modern Times—2006 Cengage Learning —Composition Practice—2005 Cengage Learning —More Grammar Practice —2001
				ELD 1-2	English Language Arts Mathematics Science History/Social Science	Hampton Brown/National Geographic INSIDE Level A and/or B--2009 Holt, Rinehart & Winston Mathematics, Pre-Algebra, California Edition—2008 Or Holt, Rinehart & Winston Mathematics, Algebra 1, California Edition--2008 Prentice Hall—California Focus on Life Science Holt, Rinehart & Winston—CA Studies, World History--Medieval to Early Modern Times—2006
				ELD 3-4	English Language Arts Mathematics Science History/Social Science	Hampton Brown/National Geographic INSIDE Level B and/or C--2009 Holt, Rinehart & Winston Mathematics, Pre-Algebra, California Edition—2008 Or Holt, Rinehart & Winston Mathematics, Algebra 1, California Edition--2008 Prentice Hall—California Focus on Life Science Holt, Rinehart & Winston—CA Studies, World History--Medieval to Early Modern Times—2006
				SDC	English Language Arts Mathematics Science	READ 180 Holt, Rinehart & Winston Mathematics, Pre-Algebra, California Edition—2008 Or Holt, Rinehart & Winston Mathematics, Algebra 1, California Edition--2008 Prentice Hall—California Focus on Life Science

					History/Social Science	Holt, Rinehart & Winston—California Social Studies, World History--Medieval to Early Modern Times—2006 Cengage Learning —Composition Practice—2005 Cengage Learning —More Grammar Practice --200 Prentice Hall--Realidades -- 2008
				Elective	Spanish	
Eighth Grade				English Mainstream	English Language Arts Mathematics	Holt, Rinehart & Winston Literature and Language Arts Course 2 Holt, Rinehart Winston Mathematics, Algebra 1, CA 2008 Edition or McDougal Littell Pre-Algebra—2001 or Holt California Geometry--2008 Prentice Hall—California Focus on Physical Science--2008 Holt, Rinehart & Winston—California Social Studies, United States History Independence to 1914—----2006 Cengage Learning —Composition Practice—2005 Cengage Learning —More Grammar Practice --2001
				SEI	English Language Arts	Scholastic—READ 180 Mathematics McDougal Littell Pre-Algebra—2001 or Holt, Rinehart & Winston Mathematics, Algebra 1 or Holt California Geometry--2008 Prentice Hall—California Focus on Physical Science--2008 Holt, Rinehart & Winston—California Social Studies, United States History Independence to 1914—----2006 Cengage Learning —Composition Practice--2005 Cengage Learning —More Grammar Practice --2001
				ELD 1-2	English Language Arts Mathematics	Hampton Brown/National Geographic INSIDE Level A and/or B--2009 Holt, Rinehart Winston Mathematics, Algebra 1, California Edition2008 or McDougal Littell Pre-Algebra—2001 Prentice Hall—California Focus on Physical Science--2008 Holt, Rinehart & Winston—California Social Studies, United States History Independence to 1914-----2006
				ELD 3-4	English Language Arts Mathematics	Hampton Brown/National Geographic INSIDE Level B and/or C--2009 Holt, Rinehart Winston Mathematics, Algebra 1, California Edition2008 or McDougal Littell Pre-Algebra—2001 Prentice Hall—California Focus on Physical Science--2008 Holt, Rinehart & Winston—California Social Studies, United States History Independence to 1914-----2006
Eighth Grade				SDC	English Language Arts Mathematics	Prentice Hall—California Focus on Physical Science--2008 Holt, Rinehart & Winston—California Social Studies, United States History Independence to 1914-----2006 READ 180 McDougal Littell Pre-Algebra--2001

						Science History/Social Science ELD Spanish	Prentice Hall—California Focus on Physical Science--2008 Holt, Rinehart & Winston—California Social Studies, United States History Independence to 1914-----2006 Cengage Learning --Composition Practice—2005 Cengage Learning —More Grammar Practice --2001 Prentice Hall--Realidades -- 2008
					Other		

Revised June 2014

**SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA**

TO: Governing Board

BOARD MEETING DATE: July 9, 2015

**FROM: Julio Fonseca, Ed.D.
Superintendent**

SCHOOL/DEPARTMENT: Educational Services

AGENDA ITEM: LOCAL EDUCATION AGENCY (LEA) DISTRICT PLAN

BACKGROUND INFORMATION:

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for Elementary and Secondary Education Act. ESEA

LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain programmatic requirements, including:

- Student academic services designed to increase student achievement and performance
- Coordination of services
- Needs assessments
- Professional development
- Consultations
- School choice
- Supplemental services
- And others as required.

In addition, the LEA Plan summarizes assessment data, school goals and activities from the Single School Plan for Student Achievement (SPSA) developed by the San Ysidro School District schools.

RECOMMENDATION:

Approve/Ratify the Local Education Agency District Plan for the 2015-2016 school year.

Renewal Contract/Item **New Contract/Item**

Financial Implications?

Yes No

Are funds for this item included in the 2015-2016 Budget?

Yes No

Requisition # from PeopleSoft:

\$
(Amount)

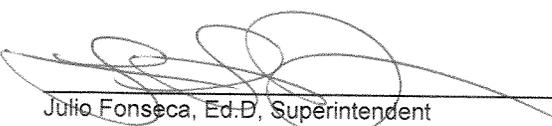
(Name of funding source and/or location)

(Funding account number)

Recommended for: Approval Denial

Certification Requested Yes No

Superintendent's Office Certification:


Julio Fonseca, Ed.D., Superintendent

Elementary and Secondary Education Act

**SUGGESTED LOCAL EDUCATIONAL AGENCY
PLAN TEMPLATE**

for

LOCAL EDUCATIONAL AGENCIES

in

CORRECTIVE ACTION

San Ysidro School District June 2015

Note: This Local Educational Agency (LEA) plan template is suggested, but not required, for use in revising an LEA Plan for LEAs in Corrective Action. Please refer to the separate technical assistance document for suggestions on developing an effective LEA Plan.

**Elementary and Secondary Education Act
Corrective Action
SUGGESTED LEA PLAN TEMPLATE**

Please submit the suggested plan template by uploading the completed plan to www.cais.ca.gov. Please include the district profile, needs assessment summary/analysis, description of local measures of student performance, additional mandatory Title I descriptions, and budget summary for federal and state categorical programs.

Corrective Action 6 Plan Information:

Name of Local Educational Agency (LEA): San Ysidro Elementary School District

County/District Code: 37 68379 0000000

Dates of Plan Duration (a three- to five-year plan): 2015-2018

Date of Local Governing Board Approval:

District Contact Information:

District Superintendent: Dr. Julio Fonseca

Address: 4350 Otay Mesa Road,

City: San Ysidro

Zip code: 92173

Phone: (619) 428-4476

Fax:

Certification: (Retain original signatures on file in the district office.)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected programs, and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.

Dr. Julio Fonseca

Printed or typed name of Superintendent

Date

Signature of Superintendent

Antonio Martinez

Printed or typed name of Board President

Date

Signature of Board President

District Profile

In the space below, provide a brief narrative description of your district. Include your district's vision/mission statement and information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

San Ysidro Elementary School District (SYESD) is located 15 miles south of San Diego and lies adjacent to the United States-Mexico International Border. We serve a diverse student population in an inviting multicultural environment. The San Ysidro School District is a Preschool through grade 8 district which includes a childcare center. Our District consists of seven elementary schools (two of which serve up to 8th grade), one middle school, a preschool housed at five of the school sites and a preschool/childcare development center.

The San Ysidro School District Mission Statement is: "To provide an educational environment in which all students succeed." Currently 2011-2012 school year, San Ysidro School District serves approximately 5,261 students in grades kindergarten through eighth, 225 preschoolers (ages 3 and 4) and 68 children in the childcare program. The student ethnicity is predominantly Hispanic (90%), while the Asian (5%), African American (2%), White (2%) and Other (1%) population compose a minority of the student population. Approximately 78% of our students are considered socioeconomically disadvantaged and 64% district wide are designated as English Language learners, however; several schools Beyer School (87%), Smythe (77%), Sunset (79%), and Willow (79%) and are close to 75% English Language Learners.

San Ysidro School District has had fifteen superintendents in a ten year span. Two recent steps have served to stabilize the district: (1) In June, 2015, the board of education appointed a permanent superintendent, and (2) the board also selected a state-approved DAIT (District Assistance and Intervention Team) to support the district's compliance and program improvement efforts.

Summary Analysis of the Needs Assessment

In the space below, provide a summary analysis of the needs assessment conducted to inform the development of the Corrective Action 6 Improvement Plan. Describe sources of data reviewed, stakeholders involved, review process and major findings. The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. LEAs required to work with a TA provider must incorporate recommendations made by the TA provider.

Several meetings occurred during the Fall of 2014 with a variety of stakeholders. One mid-year update occurred in February 2015. A powerpoint presentation was delivered to update the SYSD community as to the LCAP and LEA plan implementation and preliminary outcomes. Stakeholder engagement was energized beginning in April, 2015, under the direction of Mr. Velasquez, Interim Superintendent. First, the district secured the support of Principal's Exchange, a California state-approved DAIT provider, to help facilitate a thorough and legal LCAP/LEA process. An LCAP/LEA Plan Committee was formed, comprised of certificated and classified employees, association representatives, administrators, and parent committee representatives. Multiple input sessions were held with this team as well as with the Board of Trustees, individually and at public meetings. A survey was administered throughout the district with 105 responses. In addition, focus groups were held at each school site, involving another 50 teachers and administrators. A public hearing was held on June 3rd to solicit general community input. Student input through a meeting of middle school student representatives occurred June 4th.

The result of the engagement process, particularly as energized beginning in April 2015, served to not only bring the process into compliance, but more importantly, became a catalyst to helping the district stabilize after a period of extreme change. The process helped create shared understanding about the 8 state priority areas and the structure of LCFF funding, federal funding sources, and the direct connection between the data-driven needs assessment, goal setting, defining measurable outcomes, identifying targeted action steps and the appropriate use of various funding sources to support the LCAP and LEA plan. The entire district (bargaining unit leadership and members, parent groups, board of trustees) coalesced behind the LCAP/LEA plan update, noting that their input was received and incorporated by the LCAP/LEA Committee into the final plan.

The process caused self-reflection on the previous plan, noted strengths and also areas that needed improvement or reconsideration. Therefore, the LCAP/LEA Update is more than simply a roll-over of the original plan. Rather, it is a thoughtful refinement of the previous plan resulting in a much more data-driven, strategic initiative that enjoys broad-based support.

Longitudinal data were gathered from several sources including: state standardized test (STAR), English Language Development exam (CELDT), attendance and disciplinary

reports, district benchmarks, online surveys, focus groups, classroom observations and individual interviews. The following are the primary findings:

The major conclusion of the needs assessment is that the SYSD has moved toward improved student outcomes in spite of some extremely challenging organizational challenges and instability. However, it is crystal clear that, above all, the district is in extreme need of attention to two overarching priorities:

1. A “quieting” of an overly complex school system. The district has taken on more initiatives than it has the capacity to implement with fidelity or evaluate effectively. As a result, the district needs to rethink many of the programs previously launched and carefully select only those few that have the greatest impact on the students that data determined are the most in need of support (English Learners, Students with Disabilities, Students in Poverty, Newcomers, Middle Schoolers). The technical design of each selected program must be clearly delineated, with enumerated metrics and progress monitoring indicators. In sum, the district needs to build a data-driven system that defines expected achievement outcomes and allows for frequent progress monitoring to identify which students, subgroups, programs, grades, or schools require additional support to reach those goals. Based on those data sets, a few strategic initiatives should be selected and must be fully supported, with all key staff given the opportunity to receive deep professional development and implementation coaching. The priority should be away from the purchase of software and other supplemental programs toward the definition and adoption of core curriculum and investment in the professional development of the key agents of implementation (teachers, assistants, administrators).
2. The district must prioritize the development of able and stable leadership. The many turnovers of district office administration and the related fallout left the district in a weakened position, jeopardizing the ability of staff to support accelerated improvements in student outcomes. A great needs to hire a permanent superintendent and to prioritize full staffing of the district office with an able administrative team. The district would benefit from engaging in a comprehensive strategic planning process so that a formal vision and mission, goals and objectives, and key strategies are defined. With this guidance, the various required district plans can all be developed in an aligned manner to promote the same desired outcomes. Finally, the district has not historically invested in the professional development of site administrators, and this should become a priority.

In addition, several programmatic needs emerged, including the following:

- Middle schoolers need enhanced project-based programs and subject-matter specialists
- The district needs to reduce class size
- The need to engage in a study of school configurations (currently schools are K-3, 4-8, K-8, 7-8)
- The need to engage in a deep study of Special Education programs, practices and services
- The need to engage in an inclusive process to develop an Master Plan for English Learners

- The need to review and implement the district Technology Plan
- The need to continue to attend to school climate and student engagement
- The need to encourage and support parent involvement

Local Measures of Student Performance

If local student academic assessments are used in addition to the state level assessments, provide a description of how these local assessments are used to:

- a. determine the success of students in meeting the state academic standards, and provide information to teachers, parents, and students on progress being made toward meeting these standards
- b. assist in diagnosis, teaching, and learning in the classroom to enable low-achieving students to meet state academic standards and do well in the standards-based/ standards-aligned curriculum
- c. determine what revisions are needed to academic programs so that low-achieving students meet the state academic standards
- d. identify students who may be at risk for reading failure or who are having difficulty reading

In addition to state assessments, the district has begun the development of a local formative assessment system. Over half of the teachers (125) and all site administrators (10) participated in the development of Common Core Matrices that define priority achievement targets in English Language Arts and mathematics, for grades K-8. Each matrix defines 5 targets for each of 5 units of instruction. The sixth unit culminates with the SBAC exam for testing grades (3-8). Grade-level teacher teams are in the process of created common formative assessments that will be administered five times per year. Students will take these assessments after each 5 week instructional unit.

For the primary grades, common assessments for reading measure key reading skills, including sight word and extended text fluency as well as comprehension and writing proficiency. Upper grade assessments measure mastery of Common Core targets in the style of the SBAC exam, including single and multiple response items and constructed response writing. There are 5 items per target and one constructed response item for each of the five assessments. For math, the Common Core standards are assessment in the primary grades, emphasizing number sense and prerequisite skills to more advanced math. For upper grades, the assessments mirror the style and rigor of the SBAC exam, with 5 items per standard. The technical design of the assessments enables the pinpointing of specific achievement targets that require additional attention for specific students.

Following each assessment round, teacher teams will be released for 90 minutes to engage in a data reflection session, following a structured protocol. Facilitated by site administrators who will receive intensive training and coaching, teachers will review the

data. Teachers will be provided with data reports for their classes and for all classes in the grade. They will create Quadrant Posters that place student names into four performance bands. Teachers will highlight student names on the posters according to their subgroup: pink for English Learners, yellow for Students with Disabilities, and other colors for any other subgroup of interest. (Note: The district has a very high poverty rate that correlates with the EL subgroup, so they will not be highlighted separately). From the data reports and Quadrant Posters, teacher teams will respond to several key questions, including:

- Which targets did students master? Which lessons/strategies were most helpful?
- Which targets did students not master? What do you think was missing?
- Which students did master the targets? What worked best for them?
- Which students did not master targets? What would we need to do differently to help those students be successful.
 - What IN CLASS supports can be added to CORE instruction (strategies, grouping)
 - What IN CLASS supports can be added during the day, OUTSIDE the core (English Language Development, Academic Language Development, Intervention)
 - What EXTENDED DAY supports can be added (after school, intersession, summer)
 - What support can the SCHOOL offer (Teacher on Special Assignment, Instructional Assistant)

To promote a SYSTEMWIDE response to the data, a “meta-reflection” will occur after each assessment round, where site administrators and leadership teams will review data, facilitated by a district administrator and/or DAIT coach. The purpose of these sessions is to highlight patterns at the school and across the district, and to determine what additional resources would support accelerated achievement for the students whose common assessment results demonstrate a need for something more or different.

Finally, a “mega-reflection” will occur after each assessment round, where the Executive Team (cabinet and superintendent), facilitated by the DAIT coach, review the common assessment data from each school, grade level, subject, and subgroup to determine what additional support would accelerate achievement for struggling students.

The formative use of the common assessment data will provide the district with a system for closely monitoring achievement for individuals and groups of students so that timely responses can be directed toward those in need. This system should accelerate achievement in a strategic and equitable manner, providing students with just-in-time support as they need it.

Goals, Strategies and Action Steps

In the space below each goal title:

- 1) Provide a description of the LEA's specific, measurable, goal for the topic. Goal descriptions should specify the desired outcome, numerical goals for a 3 to 5 year time frame and how progress will be measured.
- 2) Describe research-based strategies the LEA will use to achieve the goal. ESEA-required strategies have been pre-populated in the table. The LEA should add additional local strategies, as appropriate.
- 3) Identify actions that will be necessary to implement each strategy. Action steps should identify a specific timeline, persons responsible and funding sources and amounts to carry out the action.

Notes:

- The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. Per Education Code 52059(e)(4), LEAs required to work with a TA provider must incorporate recommendations made by the TA provider, unless exempted by the State Superintendent for Public Instruction and the State Board of Education.
- Detailed guidance and examples of goal, strategy and action step wording may be found in the LEA Plan Guidance Document.

Goals and Strategies

Goal IA: Proficiency in Reading/Language Arts

Every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment English Language Arts as established in 2014-2015.

Goal IB: Proficiency in Mathematics

Every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment Mathematics as established in 2014-2015.

2015-16

District Benchmarks in ELA		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

SBAC in ELA		
District	Baseline	+3%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

District Benchmarks in Mathematics		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

SBAC in Mathematics		
District	Baseline	+3%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

1. Strategy: Instructional Materials
Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.

2. Strategy: Standards-aligned Instruction

Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Ed Services will organize and implement a math pilot of state approved mathematics materials. Based on the outcome of the pilot, a recommendation for adoption will go to the Board. Materials will be purchased prior to the end of the school year to support training in Summer of 2016 for Fall 2016 implementation.	K-8	<input checked="" type="checkbox"/> ALL Students Director of Intervention Superintendent DAIT	Certificated subs to release teachers for math adoption committee meetings 1000-1999: Certificated Personnel Salaries LCFF base \$10,000
During the 2015-16 school year, the district will research supplemental material designed to differentiate instruction for struggling students in the area of mathematics. After a thorough review of the research support for each program, their connection to the Core curriculum, and the approach to differentiation for each targeted student group, the district will make supplemental materials selections to support mathematics and purchase in June 2016 for Fall 2016 implementation.	K-8	All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u> Director of Intervention Superintendent DAIT	Purchase supplemental materials to support mathematics 4000-4999: Books And Supplies Supplemental Concentration \$500,000
Increase the school year by 5 additional instructional days		All Superintendent -----	5 additional instructional days 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$500,000
Class Size Reduction in the lower grades	K-2	<input checked="" type="checkbox"/> All Superintendent -----	Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$800,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
<p>Hire single subjects math and science teachers to provide students with specialized instruction in STEM.</p> <p>Identify and purchase materials to enhance the middle school program STEM needs.</p>	7, 8	<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>Middle School Principal HR Director</p>	<p>Single subject math and science teachers for middle school 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$825,000</p> <p>Science, technology, math 4000-4999: Books And Supplies Supplemental Concentration \$100,000</p> <p>College and Career elective offerings at the middle school 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$500,000</p>
<p>Hire a consultant to study the school reconfiguration for implementation in the 16-17 school year.</p>	TK-8	<p>All Superintendent</p>	<p>Hire consultant to study the reconfiguration of schools for 16-17 school year 5000-5999: Services And Other Operating Expenditures LCFF base \$15,000</p>
<p>District will review Technology Plan to reflect on the needs of the district, such as, enhanced and increased access to technology in their classrooms, sufficient tech support and an infrastructure to support the use of technology as measured by a Board approved Technology Plan.</p>	K-8	<p>All Director of Intervention Superintendent</p>	<p>Laptops for teachers and administrators 4000-4999: Books And Supplies Title I \$75,000</p> <p>Technical Consultants 5000-5999: Services And Other Operating Expenditures Supplemental Concentration \$100,000</p> <p>Technology needs based on SYSD technology plan and audit 4000-4999: Books And Supplies Supplemental</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
			Concentration \$660,000
The district will implement student mentoring and school climate programs (Viva la Girl, Rock Boy).	K-8	<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 Other Subgroups: <input checked="" type="checkbox"/> SWD Director of Intervention	Mentoring and School Climate Programs Viva La Girl 5000-5999: Services And Other Operating Expenditures Supplemental Concentration \$25,000 Rock Boys 5000-5999: Services And Other Operating Expenditures Supplemental Concentration \$25,000
Students will be provided extended year educational experience to include PE, Academic enrichment and Performing Arts	K-8	<u>All</u> Director of Intervention	Extended year educational experience to include PE, Academic enrichment and Performing Arts 5000-5999: Services And Other Operating Expenditures Title I \$270,500 and Title III \$130,000

2016-17

District Benchmarks in ELA		
District	Baseline	+5%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+7%

SBAC in ELA		
District	Baseline	+5%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities,	Baseline	+7%

Foster Youth)		
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District Benchmarks in Mathematics		
District	Baseline	+5%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+7%

SBAC in Mathematics		
District	Baseline	+5%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+7%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Adopted K-8 mathematics materials will be purchased.	K-8	<u>X</u> ALL	Adopt and purchase CCSS-aligned math text books 4000-4999: Books And Supplies LCFF base \$500,000
Ed. Services will organize and implement a pilot of state approved Language Arts materials for middle school grades based on the November 2015 SBE adoption. Board adoption will not occur until after the elementary pilot occurs.	6-8	Director of Intervention	Certificated subs to release teachers for middle school Language Arts adoption committee meetings 1000-1999: Certificated Personnel Salaries LCFF base \$1,500
During the 2016-17 school year, the district will research supplemental material designed to differentiate instruction for struggling students in the area of English Language Arts for middle school students. After a thorough review of the research support for each program, their connection to the Core curriculum, and the approach to differentiation for each targeted student group, the district will make supplemental materials selections to support mathematics and purchase in June 2017 for Fall 2017 implementation.	6-8	All OR:----- <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>X</u> Other Subgroups: (Specify) SWD Director of Intervention	Purchase supplemental materials in English Language Arts for Middle School 4000-4999: Books And Supplies Supplemental Concentration \$500,000

Increase the school year by 5 additional instructional days	K-8	<u>All</u> OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u> Superintendent	5 additional instructional days 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$500,000
Class Size Reduction in the lower grades	K-2 Superintendent	<u>All</u> OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u> HR Director	Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$800,000
Implement school reconfiguration plan based on previous year recommendations and board decisions.	TK-8	<u>All</u> Superintendent	Implementation technical assistance, if needed 5000-5999: Services And Other Operating Expenditures LCFF base \$15,000
District will review Technology Plan to reflect on the needs of the district, such as, enhanced and increased access to technology in their classrooms, sufficient tech support and an infrastructure to support the use of technology as measured by a Board approved Technology Plan.	K-8	<u>All</u> Director of Intervention	Technology needs based on SYSD technology plan and audit 4000-4999: Books And Supplies Supplemental Concentration \$500,000
The district will evaluate and, if showing positive impact, continue to implement student mentoring and school climate programs (Viva la Girl, Rock).	K-8	<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 Other Subgroups: <input checked="" type="checkbox"/> <u>SWD</u> Director of	Mentoring and School Climate Programs Viva La Girl 5000-5999: Services And Other Operating Expenditures Supplemental Concentration \$25,000

		Intervention	Rock Boys 5000-5999: Services And Other Operating Expenditures Supplemental Concentration \$25,000
Students will be provided extended year educational experience to include PE, Academic enrichment and Performing Arts	K-8	All Director of Intervention	Extended year educational experience to include PE, Academic enrichment and Performing Arts 5000-5999: Services And Other Operating Expenditures Title I \$400,000

2017-18

District Benchmarks in ELA		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+8%

SBAC in ELA		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+8%

District Benchmarks in Mathematics		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+8%

SBAC in Mathematics		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+8%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Ed. Services will organize and implement a pilot of state approved Language Arts materials for elementary grades based on the November 2015 SBE adoption. Board adoption will occur in June 2018, with the purchase to occur July 2018.	K-5	<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) Director of Interventions	Certificated subs to release teachers for elementary Language Arts adoption committee meetings 1000-1999: Certificated Personnel Salaries LCFF base \$3,500
During the 2017-18 school year, the district will research supplemental material designed to differentiate instruction for struggling students in the area of English Language Arts and to support Spanish Language Arts (K-5) as need to support specific programs. After a thorough review of the research support for each program, their connection to the Core curriculum, and the approach to differentiation for each targeted student group, the district will make supplemental materials selections to support mathematics and purchase in June 2017 for Fall 2017 implementation.	K-5	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SWD Director of Interventions	Purchase supplemental materials in English Language Arts and Spanish Language Arts for Elementary School 4000-4999: Books And Supplies Supplemental Concentration \$500,000
Increase the school year by 5 additional instructional days	K-8	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SWD Superintendent	5 additional instructional days 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$500,000
Class Size Reduction in the lower grades	K-2 S	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SWD	Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$800,000
District will implement the Tech Plan while evaluating the success of implementation and impact on students.	K-8	<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) SWD	Technology needs based on SYSD technology plan and audit 4000-4999: Books And

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
		Director of HR	Supplies Supplemental Concentration \$500,000
The district will evaluate and, if showing positive impact, continue to implement student mentoring and school climate programs (Viva la Girl, Rock Boy).	K-8	Director of Intervention	Mentoring and School Climate Programs Viva La Girl 5000-5999: Services And Other Operating Expenditures Supplemental Concentration \$25,000 Rock Boys 5000-5999: Services And Other Operating Expenditures Supplemental Concentration \$25,000
Students will be provided extended year educational experience to include PE, Academic enrichment and Performing Arts	K-8 Director of Intervention	All	Extended year educational experience to include PE, Academic enrichment and Performing Arts 5000-5999: Services And Other Operating Expenditures Title I \$400,000

Goal 1C: Proficiency for High Priority Students

Proficiency for High-priority Students Not Meeting Standards and Students with Disabilities

2015-16

District Benchmarks in ELA		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

SBAC in ELA		
District	Baseline	+3%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

District Benchmarks in Mathematics		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

SBAC in Mathematics		
District	Baseline	+3%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

1. Strategy: Strategic and Intensive Interventions
Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.
2. Strategy: Teacher Collaboration
Provide opportunities for collaboration between general education and special education teachers.
3. Strategy: Academic Support
Provide academic support to meet the specific needs of SWDs in the core instructional program.

<u>Actions/Services</u>	<u>Scope of Service</u>	<u>Pupils to be served within identified scope of service/ Person Responsible</u>	<u>Budgeted Expenditures</u>
Hire a consultant to provide LEA Strategic Planning	K-8	X All ----- Superintendent	Consultant to provide Strategic Planning 5000-5999: Services And Other Operating Expenditures Title I \$25,000
Hire a TOSA/Coach to assist in the analysis of data and trends, align the formative and summative assessments to the	K-8	All OR:----- X Low Income pupils	TOSA to monitor data and alignment process. 1000-1999:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
new CCSS		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SWD Human Resources	Certificated Personnel Salaries Supplemental Concentration \$700,000
Hire a person to implement and oversees the response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process.	K-8	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) SWD Director of HR	Person to implement and oversees the Response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process. 1000-1999: Certificated Personnel Salaries Title I \$100,000 Person to evaluate and oversee all matters related to student access to interventions including the use of supplemental funds. 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$75,000
Hire a DAIT to monitor and oversee Program Implementation in accordance with Federal Program Improvement Guidelines	K-8	All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SWD	Timeline and implementation plan for frequent monitoring of LCAP and other required plans, for example, DRS, Meta and Mega meetings. 5000-5999: Services And Other

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
		Superintendent, DAIT	Operating Expenditures Title III \$50,000 and Title II \$50,000

2016-17

District Benchmarks in ELA		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

SBAC in ELA		
District	Baseline	+3%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

District Benchmarks in Mathematics		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

SBAC in Mathematics		
District	Baseline	+3%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

1. Strategy: Strategic and Intensive Interventions
Provide research-based strategic and intensive interventions in ELA and mathematics to meet the needs of students identified as not meeting grade-level standards.

2. Strategy: Teacher Collaboration

Provide opportunities for collaboration between general education and special education teachers.

3. Strategy: Academic Support

Provide academic support to meet the specific needs of SWDs in the core instructional program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
DAIT will monitor and oversee Program Implementation in accordance with Federal Program Improvement Guidelines	K-8	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u> Superintendent DAIT	Timeline and implementation plan for frequent monitoring of LCAP and other required plans, for example, DRS, Meta and Mega meetings. 5000-5999: Services And Other Operating Expenditures Title III \$50,000
Hire a TOSA/Coach to assist in the analysis of data and trends, align the formative and summative assessments to the new CCSS	K-8	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u> Director of Intervention	TOSA to monitor data and alignment process. JOB DESCRIPTION NEEDED 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$700,000
Hire a person to implement and oversees the response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process.	K-8	<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) <u>SWD</u> Director of HR, Director of Intervention	Person to implement and oversees the Response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process. 1000-1999: Certificated Personnel Salaries Title I \$100,000 Person to evaluate and

			<p>oversee all matters related to student access to interventions including the use of supplemental funds. 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$75,000</p> <p>VAPA/Enrichment team 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$700,000</p>
Hire a DAIT to monitor and oversee Program Implementation in accordance with Federal Program Improvement Guidelines	K-8	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u></p> <p>Superintendent, DAIT</p>	<p>Timeline and implementation plan for frequent monitoring of LCAP and other required plans, for example, DRS, Meta and Mega meetings. 5000-5999: Services And Other Operating Expenditures Title I \$50,000</p>

2017-18

District Benchmarks in ELA		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

SBAC in ELA		
District	Baseline	+3%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

District Benchmarks in Mathematics		
District	Baseline	+6%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

SBAC in Mathematics		
District	Baseline	+3%
All Sub-groups (Hispanic/Latino, Socioeconomically Disadvantage, English Learners, Students with Disabilities, Foster Youth)	Baseline	+6%

1. Strategy: Instructional Materials
Ensure that every student in every classroom has standards-based/standards-aligned core instructional materials.

2. Strategy: Standards-aligned Instruction
Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology-based, as appropriate) instructional materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/Responsible Person	Budgeted Expenditures
Ed. Services will organize and implement a pilot of state approved Language Arts materials for elementary grades based on the November 2015 SBE adoption. Board adoption will occur in June 2018, with the purchase to occur July 2018.	K-5	<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) Director of Interventions	Certificated subs to release teachers for elementary Language Arts adoption committee meetings 1000-1999: Certificated Personnel Salaries LCFF base \$3,500
Action/Services: During the 2017-18 school year, the district will research supplemental material designed to differentiate instruction for struggling students in the area of English Language Arts and to support Spanish Language Arts (K-5) as need to support specific programs. After a thorough review of the research support for each program, their connection to the Core curriculum, and the approach to differentiation for each targeted student group, the district will make supplemental materials selections to support mathematics and purchase in June 2017 for Fall 2017 implementation.	K-5	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u> Director of Interventions	Purchase supplemental materials in English Language Arts and Spanish Language Arts for Elementary School 4000-4999: Books And Supplies Supplemental Concentration \$500,000
Increase the school year by 5 additional instructional days		<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)	5 additional instructional days 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$500,000

		SWD Superintendent	
Class Size Reduction in the lower grades	K-2	All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SWD Superintendent	Class Size Reduction 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$800,000

Proficiency for English Learners (see Section 2 a-g)

- LEAs without a Title III Improvement Plan in CAIS should complete goals 2a–g as part of this LEA Plan revision.

Goal ID: Effective Teaching and Administration (Leadership)

2015-16 Metric
100% of teachers will be highly qualified
100% of administrators will be district certified in Common Core-compatible school systems.

1. Strategy: PD for Teachers
Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).
2. Strategy: Professional Collaboration Time
Provide regular opportunities for data-based collaboration for all teachers.
3. Strategy: PD for Administrators
Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.
4. Strategy: Preparing for Transition to CCSS

Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/Person Responsible	Budgeted Expenditures
Provide teacher teams and site administrators, with a guided opportunity to design a simple, technically-sound Common Core-aligned system for Curriculum, Assessment and Instruction.	K-8	All Director of Intervention	Teacher pay for i 1000-1999: Certificated Personnel Salaries Title I \$360,000 Consultant to provide teacher PD 5000-5999: Services And Other Operating Expenditures Title II \$100,000 Purchase materials and supplies for PD 4000-4999: Books And Supplies Title I \$20,000 DAIT to provide PD follow up 5000-5999: Services And Other Operating Expenditures Title III \$50,000
Add 2 professional development days during the school year to promote teacher capacity to implement New Standards.	K-8	All Human Resources	2 professional development days 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$200,000
DAIT to provide Admin Power Clinics Service: professional development for	K-8	All OR:-----	DAIT to provide Admin Power

administrators		<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) SWD Superintendent DAIT	Clinics 5000-5999: Services And Other Operating Expenditures Title I \$2,365
All grade-level teams will be released after each assessment round to reflect on the data, with facilitation	K-8	All Director of Intervention	

2016-17 Metric
100% of teachers will be highly qualified
100% of administrators will be district certified in Common Core-compatible school systems.

1. Strategy: PD for Teachers
Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).
2. Strategy: Professional Collaboration Time
Provide regular opportunities for data-based collaboration for all teachers.
3. Strategy: PD for Administrators
Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.
4. Strategy: Preparing for Transition to CCSS
Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/Person Responsible	Budgeted Expenditures
Provide teacher teams and site administrators, with a guided opportunity to refine a simple, technically-sound Common Core-aligned	K-8	All	Teacher pay for summer

<p>system for Curriculum, Assessment and Instruction, and to receive professional development on effective instructional practices.</p>		<p>Director of Intervention</p>	<p>1000-1999: Certificated Personnel Salaries Title II \$150,000</p> <hr/> <p>Consultant to provide teacher PD 5000-5999: Services And Other Operating Expenditures Title II \$100,000</p> <hr/> <p>Purchase materials and supplies for PD 4000-4999: Books And Supplies Title II \$20,000</p> <hr/> <p>DAIT to provide PD follow up 5000-5999: Services And Other Operating Expenditures Title I \$50,000</p>
<p>Add 2 professional development days during the school year to promote teacher capacity to implement New Standards.</p>	<p>K-8</p>	<p>All Superintendent</p>	<p>2 professional development days 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$200,000</p>
<p>DAIT to provide Admin Power Clinics Service: professional development for administrators</p>	<p>K-8</p>	<p>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) SWD</p> <p>Director of</p>	<p>DAIT to provide Admin Power Clinics 5000-5999: Services And Other Operating Expenditures Title I \$25,000</p>

		Intervention DAIT	
All grade-level teams will be released after each assessment round to reflect on the data, with facilitation	K-8 Director of Intervention	All Director of Intervention Human Resources	

2017-18 Metric
100% of teachers will be highly qualified
100% of administrators will be district certified in Common Core-compatible school systems.

1. Strategy: PD for Teachers
Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction).
2. Strategy: Professional Collaboration Time
Provide regular opportunities for data-based collaboration for all teachers.
3. Strategy: PD for Administrators
Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.
4. Strategy: Preparing for Transition to CCSS
Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/Person Responsible	Budgeted Expenditures
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<p>Provide teacher teams and site administrators, with a guided opportunity to design a simple, technically-sound Common Core-aligned system for Curriculum, Assessment and Instruction.</p>	<p>K-8</p>	<p>All Director of Intervention</p>	<p>Teacher pay for summer 1000-1999: Certificated Personnel Salaries Title II \$150,000</p> <hr/> <p>Consultant to provide teacher PD 5000-5999: Services And Other Operating Expenditures Title II \$100,000</p> <hr/> <p>Purchase materials and supplies for PD 4000-4999: Books And Supplies Title II \$20,000</p> <hr/> <p>DAIT to provide PD follow up 5000-5999: Services And Other Operating Expenditures Title I \$50,000</p>
<p>Add 2 professional development days during the school year to promote teacher capacity to implement New Standards.</p>	<p>K-8</p>	<p>All Superintendent</p>	<p>2 professional development days 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$200,000</p>
<p>DAIT to provide Admin Power Clinics Service: professional development for administrators.</p>	<p>K-8</p>	<p>All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other</p>	<p>DAIT to provide Admin Power Clinics 5000-5999: Services And Other Operating Expenditures Title I \$25,000</p>

		Subgroups: (Specify) SWD	
		Director of Intervention	
All grade-level teams will be released after each assessment round to reflect on the data, with facilitation	K-8	All	
		Director of Intervention	

Goal IE: Implementation and Monitoring

2015-16 Metric
All district core programs will be implemented with fidelity.

1. Strategy: Parent and Community Involvement
Involve and engage staff, parents, and community groups in academic improvement strategies.
2. Strategy: Articulation Among Educational Levels
Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.
3. Strategy: Program Monitoring
Monitor program effectiveness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/Person Responsible	Budgeted Expenditures
Under the district's guidance, each school will design and implement a Tiered Plan to increase parent involvement and participation.	K-8	<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) SWD Director of Intervention	Parent Involvement 5000-5999: Services And Other Operating Expenditures Title I \$75,000
Hire a Family Facilitator at each site to promote parent involvement.	K-8	<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) SWD	Family Facilitators at each site 2000-2999: Classified Personnel Salaries Supplemental Concentration \$350,000

		Director of Intervention	
Hire 1 Behavior Specialist and 3 Counselors	TK-8	<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) <u>SWD</u> Human Resources	Behavior Specialist 1 FTE 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$118,597 Counselors 3 FTE 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$192,144
Hire Social Workers for sites to connect school to home.	TK-8	<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) <u>SWD</u> Human Resources	Hire Social Workers for sites 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$700,000

2016-17 Metric
All district core programs will be implemented with fidelity.

1. Strategy: Parent and Community Involvement
Involve and engage staff, parents, and community groups in academic improvement strategies.

2. Strategy: Articulation Among Educational Levels
Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.

3. Strategy: Program Monitoring
Monitor program effectiveness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Under the district's guidance, each school will evaluate the design and implementation of their Tiered Plan to increase parent involvement and participation, and revise as needed.	K-8	<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) <u>SWD</u> Director of Intervention	Parent Involvement 5000-5999: Services And Other Operating Expenditures Title I \$75,000
1 Family Facilitator at each site to promote parent involvement.	K-8	<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) <u>SWD</u> Human Resources	Family Facilitators at each site 2000-2999: Classified Personnel Salaries Supplemental Concentration \$350,000
1 Behavior Specialist and 3 Counselors	TK-8	<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) <u>SWD</u> Human Resources	Behavior Specialist 1 FTE 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$118,597 Counselors 3 FTE 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$192,144
Hire Social Workers for sites to connect school to home.	TK-8	<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) <u>SWD</u>	Hire Social Workers for sites 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$700,000

2017-18 Metric

All district core programs will be implemented with fidelity.

1. Strategy: Parent and Community Involvement
Involve and engage staff, parents, and community groups in academic improvement strategies.
2. Strategy: Articulation Among Educational Levels
Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.
3. Strategy: Program Monitoring
Monitor program effectiveness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/Person Responsible	Budgeted Expenditures
Under the district's guidance, each school will evaluate the design and implementation of their Tiered Plan to increase parent involvement and participation, and revise as needed.	K-8	<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) <u>SWD</u> Director of Intervention	Parent Involvement 5000-5999: Services And Other Operating Expenditures Title I \$75,000
1 Family Facilitator at each site to promote parent involvement.	K-8	<u>All</u> Human Resources	Family Facilitators at each site 2000-2999: Classified Personnel Salaries Supplemental Concentration \$350,000
1 Behavior Specialist and 3 Counselors	TK-8	<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) <u>SWD</u> Human Resources	Behavior Specialist 1 FTE 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$118,597

			Counselors 3 FTE 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$192,144
Hire Social Workers for sites to connect school to home.	TK-8	<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) <u>SWD</u> Human Resources	Hire Social Workers for sites 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$700,000

Goal IF: Support for Schools in Corrective Action

2015-16 Metric
The district will be 100% in compliance with all state and federal guidelines related to programs for students and funding.
The district and all schools will make adequate yearly progress on an annual basis.

1. Strategy: Support for schools in PI Year 3
Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.
2. Strategy: Support for schools in PI Year 4
Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.
3. Strategy: Support for schools in PI Year 5
Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/Person Responsible	Budgeted Expenditures
Hire a consultant to provide LEA Strategic Planning	K-8	<input checked="" type="checkbox"/> All Superintendent	Consultant to provide Strategic Planning

			5000-5999: Services And Other Operating Expenditures Title I SEE PAGE 18
Hire a TOSA/Coach to assist in the analysis of data and trends, align the formative and summative assessments to the new CCSS	K-8	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SWD Human Resources	TOSA to monitor data and alignment process. 1000-1999: Certificated Personnel Salaries Supplemental Concentration SEE PAGES 18-19
Hire a person to implement and oversees the response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process.	K-8	<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) SWD Human Resources	Person to implement and oversees the Response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process. 1000-1999: Certificated Personnel Salaries Title I SEE PAGE 19 Person to evaluate and oversee all matters related to student access to interventions including the use of supplemental funds. 1000-1999: Certificated Personnel Salaries Supplemental Concentration SEE PAGE 19 VAPA/Enrichment team 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$700,000

<p>Hire a DAIT to monitor and oversee Program Implementation in accordance with Federal Program Improvement Guidelines, with a focus on advanced PI schools: Year 5 school: La Mirada Elementary</p> <p>All other schools will be closely monitored to ensure that they meet adequate yearly progress goals.</p>	<p>K-8</p>	<p>All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u></p> <p>DAIT Superintendent Principal</p>	<p>Timeline and implementation plan for frequent monitoring of LCAP and other required plans, for example, DRS, Meta and Mega meetings. 5000-5999: Services And Other Operating Expenditures Title III \$50,000 and Title II \$50,000</p>
<p>La Mirada Elementary School (PI Yr 5) will implement a fundamental curriculum restructure called Response to Intervention for Systems, facilitated by the DAIT.</p>	<p>La Mirada School.K-8</p>	<p>DAIT Director of Intervention Principal</p>	

2016-17 Metric
The district will be 100% in compliance with all state and federal guidelines related to programs for students and funding.
The district and all schools will make adequate yearly progress on an annual basis.

1. Strategy: Support for schools in PI Year 3
Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.
2. Strategy: Support for schools in PI Year 4
Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.
3. Strategy: Support for schools in PI Year 5
Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/Person Responsible	Budgeted Expenditures
<p>DAIT will monitor and oversee Program Implementation in accordance with Federal Program Improvement Guidelines with a focus on advanced PI schools: Year 5 school: La Mirada Elementary</p> <p>All other schools will be closely monitored to ensure that they meet adequate yearly progress goals.</p>	K-8	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u></p> <p>DAIT Superintendent</p>	<p>Timeline and implementation plan for frequent monitoring of LCAP and other required plans, for example, DRS, Meta and Mega meetings. 5000-5999: Services And Other Operating Expenditures Title III \$50,000</p>
<p>Hire a TOSA/Coach to assist in the analysis of data and trends, align the formative and summative assessments to the new CCSS</p>	K-8	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u></p> <p>Human Resources</p>	<p>TOSA to monitor data and alignment process. JOB DESCRIPTION NEEDED 1000-1999: Certificated Personnel Salaries Supplemental Concentration SEE PAGES 18-19</p>
<p>Hire a person to implement and oversees the response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process.</p>	K-8	<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) <u>SWD</u></p> <p>Human Resources</p>	<p>Person to implement and oversees the Response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process. 1000-1999: Certificated Personnel Salaries Title I SEE PAGE 19</p> <p>Person to evaluate and oversee all matters related to student access to interventions including the use of supplemental funds. 1000-1999: Certificated Personnel Salaries Supplemental</p>

			Concentration SEE PAGE 19
			VAPA/Enrichment team 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$700,000
Hire a DAIT to monitor and oversee Program Implementation in accordance with Federal Program Improvement Guidelines	K-8	All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u> <u>Human Resources</u>	Timeline and implementation plan for frequent monitoring of LCAP and other required plans, for example, DRS, Meta and Mega meetings. 5000-5999: Services And Other Operating Expenditures Title I \$50,000
La Mirada Elementary School (PI Yr 5) will implement a fundamental curriculum restructure called Response to Intervention for Systems, facilitated by the DAIT.	La Mirada School, K-8	<u>DAIT</u> <u>Superintendent</u> <u>Director of Intervention</u>	

2017-18 Metric
The district will be 100% in compliance with all state and federal guidelines related to programs for students and funding.
The district and all schools will make adequate yearly progress on an annual basis.

1. Strategy: Support for schools in PI Year 3
Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.
2. Strategy: Support for schools in PI Year 4
Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.
3. Strategy: Support for schools in PI Year 5
Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/Person Responsible	Budgeted Expenditures
<p>DAIT will monitor and oversee Program Implementation in accordance with Federal Program Improvement Guidelines with a focus on advanced PI schools: Year 5 school: La Mirada Elementary</p> <p>All other schools will be closely monitored to ensure that they meet adequate yearly progress goals.</p>	K-8	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) SWD</p> <hr/> <p>DAIT Superintendent Director of Intervention</p>	<p>Timeline and implementation plan for frequent monitoring of LCAP and other required plans, for example, DRS, Meta and Mega meetings. 5000-5999: Services And Other Operating Expenditures Title III \$50,000</p>
<p>Hire a TOSA/Coach to assist in the analysis of data and trends, align the formative and summative assessments to the new CCSS</p>	K-8	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) SWD</p> <p>Human Resources</p>	<p>TOSA to monitor data and alignment process. 1000-1999: Certificated Personnel Salaries Supplemental Concentration SEE PAGES 18-19</p>
<p>Hire a person to implement and oversees the response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process.</p>	K-8	<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) SWD</p> <p>Human Resources</p>	<p>Person to implement and oversees the Response to Intervention program development and administration with a consistent format across all schools tied in with the Student Support Team (SST) process. 1000-1999: Certificated Personnel Salaries Title I SEE PAGE 19</p> <p>Person to evaluate and oversee all matters related to student access to interventions including the use of supplemental funds. 1000-1999: Certificated</p>

			Personnel Salaries Supplemental Concentration SEE PAGE 19
			VAPA/Enrichment team 1000-1999: Certificated Personnel Salaries Supplemental Concentration \$700,000
Hire a DAIT to monitor and oversee Program Implementation in accordance with Federal Program Improvement Guidelines	K-8	<input type="checkbox"/> All OR:----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) SWD	Timeline and implementation plan for frequent monitoring of LCAP and other required plans, for example, DRS, Meta and Mega meetings. 5000-5999: Services And Other Operating Expenditures Title I \$50,000
La Mirada Elementary School (PI Yr 5) will implement a fundamental curriculum restructure called Response to Intervention for Systems, facilitated by the DAIT.		Human Resources Director of Intervention	

Goal 2A: AMAO 1 – Annual Progress in Learning English

Goal 2B: AMAO 2 – English Proficiency

Goal 2C: AMAO 3 – AYP for EL Subgroup

2015-16

Metric	Score	Expected Increase
Title III Report: AMAO 1 (Annual Growth)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Reclassification Rate	Baseline	+3%
Metric	Score	Expected Increase
Title III Report: AMAO 1 (Annual Growth)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Reclassification Rate	Baseline	+3%

1. Strategy: Accountability
Hold schools accountable for ELs making annual progress in learning English (AMAO 1 and 2).
2. Strategy: English Learner Assessment
Administer the State's EL assessment.
3. Strategy: English Learner Language Program Placement
Place students appropriately based on the results of the State's EL assessment.
4. Strategy: English Learner Language Instruction
Deliver high quality English language instruction based on scientifically based research.
5. Strategy: English Learner Progress Monitoring
Monitor student progress regularly and adjust instructional program accordingly.
6. Strategy: English Learner Reclassification
Reclassify ELs using multiple measures.
7. Strategy: English-language Arts Proficiency
Implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials.
8. Strategy: Mathematics Proficiency
Implement standards-based/standards-aligned mathematics instructional materials, including intervention and supplemental materials.
9. Strategy: Participation Rate
Ensure that the EL subgroup meets the State academic assessment participation rate for ELA, and mathematics.

Actions/Services	Scope of Service/Pers on Responsible	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Design and take to board for approval an EL Master plan that includes the following: <ul style="list-style-type: none"> • District Achievement Goals (AMAO 1, 2, 3) • ELD daily • placement • reclassification criteria • procedures 	K-8	<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) Director of Intervention	Committee stipends to write EL master plan and disseminate information 1000-1999: Certificated Personnel Salaries Title III \$10,000

<ul style="list-style-type: none"> • Newcomer program • Dual Language and/or other EL programs monitoring of EL students 			
<p>Ensure that all procedures related to English Learner programs are compliant with Title III regulations, including:</p> <ul style="list-style-type: none"> • Appropriate CELDT testing • Appropriate program placement in existing EL programs • EL progress monitoring in ELA and math through a new system of common formative assessments • Adherence to reclassification processes • Access to core and supplemental materials in language arts and math • Assurance that EL student fully participate in required state testing 	K-8	X English Learners Director of Intervention	

2016-17

Metric	Score	Expected Increase
Title III Report: AMAO 1 (Annual Growth)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Reclassification Rate	Baseline	+3%
Metric	Score	Expected Increase
Title III Report: AMAO 1 (Annual Growth)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Reclassification Rate	Baseline	+3%

1. Strategy: Accountability

Hold schools accountable for ELs making annual progress in learning English (AMAO 1 and 2).

2. Strategy: English Learner Assessment
Administer the State's EL assessment.
3. Strategy: English Learner Language Program Placement
Place students appropriately based on the results of the State's EL assessment.
4. Strategy: English Learner Language Instruction
Deliver high quality English language instruction based on scientifically based research.
5. Strategy: English Learner Progress Monitoring
Monitor student progress regularly and adjust instructional program accordingly.
6. Strategy: English Learner Reclassification
Reclassify ELs using multiple measures.
7. Strategy: English-language Arts Proficiency
Implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials.
8. Strategy: Mathematics Proficiency
Implement standards-based/standards-aligned mathematics instructional materials, including intervention and supplemental materials.
9. Strategy: Participation Rate
Ensure that the EL subgroup meets the State academic assessment participation rate for ELA, and mathematics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Fully implement the district-adopted EL Master plan that includes the following: <ul style="list-style-type: none"> • District Achievement Goals (AMAO 1, 2, 3) • ELD daily • placement • reclassification criteria • procedures • Newcomer program • Dual Language and/or other EL programs 	K-8	<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) Director of Intervention	Committee stipends to write EL master plan and disseminate information 1000-1999: Certificated Personnel Salaries Title III \$10,000

monitoring of EL students			
<p>Ensure that all procedures related to English Learner programs are compliant with Title III regulations, including:</p> <ul style="list-style-type: none"> 10. Appropriate ELD testing 11. Appropriate program placement in existing EL programs 12. EL progress monitoring in ELA and math through a new system of common formative assessments 13. Adherence to reclassification processes 14. Access to core and supplemental materials in language arts and math 15. Assurance that EL student fully participate in required state testing 	K-8	X English Learners	Director of Intervention

2017-18

Metric	Score	Expected Increase
Title III Report: AMAO 1 (Annual Growth)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Reclassification Rate	Baseline	+3%
Metric	Score	Expected Increase
Title III Report: AMAO 1 (Annual Growth)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Title III Report: AMAO 2 (Attaining English Proficiency less than 5 years)	Baseline	+1%
Reclassification Rate	Baseline	+3%

1. Strategy: Accountability
Hold schools accountable for ELs making annual progress in learning English (AMAO 1 and 2).

2. Strategy: English Learner Assessment
Administer the State's EL assessment.
3. Strategy: English Learner Language Program Placement
Place students appropriately based on the results of the State's EL assessment.
4. Strategy: English Learner Language Instruction
Deliver high quality English language instruction based on scientifically based research.
5. Strategy: English Learner Progress Monitoring
Monitor student progress regularly and adjust instructional program accordingly.
6. Strategy: English Learner Reclassification
Reclassify ELs using multiple measures.
7. Strategy: English-language Arts Proficiency
Implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials.
8. Strategy: Mathematics Proficiency
Implement standards-based/standards-aligned mathematics instructional materials, including intervention and supplemental materials.
9. Strategy: Participation Rate
Ensure that the EL subgroup meets the State academic assessment participation rate for ELA, and mathematics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Continue to fully implement the district-adopted EL Master plan that includes the following: <ul style="list-style-type: none"> • District Achievement Goals (AMAO 1, 2, 3) • ELD daily • placement • reclassification criteria • procedures • Newcomer program • Dual Language and/or other EL programs • monitoring of EL students 	K-8	<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) Director of Intervention	Committee stipends to write EL master plan and disseminate information 1000-1999: Certificated Personnel Salaries Title III SEE PAGE 42-43

<p>Ensure that all procedures related to English Learner programs are compliant with Title III regulations, including:</p> <ol style="list-style-type: none"> 10. Appropriate ELD testing 11. Appropriate program placement in existing EL programs 12. EL progress monitoring in ELA and math through a new system of common formative assessments 13. Adherence to reclassification processes 14. Access to core and supplemental materials in language arts and math 15. Assurance that EL student fully participate in required state testing 	K-8	X English Learners	
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Goal 2D: High Quality Professional Development

2015-16

Metric
100% of teachers will participate in district PD
100% of site administrators and support staff will participate in district PD

1. Strategy: PD for Teachers
Provide research-based PD designed to improve the instruction and assessment of ELs.

2. Strategy: PD for Administrators
Provide research-based PD designed to improve the instruction and assessment of ELs.

3. Strategy: PD for Other Personnel
 Provide research-based PD for other school- or community-based personnel to increase EL achievement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Provide all teachers with a two week summer institute on the language implications of the Common Core standards in language arts and math for EL students	K-8	X English Learners	SEE GOAL 1D PAGES 25-27
Provide site administrators with a summer institute on the language implications of the Common Core standards in language arts and math for EL students, and ways to lead an EL supportive instructional plan	K-8	All, including English Learners	SEE GOAL 1D PAGES 25-27
Train teachers and administrators on a system of formative assessment in ELA and math, to include a target matrix for each grade for both subjects organized in 6 units of time during the school year. These assessments will allow for frequent progress monitoring of EL's throughout the school year, to include data collection, reporting, reflection and response	K-8	X English Learners	SEE GOAL 1D PAGES 25-27
Provide teachers and administrators with coaching and facilitation throughout the school year on the data reflection process with a focus on subgroup performance	K-8	X English Learners	SEE GOAL 1D PAGES 25-27

2016-17

Metric
100% of teachers will participate in district PD
100% of site administrators and support staff will participate in district PD

1. Strategy: PD for Teachers
Provide research-based PD designed to improve the instruction and assessment of ELs.
2. Strategy: PD for Administrators
Provide research-based PD designed to improve the instruction and assessment of ELs.
3. Strategy: PD for Other Personnel
Provide research-based PD for other school- or community-based personnel to increase EL achievement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Provide all teachers with a two week summer institute on the language implications of the Common Core standards in language arts and math for EL students	K-8	<input checked="" type="checkbox"/> English Learners	SEE GOAL 1D PAGES 25-27
Provide site administrators with a summer institute on the language implications of the Common Core standards in language arts and math for EL students, and ways to lead an EL supportive instructional plan	K-8	All, including English Learners	SEE GOAL 1D PAGES 25-27
Train teachers and administrators on a system of formative assessment in ELA and math, to include a target matrix for each grade for both subjects organized in 6 units of time during the school year. These assessments will allow for frequent progress monitoring of EL's throughout the school year,	K-8	X English Learners	SEE GOAL 1D PAGES 25-27

to include data collection, reporting, reflection and response			
Provide teachers and administrators with coaching and facilitation throughout the school year on the data reflection process with a focus on subgroup performance	K-8	X English Learners	SEE GOAL 1D PAGES 25-27

2017-18

Metric
100% of teachers will participate in district PD
100% of site administrators and support staff will participate in district PD

1. Strategy: PD for Teachers
Provide research-based PD designed to improve the instruction and assessment of ELs.
2. Strategy: PD for Administrators
Provide research-based PD designed to improve the instruction and assessment of ELs.
3. Strategy: PD for Other Personnel
Provide research-based PD for other school- or community-based personnel to increase EL achievement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
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Provide all teachers with a two week summer institute on the language implications of the Common Core standards in language arts and math for EL students	K-8	<input type="checkbox"/> English Learners	SEE GOAL 1D PAGES 25-27
Provide site administrators with a summer institute on the language implications of the Common Core standards in language arts and math for EL students, and ways to lead an EL supportive instructional plan	K-8	All, including English Learners	SEE GOAL 1D PAGES 25-27
Train teachers and administrators on a system of formative assessment in ELA and math, to include a target matrix for each grade for both subjects organized in 6 units of time during the school year. These assessments will allow for frequent progress monitoring of EL's throughout the school year, to include data collection, reporting, reflection and response	K-8	X English Learners	SEE GOAL 1D PAGES 25-27
Provide teachers and administrators with coaching and facilitation throughout the school year on the data reflection process with a focus on subgroup performance	K-8	X English Learners	SEE GOAL 1D PAGES 25-27

Goal 2E: Parent and Community Participation

Goal 2F: Parental Notification

Goal 2G: Services for Immigrant Students

2015-16 Metric
Parent and community participation at school and district events will increase annually (baseline + 3% annually)
100% of parents of ELs will have access to information about their

students and school programs.

1. Strategy: Parental Participation
Promote parental participation in programs for ELs.
2. Strategy: Community Participation
Promote community participation in programs for ELs.
3. Strategy: Plans to Notify Parents of ELs
Develop and implement an LEA-wide plan to meet parent notification requirements under *20 USC 6312[g]*.
4. Strategy: Plans to Provide Services for Immigrant Students
Provide enhanced educational opportunities for immigrant students and their families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Parents will receive annual notification of the following: <ul style="list-style-type: none"> • identification as EL; • program placement options; • program placement notification; • English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; • academic achievement level; • redesignation information 	K-8	<input checked="" type="checkbox"/> English Learners	MINIMAL COST
Title III Accountability letters (with translations) will continue to be sent to parents as required.	K-8	X English Learners	MINIMAL COST

The district and school websites will be made available so that ongoing information can be posted.	K-8	X English Learners	MINIMAL COST
The district will engage in a study of the Community Schools concept to provide immigrant families with wrap-around support systems.	K-8	X English Learners	

2016-17 Metric
Parent and community participation at school and district events will increase annually (baseline + 3% annually)
100% of parents of ELs will have access to information about their students and school programs.

1. Strategy: Parental Participation
Promote parental participation in programs for ELs.
2. Strategy: Community Participation
Promote community participation in programs for ELs.
3. Strategy: Plans to Notify Parents of ELs
Develop and implement an LEA-wide plan to meet parent notification requirements under *20 USC 6312[g]*.
4. Strategy: Plans to Provide Services for Immigrant Students
Provide enhanced educational opportunities for immigrant students and their families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
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<p>Parents will receive annual notification of the following:</p> <ul style="list-style-type: none"> • identification as EL; • program placement options; • program placement notification; • English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; • academic achievement level; • redesignation information 	K-8	<input checked="" type="checkbox"/> English Learners	MINIMAL COST
Title III Accountability letters (with translations) will continue to be sent to parents as required.	K-8	<input checked="" type="checkbox"/> English Learners	MINIMAL COST
The district and school websites will be made available so that ongoing information can be posted.	K-8	<input checked="" type="checkbox"/> English Learners	MINIMAL COST
The district will initiate it's Community Schools initiative to provide immigrant families with wrap-around support systems.	K-8	<input checked="" type="checkbox"/> English Learners	

2017-18 Metric
Parent and community participation at school and district events will increase annually (baseline + 3% annually)
100% of parents of ELs will have access to information about their students and school programs.

1. Strategy: Parental Participation
Promote parental participation in programs for ELs.

2. Strategy: Community Participation
Promote community participation in programs for ELs.

3. Strategy: Plans to Notify Parents of ELs
Develop and implement an LEA-wide plan to meet parent notification requirements under 20 USC 6312[g].

4. Strategy: Plans to Provide Services for Immigrant Students
Provide enhanced educational opportunities for immigrant students and their families.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service/ Person Responsible	Budgeted Expenditures
Parents will receive annual notification of the following: <ul style="list-style-type: none"> • identification as EL; • program placement options; • program placement notification; • English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; • academic achievement level; • redesignation information 	K-8	<input type="checkbox"/> English Learners	MINIMAL COST
Title III Accountability letters (with translations) will continue to be sent to parents as required.	K-8	<input checked="" type="checkbox"/> English Learners	MINIMAL COST
The district and school websites will be made available so that ongoing information can be posted.	K-8	<input checked="" type="checkbox"/> English Learners	

The district will continue it's Community Schools concept to provide immigrant families with wrap-around support systems.	K-8	X English Learners	
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Goal 3: Highly-Qualified Teachers

1. Strategy: Ensure that all students, specifically poor and minority students, are taught by highly-qualified teachers.

Goal 4: Safe and Drug Free Schools (not federally funded—optional)

Goal 5A: Increase Graduation Rates (not applicable)

Goal 5B: Decrease Dropout Rates (not applicable)

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers (2014-15) as of 6/2015	Estimated Current Year District Entitlements (2015-16)	Current Year Direct Services to Students at School Sites (amount) (2015-16)	Current Year Direct Services to Students at School Sites (percent) (2015-16)
Title I, Part A	\$708,789	\$1,395,736	\$668,172	48%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Teacher and Principal and Recruiting	\$315,133	\$315,133	\$150,000	48%
Title III, Limited English Proficient	\$236,304	\$313,605	\$240,000	77%
Title III, Immigrant Education	\$22,719	\$22,719	\$22,719	100%
Title VI, Part B, Rural Education Achievement				
Adult Education				

Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$1,282,945	\$2,047,193	\$1,080,891	53%

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers (2014-15) as of 6/2015	Estimated Current Year District Entitlements (2015-16)	Current Year Direct Services to Students at School Sites (amount) (2015-16)	Current Year Direct Services to Students at School Sites (percent) (2015-16)
Categorical Flexibility Programs*				
EIA—State Compensatory Education				
EIA—Limited English Proficient	\$99,035	\$0	\$84,738	86%
State Migrant Education				
Child Development Programs				
Educational Equity				
Tobacco Use Prevention Education—(Prop. 99)				
Healthy Start				
LCFF Supplemental/Concentration		\$8,486,332	\$7,070,741	83%
TOTAL	\$99,035	\$8,486,332	\$7,155,479	84%

*Categorical Flexibility Funds include, but are not limited to, the following funds:

- School and Library Improvement Block Grant
- Gifted and Talented Education
- School Safety and Violence Prevention Act
- Tenth Grade Counseling
- Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities. The public agency, non-profit private agency, institutions, organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law of agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency (SEA), the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by Section 9528.

Title I, Part A

The LEA hereby assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.
21. Comply with requirements regarding the qualifications of teachers, paraprofessionals, and Professional Development (PD).
22. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of PD, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D) and California *Education Code* Section 64001.

28. Ensure that schools in school improvement status spend not less than 10 percent of their Title I funds to provide PD (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with Section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of an LEA to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

Title I, Part D—Subpart 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities, taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

Title II, Part A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the LEA that:
 - a. Have the lowest proportion of highly-qualified teachers;
 - b. Have the largest average class size; or
 - c. Are identified for school improvement under Section 1116(b).
- The LEA will comply with Section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for PD and hiring, taking into account the activities that need to be conducted in order to give teachers

the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of PD as defined in Section 9101 (34).

Title III

35. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.
40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
41. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English proficient students, consistent with sections 3126 and 3127.

Title V, Part A

42. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under this Part A, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

Additional LEA Plan Assurances

46. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the LEA, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy (Section 9532, General Provisions, Title IX, PL 107–110).