

Introduction:

LEA: Sebastopol Union Elementary School **Contact (Name, Title, Email, Phone Number):** Linda Irving, Superintendent, lirving@sebusd.org, (707) 829-4570 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

SEBASTOPOL UNION SCHOOL DISTRICT

Our Beliefs:

We believe that every human being has inherent worth.

We believe that family is the foundation of self and society.

We believe that caring, trusting relationships cultivate success.

We believe that individuals have a responsibility to contribute to the health and well-being of family, community and society.

We believe that a healthy community supports its members.

We believe that embracing diversity strengthens community.

Our Mission:

As a progressive district that is an integral part of its engaged and diverse community, Sebastopol Union School District graduates all of its students as globally-minded citizens, critical and creative thinkers, skilled collaborators, and fully-engaged learners who achieve academic excellence and are socially and emotionally resilient; we accomplish this with inspired teaching of a rigorous and meaningful curriculum in a dynamic learning environment where we support and challenge every student in partnership with families and community.

Our Objectives:

Each student will demonstrate increased proficiency in reading and math as measured at set intervals throughout the school year using districtwide formative assessments and annually by state standardized tests.

All students will graduate as competent critical and creative thinkers having had multiple experiences at every level throughout their school careers.

Every student will demonstrate, on an annual basis, an increased understanding of his/her role as a globally-minded citizen.

One hundred percent of 8th graders will meet or exceed graduation requirements by 2016.

Our Strategies:

We will create and implement formative assessments in reading and math districtwide to inform and improve instruction in order to increase student achievement.

We will study our financial resources, assets and realities – state funding, decreasing enrollment – and recommend options to best ensure the long-term fiscal health of our district in order to best achieve our mission.

We will create and implement a system that ensures our students graduate with the following competencies: critical and creative thinking and global-minded citizenship.

Our Parameters:

All site decisions will be consistent with our mission and objectives.

No program or service will be accepted unless it is consistent with the Strategic Plan, benefits clearly exceed costs, and provisions are made for staff development and program evaluation.

We will not retain any program or service unless it contributes to achieving our mission and objectives, and benefits exceed costs.

We will make all decisions in the best interest of children and through the lens of our strategic plan.

There will be an annual reflective review and analysis of the Strategic Plan and, if necessary, revisions will be made to ensure that Sebastopol Union School District remains a dynamic organization.

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual

update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>December - Teachers/Students/Parents Completed Brighbytes Tech Surveys</p> <p>January 14th - Teachers met to discuss configuration on the District and goals. Represented were a cross section of school site personnel and grade levels.</p>	<p>Tech Survey - The District has seen marked improvement on the technology implementation in the District and by students. Teacher technology survey identifies that teachers want and need additional training in technology</p> <p>Teacher meeting resulted in a recommendation to the Board on program adjustment to provide better service delivery to all students.</p>
<p>January 22nd - Special Board Meeting focused on District Goals and next steps</p>	<p>Special Board meeting focused on Community engagement for the Stakeholder</p>

<p>January 13 - Met with Preschool/After school Director regarding goals and next steps</p> <p>February - 6 Stakeholder meetings were held:</p> <ol style="list-style-type: none"> 1) After school Round Table at Park Side 2/2 - attended by teachers, parents, 2 board members and admin 2) After school Round Table at Brook HAVEN 2/3 - attended by teachers, parents, 2 board members and admin 3) Second Cup of Coffee at Brook Haven 2/4- attended by teachers, parents, 2 board members and admin 4) Second Cup of Coffee at Park Side 2/5 -attended by teachers, parents, 2 board members and admin 5)ELAC/DELAC meeting - 2/6 - Attended by teachers, admin and parents of English Learners. 6) Evening facilitated meeting with Dinner and Child Care - posted as a Board meeting so all Board members could attend - 75+ in attendance representing parents, community members teachers, the press, board and administration <p>February 3rd - Negotiations on Feb 3rd also focused on District goals and next steps, feeding into the LCAP</p> <p>February 26 - 6-8 Programming meeting with all middle school teachers to set direction/goals for 15-16 school year regarding offerings, CCS, STEM, PBL...</p> <p>March 5 - ELAC/DELAC (ELAC - Site English Learner Advisory Committee, DELAC - District level ELAC) meeting to discuss LCAP and provide input</p> <p>March 9 - Bond Oversight Committee - Review district expenditures and planned direction for facilities</p> <p>March 10 - Marketing group meets to review next steps in District promotion, of which increased enrollment is a goal of the District</p> <p>March 17th - Special Education Open House held to gather stakeholder input</p>	<p>meetings to discuss program goals, configuration, priorities, and next steps.</p> <p>Preschool and After school at SUSD is an integrated part of our program. They have been a part of the planning process and provided meaningful feedback in service delivery and parent engagement.</p> <p>Stakeholder meetings provided direction for the district on a variety of topics from program, support services, values, engagement and the like. All remarks were captured and QandA documents developed for the Community. The goal was clear communication to all Stakeholders; those present and those not. These documents are available on request.</p> <p>Negotiations served to share the information at the Union level of the above meetings. Union would like more staff professional development days on the calendar to focus on implementation of the Common Core Standards and technology</p> <p>Middle School Teachers conducted frank discussions about program offering and improvement. Outcome was a focus on celebration of success, movement toward Project Based Learning, and coordination of projects</p> <p>DELAC meeting, EL parents identified that it would be beneficial to have a bilingual liaison to promote engagement of Hispanic/Latino parents. They would also like to see lower class sizes.</p> <p>Bond Oversight Committee reviewed facility improvements utilizing Bond funds. Major work has been done on the technology retrofit, wiring and safety upgrades. The Committee also reviewed the plans moving forward.</p> <p>Marketing group reviewed next steps in District promotion, of which increased enrollment is a goal of the District, promoting school climate, achievement, and safety</p> <p>Special Education Open House was not well attended, leading us to assume</p>
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<p>on SDC classes</p> <p>April 13 - West County Response to Intervention (RtI) group meets to discuss goals on intervention for low achieving students</p> <p>April 21 - Site Councils Review LCAP</p> <p>April 24 - Meeting with SCOE personnel (LCAP and Strategic)</p> <p>April 24 - Parent Advisory briefly discussed LCAP and would like a full presentation at May 28 meeting</p> <p>April 30 Board Retreat scheduled to review LCAP goals and Strategic plan</p> <p>Students in grades 5 and 8 take Healthy Kids Survey in late Spring</p> <p>May 1 - Parent and Teacher surveys sent out</p> <p>May 1 - Community notified about the availability of the LCAP and encouraged to submit comments orally at a Parent Advisory meeting or in writing</p> <p>April 28 and May 6 - SETA (Teachers' Union) reviews LCAP and gives input on priorities</p> <p>May 28 - Parent Advisory Meeting - Full review of LCAP - LCAP Advisory Committee reviews and provides feedback on the final LCAP. Superintendent responds in writing to questions/comments per Ed Code. Notes on feedback are recorded and used either for edits or future reference.</p> <p>6/11/15 - Public Hearing Board Meeting addressing LCAP. A separate public hearing is held for the budget.</p> <p>6/23/15 - Board Meeting adopt LCAP and 15/16 Budget</p>	<p>parents are pleased with the program</p> <p>RtI provided a focus for the 15-16 LCAP. Worked with collaborate West County teachers to discuss strategies, feeding into goals</p> <p>Site Council meetings a both sites spent time at EACH monthly meeting reviewing the goals and at their Spring meetings did a review of the LCAP goals specifically</p> <p>Meetings with SCOE clarified requirements for the LCAP as new information was available</p> <p>Parent Advisory Group requested presentation of LCAP at next meeting</p> <p>The Board Retreat - Board discussed combining the Strategic Plan and the LCAP into one document and reviewed goals</p> <p>Healthy Kid Survey Results will be available in mid summer</p> <p>Surveys identified that parents want to continue innovative educational programs such as the multi-age program, strong elective and IB programs.</p> <p>SETA would like to see more Professional Development days on the Common Core and Technology for all teachers.</p> <p>Note: As a K-8 school district, the EAP, AP, High School drop out rate and high school graduation rate do not apply. Therefore, these are not addressed in our LCAP. SUSD addressed every state priority and this data is available in a chart format in our LCAP data document, which provides our district's data in context with comparable data for the state average or Sonoma County average. The state does not provide MS dropout data for SUSD.</p>
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<p>Annual Update: Back to School Nights - Reviewed goals with Parents in attendance and provided opportunity for input via the principals</p> <p>Monthly Site Council Meetings - Reviewed all goals via the Single Plan, as they match the LCAP, ongoing throughout the year</p> <p>SEF-PC - Parent Advisory Group - Acts as a focus for District/parent input on all District Goals. Administrators take info from these meetings and revise LCAP as needed</p> <p>Monthly Board meetings-Superintendent reviews progress towards district goals</p> <p>District Committees provide input on LCAP priorities - District Committees review background on the LCAP (Leadership, Safety, Discipline, RtI, and Special Education).</p> <p>Brightbytes survey for technology - Teachers, parents and students take the Brightbytes survey to identify technology training needs. Results compared to last year.</p> <p>January 14 - Teacher Collaborative meeting</p> <p>Second Cup of Coffees, After School Rountables and Community Forum - To gather input on best instructional practices and delivery for SUSD. Also one held on Cyber Safety</p> <p>Two Special Board meeting held to focus on Community Engagement and Input on District goals - January 22 and February 12</p>	<p>Annual Update: Community was informed of district focus for the year.</p> <p>Site Councils were our main, ongoing, review group for the 14-15 Annual Update, providing information at each of our two school sites. They reviewed each goal and attainment in detail. This was done along with the Single Plan for Student Achievement, as the goals were the same. This group met monthly and determined that clear steps were needed to clearly denote progress towards goals.</p> <p>These monthly meets provide additional areas of focus for the district in the area of school climate, parent involvement, and student engagement. They wanted to see more parent involvement and offerings of fine arts to increase student engagement.</p> <p>Each Month the Superintendent updates the Board on progress towards District goals. This provides discussion for the Board around attainment and next steps. The Board did not change the goals in this process.</p> <p>District Committees meet monthly and provide minutes to the Administration on areas that need improvement and next steps. Minutes available on request. Committees include: Special Education, Safety, RtI and CCS Leadership. Results of these meetings fed into the revision of the LCAP for 15-16.</p> <p>Tech Survey - The District has seen marked improvement on the technology implementation in the District and by students. Teacher technology survey identifies that teachers want and need additional training in technology</p> <p>Teacher meeting resulted in a recommendation to the Board on program adjustment to provide better service delivery to all students.</p> <p>These meetings provided parent involvement and lively discussions around District focus, student achievement, program offerings and promotion. These forums also created discussion around topics including Common Core,</p>
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Union Negotiation Meetings - Held monthly

Configuration, Technology and Cyber Safety. Parent involvement was noted and format will be included in following years. Stakeholder meetings provided direction for the district on a variety of topics from program, support services, values, engagement and the like. All remarks were captured and QandA documents developed for the Community. The goal was clear communication to all Stakeholder; those present and those not. These documents are available on request.

Marketing Committee

SETA would like to see more Professional Development days on the Common Core and Technology for all teachers. Negotiations served to share the information at the Union level of the above meetings.

ELAC/DELAC monthly meetings reviews and provide feedback on district goals and focus.

Marketing group reviewed next steps in District promotion, of which increased enrollment is a goal of the District, promoting school climate, achievement, and safety

Meeting with Preschool/After school director

DELAC meeting, EL parents identified that it would be beneficial to have a bilingual liaison to promote engagement of Hispanic/Latino parents. They would also like to see lower class sizes. We also reviewed the importance of attendance, the school lunch form and opportunities for parent involvement.

March 17th - Special Education Open House held to gather stakeholder input on SDC classes

Preschool and After school at SUSD is an integrated part of our program. They have been a part of the planning process and provided meaningful feedback in service delivery and parent engagement.

April 30 Board Retreat scheduled to review LCAP goals and Strategic plan

Special Education Open House was not well attended, leading us to assume parents are pleased with the program

Middle School Student Focus Group to address LCAP input - Middle School Student Focus Group to address LCAP input.

The Board Retreat - Board discussed combining the Strategic Plan and the LCAP into one document and reviewed goals

The student focus group meeting identified changes to instructional practices and grading that have the promise of increasing student learning.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	1) The District will continue to have NCLB highly qualified teachers and teachers will meet state requirements for assignments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	1) Highly trained teachers; NCLB fully credentialed teachers from DataQuest and SCOE reports. (Note: The District prepared a detailed analysis of all state priorities to determine which of the state priorities would meaningfully increase student achievement. The reviewer is advised to look at this document. For the reader's convenience, summary baseline rates will be repeated in this template.) Maintain 100% NCLB teachers and 100% of teachers certified as appropriately assigned based on state standards
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Goal Applies to:	Schools: Park Side and Brook Haven Schools - District-wide	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	Students will continue to have fully qualified teachers with no misassignments as evidenced by spreadsheet of teacher placements and credentials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Keep updated the excel spreadsheet that includes seniority list, credential held and expiration date(s). Provide this list to the Teachers' Union (SETA) annually to share with members. Highlight expiration of credentials.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = LCFF resource 0000 object 2400 2000-2999: Classified Personnel Salaries Base \$11,375

LCAP Year 2: 16/17

Expected Annual Measurable Outcomes:	Students will continue to have fully qualified teachers with no misassignments as evidenced by spreadsheet of teacher placements and credentials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Keep updated the excel spreadsheet that includes seniority list, credential held and expiration date(s). Provide this list to the Teachers' Union (SETA) annually to share with members. Highlight expiration of credentials.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = LCFF resource 0000 object 2400 2000-2999: Classified Personnel Salaries Base \$11,375

LCAP Year 3: 17/18

Expected Annual Measurable Outcomes:	Students will continue to have fully qualified teachers with no misassignments as evidenced by spreadsheet of teacher placements and credentials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Keep updated the excel spreadsheet that includes seniority list, credential held and expiration date(s). Provide this list to the Teachers' Union (SETA) annually to share with members. Highlight expiration of credentials.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Review credential status to teacher assignments to ensure 100% highly qualified teachers Cost = LCFF resource 0000 object 2400 2000-2999: Classified Personnel Salaries Base \$11,375

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

GOAL 2:	2) The District will maintain an optimal environment for learning through development and implementation its Facilities Master Plan as scheduled (EC 17002(d)).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : 2) Facilities in good repair; as per Facilities Master Plan. (Note: The District has a FIT report FIT data is included in the LCAP supporting document but it is not a meaningful baseline given that the District is in the process of completing bond funded facility projects.) The FIT report will be used in future years when bond funded projects are completed.

Goal Applies to: Schools: Park Side and Brook Haven Schools - District-wide including CASTLE Preschool and After School programs.
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: Facilities will be maintained to support the instructional program as evidenced by Ticket System report and Facility Master Plan will be developed and available for review. The District will receive a FIT rating of good or better.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Use RFP for an architect to work with the District on development of a Master Plan. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain facilities and develop a Facilities Master Plan to plan repairs or replace equipment as needed to maintain facilities in good condition. Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$31,145 Work with new Architect to create a Facilities Master Plan Bond 5000-5999: Services And Other Operating Expenditures Other \$35,000
Develop/implement a "Ticket system" to monitor facility work and upgrades	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Implement a 'ticket system' to monitor Facilities projects Resources 8150 5000-5999: Services And Other Operating Expenditures Base \$1,000

<ul style="list-style-type: none"> • Work with Maintenance and District Office Staff to operate a quality facilities program. • Engage with RESIG for review of facilities • Maintain updated Safety Plan 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Coordinate Maintenance/Custodian staff workload and maintain a Facility Use calendar Resource 8150 Object 2200 2000-2999: Classified Personnel Salaries Base \$36,665
Conduct and update Prop 39 evaluation and progress	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use of Prop 39 funds for energy savings Resource 6230 Projected beginning balance in 2015/16 Other \$14,400
-Continue with technology upgrades to infrastructure including wireless, phone and energy management system	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue with Technology upgrades and maintenance Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000

LCAP Year 2: 16/17

Expected Annual Measurable Outcomes:	Facilities will be maintained to support the instructional program as evidenced by Ticket System report and Facility Master Plan will be developed and available for review. The District will receive a FIT rating of good or better.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Use RFP for an architect to work with the District on development of a Master Plan. 	LEA-wide	<input checked="" type="checkbox"/> All OR:	Maintain facilities and develop a Facilities Master Plan to plan repairs or replace equipment as needed to maintain facilities

		<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>in good condition. Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$31,145</p> <hr/> <p>Work with new Architect to create a Facilities Master Plan Bond 5000-5999: Services And Other Operating Expenditures Other \$35,000</p>
<p>Develop/implement a "Ticket system" to monitor facility work and upgrades</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Implement a 'ticket system' to monitor Facilities projects Resources 8150 5000-5999: Services And Other Operating Expenditures Base \$1,000</p>
<ul style="list-style-type: none"> • Work with Maintenance and District Office Staff to operate a quality facilities program. • Engage with RESIG for review of facilities • Maintain updated Safety Plan 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Coordinate Maintenance/Custodian staff workload and maintain a Facility Use calendar Resource 8150 Object 2200 2000-2999: Classified Personnel Salaries Base \$36,665</p>
<p>Conduct and update Prop 39 evaluation and progress</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Use of Prop 39 funds for energy savings Resource 6230 5000-5999: Services And Other Operating Expenditures Other \$14,400</p>
<p>-Continue with technology upgrades to infrastructure including wireless, phone and energy management system</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners</p>	<p>Continue with Technology upgrades and maintenance Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000</p>

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
LCAP Year 3: 17/18			
Expected Annual Measurable Outcomes:	Facilities will be maintained to support the instructional program as evidenced by Ticket System report and Facility Master Plan will be developed and available for review. The District will receive a FIT rating of good or better.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Use RFP for an architect to work with the District on development of a Master Plan. 	LEA-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Maintain facilities and develop a Facilities Master Plan to plan repairs or replace equipment as needed to maintain facilities in good condition. Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$31,145 Work with new Architect to create a Facilities Master Plan Bond 5000-5999: Services And Other Operating Expenditures Other \$35,000
Develop/implement a "Ticket system" to monitor facility work and upgrades	LEA-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Implement a 'ticket system' to monitor Facilities projects Resources 8150 5000-5999: Services And Other Operating Expenditures Base \$1,000
<ul style="list-style-type: none"> Work with Maintenance and District Office Staff to operate a quality facilities program. Engage with RESIG for review of facilities Maintain updated Safety Plan 	LEA-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Coordinate Maintenance/Custodian staff workload and maintain a Facility Use calendar Resource 8150 Object 2200 2000-2999: Classified Personnel Salaries Base \$36,665

		(Specify)	
Conduct and update Prop 39 evaluation and progress	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Use of Prop 39 funds for energy savings Resource 6230 5000-5999: Services And Other Operating Expenditures Other \$14,400
-Continue with technology upgrades to infrastructure including wireless, phone and energy management system	LEA-wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue with Technology upgrades and maintenance Bond Fund 5800: Professional/Consulting Services And Operating Expenditures Other \$25,000

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

GOAL 3:	3) Every student will have access to standards-aligned instructional materials (EC 60119). CCSS aligned instructional materials will be reviewed and adopted as they become available.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	3) Students have access to standards-aligned instructional materials; annual Williams review and annual report to the Board on the availability and adoption of CCSS aligned instructional materials The Williams Report identifies that 100% of students have standards aligned curriculum materials. As noted in a later need, the District will be purchasing and implementing CCSS aligned instructional materials as they become available.
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Goal Applies to:	Schools: <u>Park Side and Brook Haven Schools - District-wide</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	100% of students will continue to have standards-aligned instructional materials as evidenced by annual public hearing on sufficiency of instructional materials
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in all subject areas. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<ul style="list-style-type: none"> Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in all subject areas. Incur costs to piloting materials and staff time for review and pilot Resource 0000 Object 4310 4000-4999: Books And Supplies Other \$51,000
Review ELD program and supplemental instructional materials for these groups as well as best practices		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Staff time for review of instructional materials Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,570

		<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)	Professional development on EL instructional materials LCFF Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$2,747
<ul style="list-style-type: none"> Continue refining math implementation. Confirm timeline for implementing ELA and science instructional materials. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	-Continue refining math implementation through professional development 1000-1999: Certificated Personnel Salaries Base \$12,500
<ul style="list-style-type: none"> Confirm timeline for implementing ELA and science instructional materials. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	-Confirm timeline for implementing ELA and science instructional materials. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$1,350
Integrate Technology into curriculum	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	-Purchase additional Chromebooks for student Bond Fund object 4402 4000-4999: Books And Supplies Other \$57,000 Provide Google training to teachers Resource 0004 Object 5840 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,000
<ul style="list-style-type: none"> Implement a quality Chromebook/gmail/google program for students 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Work with Tech support to implement Gmail accounts Resource 0004 Object 5840 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$3,000

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 16/17			
Expected Annual Measurable Outcomes:	100% of students will continue to have standards-aligned instructional materials as evidenced by annual public hearing on sufficiency of instructional materials		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in all subject areas. 	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	<ul style="list-style-type: none"> Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in all subject areas. Incur costs to piloting materials and staff time for review and pilot Resource 0000 Object 4310 4000-4999: Books And Supplies Other \$51,000
Review ELD program and supplemental instructional materials for these groups as well as best practices		All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Staff time for review of instructional materials Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,570 <hr/> Professional development on EL instructional materials LCFF Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$2,747
<ul style="list-style-type: none"> Continue refining math implementation. Confirm timeline for implementing ELA and science instructional materials. 	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	-Continue refining math implementation through professional development LCFF =\$1,957,485 1000-1999: Certificated Personnel Salaries Base \$12,500

<ul style="list-style-type: none"> Confirm timeline for implementing ELA and science instructional materials. 	<p>LEA-wide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Confirm timeline for implementing ELA and science instructional materials. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$1,350</p>
<p>Integrate Technology into curriculum</p>	<p>LEA-wide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Purchase additional Chromebooks for student Bond Fund object 4402 4000-4999: Books And Supplies Other \$57,00 Provide Google training to teachers Resource 0004 Object 5840 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,000</p>
<ul style="list-style-type: none"> Implement a quality Chromebook/gmail/google program for students 	<p>LEA-wide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Work with Tech support to implement Gmail accounts Resource 0004 Object 5840 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$3,000</p>

LCAP Year 3: 17/18

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of students will continue to have standards-aligned instructional materials as evidenced by annual public hearing on sufficiency of instructional materials</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as 	<p>LEA-wide</p>	<p>X All</p>	<ul style="list-style-type: none"> Review, evaluate, pilot (as appropriate), adopt and

<p>available through SCOE on newly available CCSS aligned curriculum materials in all subject areas.</p>		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>provide sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in all subject areas. Incur costs to piloting materials and staff time for review and pilot Resource 0000 Object 4310 4000-4999: Books And Supplies Other \$51,000</p>
<p>Review ELD program and supplemental instructional materials for these groups as well as best practices</p>		<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Staff time for review of instructional materials Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,570 Professional development on EL instructional materials LCFF Resource 0000 Object 1100 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$2,747</p>
<ul style="list-style-type: none"> Continue refining math implementation. Confirm timeline for implementing ELA and science instructional materials. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Continue refining math implementation through professional development LCFF =\$1,957,485 1000-1999: Certificated Personnel Salaries Base \$12,500</p>
<ul style="list-style-type: none"> Confirm timeline for implementing ELA and science instructional materials. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Confirm timeline for implementing ELA and science instructional materials. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$1,350</p>
<p>Integrate Technology into curriculum</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners</p>	<p>-Purchase additional Chomebooks for student Bond Fund object 4402 4000-4999: Books And Supplies Other \$57,00 Provide Google training to teachers Resource 0004 Object</p>

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5840 5000-5999: Services And Other Operating Expenditures Locally Defined \$5,000
<ul style="list-style-type: none"> Implement a quality Chromebook/gmail/google program for students 	LEA-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Work with Tech support to implement Gmail accounts Resource 0004 Object 5840 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$3,000

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

GOAL 4:	4) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS and preparing them with 21st Century Learning skills defined in the District's Strategic Plan.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	4) Students need to be taught and engaged in learning the CCSS, ELD Standards and 21st Century learning skills. On average, 30% of teachers report via survey that they are not prepared to teach CCSS, EL students and/or 21st Century learning skills. CCSS Aligned materials have not been adopted because the District has been advised that high quality materials, including supplemental materials are not yet available.
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Goal Applies to:	Schools: Park Side and Brook Haven Schools	-----	-----	-----
	Applicable Pupil Subgroups:	All		

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	Professional development attendance will be tracked and collaborative agendas available for review to show trainings, topics and agendas to promote engagement with the Common Core, ELD strategies, Rtl, PBL, STEM and technology. Teacher will be surveyed annually to evaluate status of implementation and student focus groups will be conducted for input; results of which will be available. At least 90% of teachers surveyed will report that they are prepared to teach CCSS, EL students and/or 21st Century learning skills.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers implement CCSS with special attention to meeting the needs of students with support from professional development and collaboration on staff development days	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs of students with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Other 4,500
Review ELD program and supplemental instructional materials for these groups as well as best practices	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Teachers review EL materials LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Other \$2,750

		<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)	Teachers review and receive refresher training on EL strategies for the classroom LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,200
-Review Rtl strategies and programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	-Review Rtl strategies and programs Title I Object 1300 1000-1999: Certificated Personnel Salaries Title I \$3,300
-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills 1000-1999: Certificated Personnel Salaries Title I \$13,000
-Per the Strategic Plan, investigate PBL and provide training	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	PBL training LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$11,000
<ul style="list-style-type: none"> Per the Strategic Plan, investigate STEM as a way to provide a comprehensive experience to students Teachers will attend STEM and PBL training and engage in collaborative teacher/site conversations about such 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	STEM training LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$3,000

		English proficient _ Other Subgroups: (Specify)	
Teachers implement CCSS with special attention to meeting the needs all English Learners with support from professional development and collaboration on staff development days	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs English Learners with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000
Teachers implement CCSS with special attention to meeting the needs low income students with support from professional development and collaboration on staff development days	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs Low Income Students with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000

LCAP Year 2: 16/17

Expected Annual Measurable Outcomes:	Professional development attendance will be tracked and collaborative agendas available for review to show trainings, topics and agendas to promote engagement with the Common Core, ELD strategies, RtI, PBL, STEM and technology. Teacher will be surveyed annually to evaluate status of implementation and student focus groups will be conducted for input; results of which will be available. At least 90% of teachers surveyed will report that they are prepared to teach CCSS, EL students and/or 21st Century learning skills.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers implement CCSS with special attention to meeting the needs of students with support from professional development and collaboration on staff development days	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs of students with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Other 4,500

		(Specify)	
Review ELD program and supplemental instructional materials for these groups as well as best practices	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	Teachers review EL materials LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Other \$2,750 <hr/> Teachers review and receive refresher training on EL strategies for the classroom LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,200
-Review Rtl strategies and programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	-Review Rtl strategies and programs Title I Object 1300 1000-1999: Certificated Personnel Salaries Title I \$3,300
-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills 1000-1999: Certificated Personnel Salaries Title I \$13,000
-Per the Strategic Plan, investigate PBL and provide training	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)	PBL training LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$11,000

<ul style="list-style-type: none"> Per the Strategic Plan, investigate STEM as a way to provide a comprehensive experience to students Teachers will attend STEM and PBL training and engage in collaborative teacher/site conversations about such 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>STEM training LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$3,000</p>
<p>Teachers implement CCSS with special attention to meeting the needs all English Learners with support from professional development and collaboration on staff development days</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs English Learners with support from professional development and collaboration on staff development days <p>LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000</p>
<p>Teachers implement CCSS with special attention to meeting the needs low income students with support from professional development and collaboration on staff development days</p>	<p>LEA-wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs Low Income Students with support from professional development and collaboration on staff development days <p>LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000</p>

LCAP Year 3: 17/18

<p>Expected Annual Measurable Outcomes:</p>	<p>Professional development attendance will be tracked and collaborative agendas available for review to show trainings, topics and agendas to promote engagement with the Common Core, ELD strategies, RtI, PBL, STEM and technology. Teacher will be surveyed annually to evaluate status of implementation and student focus groups will be conducted for input; results of which will be available. At least 90% of teachers surveyed will report that they are prepared to teach CCSS, EL students and/or 21st Century learning skills.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teachers implement CCSS with special attention to meeting the needs of students with support from</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs of students with support from

<p>professional development and collaboration on staff development days</p>		<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Other 4,500</p>
<p>Review ELD program and supplemental instructional materials for these groups as well as best practices</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teachers review EL materials LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Other \$2,750 <hr/>Teachers review and receive refresher training on EL strategies for the classroom LCFF Resource 0000 (supplemental) 1000-1999: Certificated Personnel Salaries Base \$4,200</p>
<p>-Review RtI strategies and programs</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Review RtI strategies and programs Title I Object 1300 1000-1999: Certificated Personnel Salaries Title I \$3,300</p>
<p>-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Continue training of using technology as an instructional tool and to give students access to 21st Century learning skills 1000-1999: Certificated Personnel Salaries Title I \$13,000</p>
<p>-Per the Strategic Plan, investigate PBL and provide training</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth</p>	<p>PBL training LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$11,000</p>

		Redesignated fluent English proficient Other Subgroups: (Specify)	
<ul style="list-style-type: none"> Per the Strategic Plan, investigate STEM as a way to provide a comprehensive experience to students Teachers will attend STEM and PBL training and engage in collaborative teacher/site conversations about such 	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	STEM training LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$3,000
Teachers implement CCSS with special attention to meeting the needs all English Learners with support from professional development and collaboration on staff development days	LEA-wide	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs English Learners with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000
Teachers implement CCSS with special attention to meeting the needs low income students with support from professional development and collaboration on staff development days	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	<ul style="list-style-type: none"> Teachers implement CCSS with special attention to meeting the needs Low Income Students with support from professional development and collaboration on staff development days LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental \$4000

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

GOAL 5:	5) Parents, including the parents of unduplicated students and the parents of students with exceptional needs, will be involved and knowledgeable about their child's education	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	5) Parent involvement opportunities and two-way communication are needed, for all parents including the parents of unduplicated students and the parents of students with exceptional needs. In February 2015 6 focused Stakeholder meetings were held and numerous publications created to share information with the parent community. The parents value engagement and would like to continue dialog in program and successes. Based on parent surveyed in 14-16, on average between the two schools 90% of parents report the schools regularly seek parent input and participation
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Goal Applies to:	Schools: CASTLE Preschool and After School, Park Side School and Brook Haven School Applicable Pupil Subgroups: All
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LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	Parents and teachers will be surveyed annually as to parent engagement and participation in the educational program. Stakeholder engagement will serve to advise and develop LCAP goals/Strategic Plan direction, as evidenced by minutes of meetings and corresponding links in plan(s). Outreach, community meetings and marketing efforts will be tracked, ie Newsletters, website, brochures, meeting notices and the like, as evidence of engagement and informational opportunities for parents. Based on parent surveys in 15-16, on average between the two schools, 100% of parents will report the schools regularly seek parent input and participation
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Office and teachers continue to focus on inviting parent participation community-wide in new ways and more consistently. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Newsletters, Q and A Documents, Parent meetings LCFF Object 4390 4000-4999: Books And Supplies Base 3,000 Marketing, website updates, brochures and other promotional materials Resource 0000 Object 5852 5000-5999: Services And Other Operating Expenditures Base \$20,000

		(Specify)	
ELAC/DELAC meetings continue to receive input best ways to provide engagement of these families	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Time for Administration team and staff for ELAC/DELAC meetings (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$3,300
<ul style="list-style-type: none"> Grade data on the on-line grading program is up-to-date and extended to the elementary level 	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AERIES parent portal for grade sharing and access to teacher emails Resource 0000 Object 5807 0000: Unrestricted Base \$2,600
-School website has current information on school and classroom activities.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	School office and district office send phone and email messages to the families in addition to updating website. 2000-2999: Classified Personnel Salaries Base \$3,500
<ul style="list-style-type: none"> Increased opportunities for parent participation are planned at the school and classroom levels. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community meetings and district-wide celebrations Resource 0000 Object 4390 4000-4999: Books And Supplies Base \$2,000

<p>Continue actions with additional teacher feedback on instructional practices and guided review of student achievement data to guide further instructional growth for teachers in how to address the needs of English Learners.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers review and provide feedback on instructional practices and guided review of student achievement data (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$75,225</p>
<p>Spanish support provided to English learner pupils families in the school offices</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Bilingual Support staff provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7,000</p>
<p>-Parents will be involved by participating in Safe Routes to School (SRTS) innovative encouragement and educational activities like weekly Walk/Roll days, Walking School Buses, Spring Frequent Walk/Roll programs, Family Bicycling Workshops and School Team meetings.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Safe Routes to School 1000-1999: Certificated Personnel Salaries Other 0</p>
<p>Spanish support provided to English learner pupils families at IEP meetings and parent/teacher conferences</p>	<p>LEA</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Bilingual Support staff provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7000</p>

LCAP Year 2: 16/17

Expected Annual Measurable Outcomes: Parents and teachers will be surveyed annually as to parent engagement and participation in the educational program. Stakeholder engagement will serve to advise and develop LCAP goals/Strategic Plan direction, as evidenced by minutes of meetings and corresponding links in plan(s). Outreach, community meetings and marketing efforts will be tracked, ie Newsletters, website, brochures, meeting notices and the like, as evidence of engagement and informational opportunities for parents. Based on parent surveys in 15-16, on average between the two schools, 100% of parents will report the schools regularly seek parent input and participation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Office and teachers continue to focus on inviting parent participation community-wide in new ways and more consistently. 	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Newsletters, Q and A Documents, Parent meetings LCFF Object 4390 4000-4999: Books And Supplies Base 3,000</p> <p>Marketing, website updates, brochures and other promotional materials Resource 0000 Object 5852 5000-5999: Services And Other Operating Expenditures Base \$20,000</p>
<p>ELAC/DELAC meetings continue to receive input best ways to provide engagement of these families</p>	LEA-wide	<p>All</p> <p>OR:</p> <p>Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Time for Administration team and staff for ELAC/DELAC meetings (Supplemental)</p> <p>1000-1999: Certificated Personnel Salaries Base \$3,300</p>
<ul style="list-style-type: none"> Grade data on the on-line grading program is up-to-date and extended to the elementary level 	LEA-wide	<p>All</p> <p>OR:</p> <p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>AERIES parent portal for grade sharing and access to teacher emails Resource 0000 Object 5807 0000: Unrestricted Base \$2,600</p>

<p>-School website has current information on school and classroom activities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>School office and district office send phone and email messages to the families in addition to updating website. 2000-2999: Classified Personnel Salaries Base \$3,500</p>
<ul style="list-style-type: none"> Increased opportunities for parent participation are planned at the school and classroom levels. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Community meetings and district-wide celebrations Resource 0000 Object 4390 4000-4999: Books And Supplies Base \$2,000</p>
<p>Continue actions with additional teacher feedback on instructional practices and guided review of student achievement data to guide further instructional growth for teachers in how to address the needs of English Learners.</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teachers review and provide feedback on instructional practices and guided review of student achievement data (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$75,225</p>
<p>Spanish support provided to English learner pupils families in the school offices</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Bilingual Support staff at Park Side provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7,000</p>
<p>-Parents will be involved by participating in Safe Routes</p>	<p>LEA wide</p>	<p>All</p>	<p>Safe Routes to School 1000-1999: Certificated Personnel</p>

<p>to School (SRTS) innovative encouragement and educational activities like weekly Walk/Roll days, Walking School Buses, Spring Frequent Walk/Roll programs, Family Bicycling Workshops and School Team meetings.</p>		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Salaries Other 0</p>
<p>Spanish support provided to English learner pupils families at IEP meetings and parent/teacher conferences</p>	<p>LEA</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>Bilingual Support staff at Park Side provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7000</p>

LCAP Year 3: 17/18

<p>Expected Annual Measurable Outcomes:</p>	<p>Parents and teachers will be surveyed annually as to parent engagement and participation in the educational program. Stakeholder engagement will serve to advise and develop LCAP goals/Strategic Plan direction, as evidenced by minutes of meetings and corresponding links in plan(s). Outreach, community meetings and marketing efforts will be tracked, ie Newsletters, website, brochures, meeting notices and the like, as evidence of engagement and informational opportunities for parents. Based on parent surveys in 15-16, on average between the two schools, 100% of parents will report the schools regularly seek parent input and participation</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Office and teachers continue to focus on inviting parent participation community-wide in new ways and more consistently. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Newsletters, Q and A Documents, Parent meetings LCFF Object 4390 4000-4999: Books And Supplies Base 3,000 Marketing, website updates, brochures and other promotional materials Resource 0000 Object 5852 5000-5999: Services And Other Operating Expenditures Base \$20,000</p>

<p>ELAC/DELAC meetings continue to receive input best ways to provide engagement of these families</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Time for Administration team and staff for ELAC/DELAC meetings (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$3,300</p>
<ul style="list-style-type: none"> Grade data on the on-line grading program is up-to-date and extended to the elementary level 	<p>LEA-wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>AERIES parent portal for grade sharing and access to teacher emails Resource 0000 Object 5807 0000: Unrestricted Base \$2,600</p>
<p>-School website has current information on school and classroom activities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>School office and district office send phone and email messages to the families in addition to updating website. 2000-2999: Classified Personnel Salaries Base \$3,500</p>
<ul style="list-style-type: none"> Increased opportunities for parent participation are planned at the school and classroom levels. 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Community meetings and district-wide celebrations Resource 0000 Object 4390 4000-4999: Books And Supplies Base \$2,000</p>
<p>Continue actions with additional teacher feedback on instructional practices and guided review of student achievement data to guide further instructional growth</p>	<p>LEA-wide</p>	<p>All OR:</p>	<p>Teachers review and provide feedback on instructional practices and guided review of student achievement data</p>

<p>for teachers in how to address the needs of English Learners.</p>		<p>Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>(Supplemental) 1000-1999: Certificated Personnel Salaries Base \$75,225</p>
<p>Spanish support provided to English learner pupils families in the school offices</p>	<p>LEA-wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Bilingual Support staff at Park Side provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7,000</p>
<p>-Parents will be involved by participating in Safe Routes to School (SRTS) innovative encouragement and educational activities like weekly Walk/Roll days, Walking School Buses, Spring Frequent Walk/Roll programs, Family Bicycling Workshops and School Team meetings.</p>	<p>LEA wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Safe Routes to School 1000-1999: Certificated Personnel Salaries Other 0</p>
<p>Spanish support provided to English learner pupils families at IEP meetings and parent/teacher conferences</p>	<p>LEA</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p>	<p>Bilingual Support staff at Park Side provides outreach and services to families such as translation Resource 0000 (Supplemental) 2000-2999: Classified Personnel Salaries Supplemental \$7000</p>

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

<p>GOAL 6:</p>	<p>6) Provide quality instruction to low achieving and sub groups to promote academic success and marked improvement district-wide</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>6) There is an achievement gap between White and EL, SED, SWD and Hispanic/ Latino subgroups.</p> <p>At BH, the API gap between all students and the Hispanic/ Latino subgroup is 122, 73 for SED, 248 for EL, and 255 for SWD. At PS, this gap is 57 for Hispanic/ Latino, 43 for SED, 85 for EL and 153 for SWD, API scores will not be available in the next few years. District benchmarks will be used to monitor progress in closing the achievement gap.</p> <p>In 2013/14 54% of students met the AMAO 1 targets for making annual progress, 28.8% of students met AMAO 2 >5 years (meeting target) and 38.5% met AMAO 2 < 5 years (meeting target). The Sonoma County redesignation rate is 12%. In SUSD five students were redesignated as R-FEP last year. This represents 4.1% of the EL enrollment. Thus, a lower percentage of SUSD students were redesignated than the county average. There are 121 ELs, with 111 of these students having Spanish as their primary language.</p> <p>A-G, AP & EAP requirements are N/A due to the fact that we are a K-8 district.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Park Side and Brook Haven</p> <hr/> <p>Applicable Pupil Subgroups: All students and significant subgroups (White, EL, Hispanic/ Latino, socio economically disadvantaged and Students with Disabilities)</p>

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes: Instructional strategies will be used including Rtl, ELD best practices, technology integration and other supports as measured by teacher training and surveys. Student academic improvement will be measured by analysis of district adopted benchmark assessments in ELA, SBAC interim assessments and iXL in math that are aligned to the CCSS, annual CELDT results and reclassification rates. Instructional Assistants will help with small group instruction to increase student achievement

AMAO 1 will meet or exceed target (59.0 14/15) and for succeeding school years. AMAO 2 > 5 years will meet or exceed target (22.8% 14/15), AMAO 2 < 5 years (49.0 14/15) and for succeeding school years. Reclassification rate will also increase by 10% at minimum.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assists in identifying technology programs and resources for individualizing, pre-teaching and reteaching to address individual student needs 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<ul style="list-style-type: none"> Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assists in identifying technology programs and resources for individualizing, preteaching and reteaching to address individual student needs Title I 1000-1999: Certificated Personnel Salaries Title I \$15,395
Specific strategies for EL's will be adressed based on best practices	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Trainings and staff time to evaluate best practices LCFF Resource 0000 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$12,000 Cost for EL materials and technology LCFF Supplemental Object 4310 4000-4999: Books And Supplies Supplemental \$100
Technology enhancements, supplemental materials and program placements for special education students		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Cost for additional materials for Special Education Students (LCFF Resource 0000) Amounts included in Goal 3 Action 1-not additional funds 4000-4999: Books And Supplies Other \$4,000 Cost for alternative placement for Special Education Students. Resource 6500 5000-5999: Services And Other Operating Expenditures Base \$100,000

		(Specify) Special Education	
Technology enhancements, supplemental materials and program placements for English Learners	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost for additional materials for Special Education Students (LCFF Resource 0000) Amounts included in Goal 3 Action 1-not additional funds 4000-4999: Books And Supplies Supplemental \$4000 1000-1999: Certificated Personnel Salaries Supplemental \$100
-English Language Development specialist will work with teachers and students to promote EL student success	LEA	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELD program cost LCFF Supplemental 1000-1999: Certificated Personnel Salaries Supplemental \$25,575
-Instructional Assistants will work with small groups to assist at risk students	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional assistants (Title I Object 2100 \$28,000) and (LCFF Supplemental object 2100 \$55,966) 2000-2999: Classified Personnel Salaries Supplemental \$83,966
-Teachers evaluate student data on achievement	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time for data collection and evaluation LCFF Object 1100 1000-1999: Certificated Personnel Salaries Base \$64,100

LCAP Year 2: 16/17

Expected Annual Measurable Outcomes: Instructional strategies will be used including Rtl, ELD best practices, technology integration and other supports as measured by teacher training and surveys. Student academic improvement will be measured by analysis of district adopted benchmark assessments in ELA, SBAC interim assessments and iXL in math that are aligned to the CCSS, annual CELDT results and reclassification rates. Instructional Assistants will help with small group instruction to increase student achievement

AMAO 1 will meet or exceed target (59.0 14/15) and for succeeding school years. AMAO 2 > 5 years will meet or exceed target (22.8% 14/15), AMAO 2 < 5 years (49.0 14/15) and for succeeding school years. Reclassification rate will also increase by 10% at minimum.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assists in identifying technology programs and resources for individualizing, pre-teaching and reteaching to address individual student needs 	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	<ul style="list-style-type: none"> Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assists in identifying technology programs and resources for individualizing, preteaching and reteaching to address individual student needs Title I 1000-1999: Certificated Personnel Salaries Title I \$15,395
Specific strategies for EL's will be addressed based on best practices	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Trainings and staff time to evaluate best practices LCFF Resource 0000 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$12,000 Cost for EL materials and technology LCFF Supplemental Object 4310 4000-4999: Books And Supplies Supplemental \$100
Technology enhancements, supplemental materials and program placements for special education students		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Cost for additional materials for Special Education Students (LCFF Resource 0000) 4000-4999: Books And Supplies Other \$4,000 Cost for alternative placement for Special Education Students. Resource 6500 5000-5999: Services And Other Operating Expenditures Base \$100,000

		(Specify) Special Education	
Technology enhancements, supplemental materials and program placements for English Learners	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost for additional materials for Special Education Students (LCFF Resource 0000) 4000-4999: Books And Supplies Supplemental \$4000 1000-1999: Certificated Personnel Salaries Supplemental \$100
-English Language Development specialist will work with teachers and students to promote EL student success	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	ELD program cost LCFF Supplemental 1000-1999: Certificated Personnel Salaries Supplemental \$25,575
-Instructional Assistants will work with small groups to assist at risk students	LEA-wide	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 Other Subgroups: (Specify)	Instructional assistants (Title I Object 2100 \$28,000) and (LCFF Supplemental object 2100 \$55,966) 2000-2999: Classified Personnel Salaries Supplemental \$83,966
-Teachers evaluate student data on achievement	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Staff time for data collection and evaluation LCFF Object 1100 1000-1999: Certificated Personnel Salaries Base \$64,100

LCAP Year 3: 17/18

Expected Annual Measurable Outcomes: Instructional strategies will be used including Rtl, ELD best practices, technology integration and other supports as measured by teacher training and surveys. Student academic improvement will be measured by analysis of district adopted benchmark assessments in ELA, SBAC interim assessments and iXL in math that are aligned to the CCSS, annual CELDT results and reclassification rates. Instructional Assistants will help with small group instruction to increase student achievement

AMAO 1 will meet or exceed target (59.0 14/15) and for succeeding school years. AMAO 2 > 5 years will meet or exceed target (22.8% 14/15), AMAO 2 < 5 years (49.0 14/15) and for succeeding school years. Reclassification rate will also increase by 10% at minimum.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assists in identifying technology programs and resources for individualizing, pre-teaching and reteaching to address individual student needs 	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	<ul style="list-style-type: none"> Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming subgroups using Rtl. Trainer assists in identifying technology programs and resources for individualizing, preteaching and reteaching to address individual student needs Title I 1000-1999: Certificated Personnel Salaries Title I \$15,395
Specific strategies for EL's will be adressed based on best practices	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Trainings and staff time to evaluate best practices LCFF Resource 0000 (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$12,000 Cost for EL materials and technology LCFF Supplemental Object 4310 4000-4999: Books And Supplies Supplemental \$100
Technology enhancements, supplemental materials and program placements for special education students		<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Cost for additional materials for Special Education Students (LCFF Resource 0000) 4000-4999: Books And Supplies Other \$4,000 Cost for alternative placement for Special Education Students. Resource 6500 5000-5999: Services And Other Operating Expenditures Base \$100,000

		(Specify) Special Education	
Technology enhancements, supplemental materials and program placements for English Learners	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost for additional materials for Special Education Students (LCFF Resource 0000) 4000-4999: Books And Supplies Supplemental \$4000 1000-1999: Certificated Personnel Salaries Supplemental \$100
-English Language Development specialist will work with teachers and students to promote EL student success	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	ELD program cost LCFF Supplemental 1000-1999: Certificated Personnel Salaries Supplemental \$25,575
-Instructional Assistants will work with small groups to assist at risk students	LEA-wide	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 Other Subgroups: (Specify)	Instructional assistants (Title I Object 2100 \$28,000) and (LCFF Supplemental object 2100 \$55,966) 2000-2999: Classified Personnel Salaries Supplemental \$83,966
-Teachers evaluate student data on achievement	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Staff time for data collection and evaluation LCFF Object 1100 1000-1999: Certificated Personnel Salaries Base \$64,100

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

GOAL 7:	7) Decrease the truancy rate by 10% per year by school from the 2011/12 baseline continue suspension and expulsion rates below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	7) Decrease the district truancy rate (18%) which is currently below the county average of (22%). The current school truancy rates are 43% at BH, 9% at PS. Increase the attendance rate (96.8%); district records and DataQuest reporting In 13/14 Brook Haven had 7 suspensions and Park Side had none for a suspension rate of 1.7%. No students were reported expelled for the year. The suspension rate is significantly below the County average at 3.4%. Dataquest reports 2 8th grade dropouts for the 13/14 school year. No high school data reported as we are a K-8 grade district.
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Goal Applies to:	Schools: Park Side and Brook Haven Schools Applicable Pupil Subgroups: All, students who are identified as truant in 2014/15
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LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	The Truancy rate will be calculated annually by the West County Student Attendance Review Board program coordinator and AERIES discipline report will be available along with Healthy Kids Survey data for analysis of student engagement. The truancy rate will be decreased by 10% at Brook Haven School and there will be 0 dropouts reported by dataquest. The suspension and expulsion rates will continue to be below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> The school office will contact parents quickly and consistently about any and all absences and tardies and strongly encourage parents to get their child to school on time. Students will be recognized for consistently getting to school on time. 	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The school office continues to contact parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. <ul style="list-style-type: none"> Students are recognized for consistently getting to school on time. LCFF Resource 0000 Object 2420 2000-2999: Classified Personnel Salaries Base \$4,555

<p>-ELAC/DELAC will review the importance of attendance at two of their meetings.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff time and materials for ELAC/DELAC meetings LCFF (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$1,500</p>
<p>-The district will continue to participate in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. Work with the West County JPA SARB Coordinator on process, procedure and follow through for identified families.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Work with the West County JPA SARB Coordinator on process, procedure and follow through for identified families. Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$2500</p>
<p>-Administer the California Healthy Kids Survey to determine more information on school climate.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>California Healthy Kids Survey costs Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$300</p>
<p>-Provide counseling as needed for high risk families.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counseling services K-8 Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$25000</p>
<p>Monitor the rate of truanancies to ensure that records were consistent with how the state counts truananciesUse AERIES to provide discipline data and reporting</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>AERIES Resource 0000 Object 2400 2000-2999: Classified Personnel Salaries Base \$500</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 16/17			
Expected Annual Measurable Outcomes:	The Truancy rate will be calculated annually by the West County Student Attendance Review Board program coordinator and AERIES discipline report will be available along with Healthy Kids Survey data for analysis of student engagement. The truancy rate will be decreased by 10% at Brook Haven School and there will be 0 dropouts reported by dataquest. The suspension and expulsion rates will continue to be below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> The school office will contact parents quickly and consistently about any and all absences and tardies and strongly encourage parents to get their child to school on time. Students will be recognized for consistently getting to school on time. 	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	The school office continues to contact parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. <ul style="list-style-type: none"> Students are recognized for consistently getting to school on time. LCFF Resource 0000 Object 2420 2000-2999: Classified Personnel Salaries Base \$4,555
-ELAC/DELAC will review the importance of attendance at two of their meetings.	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Staff time and materials for ELAC/DELAC meetings LCFF (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$1,500
-The district will continue to participate in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. Work with the West County JPA SARB Coordinator on	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Work with the West County JPA SARB Coordinator on process, procedure and follow through for identified families. Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$2500

<p>process, procedure and follow through for identified families.</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>-Administer the California Healthy Kids Survey to determine more information on school climate.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>California Healthy Kids Survey costs Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Base \$300</p>
<p>-Provide counseling as needed for high risk families.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Counseling services K-8 Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$25000</p>
<p>Monitor the rate of trancies to ensure that records were consistent with how the state counts tranciesUse AERIES to provide discipline data and reporting</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>AERIES Resource 0000 Object 2400 2000-2999: Classified Personnel Salaries Base \$500</p>

LCAP Year 3: 17/18

Expected Annual Measurable Outcomes: The Truancy rate will be calculated annually by the West County Student Attendance Review Board program coordinator and AERIES discipline report will be available along with Healthy Kids Survey data for analysis of student engagement.

The truancy rate will be decreased by 10% at Brook Haven School and there will be 0 dropouts reported by dataquest. The suspension and expulsion rates will continue to be below the county average. Increase the attendance rate from (96.8%) based on district records and DataQuest reporting

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> The school office will contact parents quickly and consistently about any and all absences and tardies and strongly encourage parents to get their child to school on time. Students will be recognized for consistently getting to school on time. 	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	The school office continues to contact parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. <ul style="list-style-type: none"> Students are recognized for consistently getting to school on time. LCFF Resource 0000 Object 2420 2000-2999: Classified Personnel Salaries Base \$4,555
-ELAC/DELAC will review the importance of attendance at two of their meetings.	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Staff time and materials for ELAC/DELAC meetings LCFF (Supplemental) 1000-1999: Certificated Personnel Salaries Base \$1,500
-The district will continue to participate in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. Work with the West County JPA SARB Coordinator on process, procedure and follow through for identified families.	LEA	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Work with the West County JPA SARB Coordinator on process, procedure and follow through for identified families. Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$2500
-Administer the California Healthy Kids Survey to	LEA	<input checked="" type="checkbox"/> All	California Healthy Kids Survey costs Resource 0000 5800:

<p>determine more information on school climate.</p>		<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Professional/Consulting Services And Operating Expenditures Base \$300</p>
<p>-Provide counseling as needed for high risk families.</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Counseling services K-8 Resource 0004 Object 1200 1000-1999: Certificated Personnel Salaries Base \$25000</p>
<p>Monitor the rate of truanancies to ensure that records were consistent with how the state counts truananciesUse AERIES to provide discipline data and reporting</p>	<p>LEA</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>AERIES Resource 0000 Object 2400 2000-2999: Classified Personnel Salaries Base \$500</p>

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

GOAL 8:	8) Students will report that grading practices are clear and fair, that they clearly understand assignments and teacher expectations and that there are opportunities for them to be involved in improving the school culture. Continue to monitor CHKS survey data to identify if there is meaningful data for improving the school climate. Incorporate Safe Routes to School to promote health and student engagement.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	8) Changes are needed in grading and student communication practices in classrooms to address students' perceptions of their middle school educational experience and to prepare students with 21st century learning skills; student focus group(s) to improve school climate and student engagement. The Healthy Kids Survey showed a very positive school culture. Along with CHKS data, a student focus group will be used to get more current and targeted information on how to improve the school culture and experience for students. (Data collected from 7th grade student focus group.) Baseline is from 2011/2012 data showing high risk behaviors ranging from 23%-54%. Full report is available online.
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Goal Applies to:	Schools: All				
	Applicable Pupil Subgroups:	All			

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	Students focus groups will monitor how they perceive grading practices, assignment clarity and opportunities for involvement in creating a positive school culture and compared to previous year to calculate positive change by 10% reporting Teachers will document development of a coordinated activity/project calendar. Latest CHKS data will be reviewed to identify if there are findings that need to be addressed and measure progress towards a positive school culture and climate. Report will show a 10% increase from the prior year towards a positive outcome in student health, substance use and other high risk behaviors.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers use and parents access the AERIES online grading program to promote parent/school communication	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	- Continue to offer training to teachers on AERIES grading process LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$4000

		_ Other Subgroups: (Specify)	
Using input from student focus groups, teachers will agree to common practices on grading, communicating expectations, and explaining directions. Using focus groups, students provide input on how they can work together and with the adults at school to sustain a positive social/emotional culture at the school.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Conduct focus groups to provide feedback to teachers/staff and admin LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$6000
Administration and staff continue to develop and implement Restorative Justice practices for student discipline	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	-Continue Restorative Justice Program and provide training to school personnel LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$6,000
Administration, teachers support staff and students will monitor findings from California Healthy Kids Survey (CHKS) to identify if there are areas that need to be addressed in the LCAP	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual cost of CHSK (Ca Healthy Kids Survey) LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$500
Safe Routes to School: Students will be engaged by participating in SRTS innovative encouragement activities like weekly Walk/Roll days, the Golden Sneaker Award for the classroom with the highest participation in walking and rolling to school, Walking School Buses, Spring Frequent Walk/Roll programs. At the Middle School level, students will be engaged by participating in the Safe Routes to School (SRTS) Active Transportation	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Safe Routes to School 0000: Unrestricted Other 0

<p>Green Club (Teens Go Green) which seeks to get more students walking and biking to school, make the school environment safer and create a culture of awareness about active transportation on the school campus.</p> <ul style="list-style-type: none"> Students will be engaged by participating in SRTS innovative educational activities like 2nd grade pedestrian safety education, 4th grade pedestrian and bicycle safety education, 6th grade bicycle safety education, bicycle rodeos, all-school assemblies and Family Bicycling Workshops. 			
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LCAP Year 2: 16/17

<p>Expected Annual Measurable Outcomes:</p>	<p>Students focus groups will monitor how they perceive grading practices, assignment clarity and opportunities for involvement in creating a positive school culture and compared to previous year to calculate positive change by 10% reporting</p> <p>Teachers will document development of a coordinated activity/project calendar.</p> <p>Latest CHKS data will be reviewed to identify if there are findings that need to be addressed and measure progress towards a positive school culture and climate. Report will show a 10% increase from the prior year towards a positive outcome in student health, substance use and other high risk behaviors.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teachers use and parents access the AERIES online grading program to promote parent/school communication</p>	<p>LEA-wide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>- Continue to offer training to teachers on AERIES grading process LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$4000</p>
<p>Using input from student focus groups, teachers will agree to common practices on grading, communicating expectations, and explaining directions. Using focus groups, students provide input on how they can work together and with the adults at school to sustain a positive social/emotional culture at the school.</p>	<p>LEA wide</p>	<p>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p>Conduct focus groups to provide feedback to teachers/staff and admin LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$6000</p>

		English proficient Other Subgroups: (Specify)	
Administration and staff continue to develop and implement Restorative Justice practices for student discipline	LEA wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	-Continue Restorative Justice Program and provide training to school personnel LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$6,000
Administration, teachers support staff and students will monitor findings from California Healthy Kids Survey (CHKS) to identify if there are areas that need to be addressed in the LCAP	LEA wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Annual cost of CHSK (Ca Healthy Kids Survey) LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$500
Safe Routes to School: Students will be engaged by participating in SRTS innovative encouragement activities like weekly Walk/Roll days, the Golden Sneaker Award for the classroom with the highest participation in walking and rolling to school, Walking School Buses, Spring Frequent Walk/Roll programs. At the Middle School level, students will be engaged by participating in the Safe Routes to School (SRTS) Active Transportation Green Club (Teens Go Green) which seeks to get more students walking and biking to school, make the school environment safer and create a culture of awareness about active transportation on the school campus. <ul style="list-style-type: none"> Students will be engaged by participating in SRTS innovative educational activities like 2nd grade pedestrian safety education, 4th grade pedestrian and bicycle safety education, 6th grade bicycle safety education, bicycle rodeos, all-school 	LEA wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Safe Routes to School 0000: Unrestricted Other 0

assemblies and Family Bicycling Workshops.			
LCAP Year 3: 17/18			
Expected Annual Measurable Outcomes:	<p>Students focus groups will monitor how they perceive grading practices, assignment clarity and opportunities for involvement in creating a positive school culture and compared to previous year to calculate positive change by 10% reporting</p> <p>Teachers will document development of a coordinated activity/project calendar.</p> <p>Latest CHKS data will be reviewed to identify if there are findings that need to be addressed and measure progress towards a positive school culture and climate. Report will show a 10% increase from the prior year towards a positive outcome in student health, substance use and other high risk behaviors.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers use and parents access the AERIES online grading program to promote parent/school communication	LEA-wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	- Continue to offer training to teachers on AERIES grading process LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$4000
Using input from student focus groups, teachers will agree to common practices on grading, communicating expectations, and explaining directions. Using focus groups, students provide input on how they can work together and with the adults at school to sustain a positive social/emotional culture at the school.	LEA wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Conduct focus groups to provide feedback to teachers/staff and admin LCFF Resource 0000, 0004 Object 1100 1000-1999: Certificated Personnel Salaries Base \$6000
Administration and staff continue to develop and implement Restorative Justice practices for student discipline	LEA wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth	-Continue Restorative Justice Program and provide training to school personnel LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Base \$6,000

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Administration, teachers support staff and students will monitor findings from California Healthy Kids Survey (CHKS) to identify if there are areas that need to be addressed in the LCAP	LEA wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Annual cost of CHSK (Ca Healthy Kids Survey) LCFF Resource 0000 1000-1999: Certificated Personnel Salaries Base \$500
Safe Routes to School: Students will be engaged by participating in SRTS innovative encouragement activities like weekly Walk/Roll days, the Golden Sneaker Award for the classroom with the highest participation in walking and rolling to school, Walking School Buses, Spring Frequent Walk/Roll programs. At the Middle School level, students will be engaged by participating in the Safe Routes to School (SRTS) Active Transportation Green Club (Teens Go Green) which seeks to get more students walking and biking to school, make the school environment safer and create a culture of awareness about active transportation on the school campus. <ul style="list-style-type: none"> Students will be engaged by participating in SRTS innovative educational activities like 2nd grade pedestrian safety education, 4th grade pedestrian and bicycle safety education, 6th grade bicycle safety education, bicycle rodeos, all-school assemblies and Family Bicycling Workshops. 	LEA wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Safe Routes to School 0000: Unrestricted Other 0

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

GOAL 9:	9) Sustain or increase the current enrollment to support the educational program defined in the District's Strategic Plan via marketing and a quality instructional and innovative programing.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	9) Communicate to parents in existing schools and at Castle Preschool about how the school programs are addressing student needs with current class sizes; configuration and district enrollment Maintain and/or expand innovative program to retain enrollment; parent input data identifies that these programs are important and enrollment data 30 students transferred out of the district in 13/14 per interdistrict transfer that year.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	Student enrollment will be tracked to measure trends and annual comparisons. Progress towards 21st Century teaching development and implementation will be tracked and marketing efforts will be monitored. Less students will transfer out of the district in the year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Use Stakeholder meeting findings to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	-Continue to use Community Stakeholder meetings to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Other \$2,000
-Provide either sustained or differentiated professional development on instructional strategies including Rtl, STEM, CCS, PBL, Daily 5 and technology resources.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Provide either sustained or differentiated professional development on instructional strategies and technology resources. The model to use will be determined based on

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	observation of instruction. Title II 5000-5999: Services And Other Operating Expenditures Other \$8000
<ul style="list-style-type: none"> Maintain a current District website that reflects a 21st Century educational program and continue to promote district programs via marketing 	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain a current District website that reflects a 21st Century educational program. LCFF Office Managers, District Office and Principals 0000: Unrestricted Base \$2000
-Continue and expand joint activities with Castle Preschool.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue and expand joint activities with Castle Preschool. 0000: Unrestricted Base 0
Hold a Stakeholder and Marketing meetings to get input on the effectiveness of the strategies identified above and use findings for planning.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities. LCFF Object 2400 Resource 0000 0000: Unrestricted Other \$3000
-Students experience instructional strategies that address individual and small group needs and the educational program described in the strategic plan, including including RtI, STEM, CCS, PBL, Daily 5 and technology.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community Title II 5800: Professional/Consulting Services And Operating Expenditures Other \$5300

		English proficient _ Other Subgroups: (Specify)	Continue to offer professional development in technology District-wide, including information to parents on cyber safety. LCFF Resource 0000 Object 1100 1000-1999: Certificated Personnel Salaries Base \$5000
- Continue to provide and maintain enrollment in innovative programs with active students and parent engagement such as multi-age program, International Baccalaureate (IB) program and Project-Based Learning (such as Makers) and STEM/STEAM.	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to offer and implement the International Baccalaureate Program at Park Side School and provide information to parents Title I 5800: Professional/Consulting Services And Operating Expenditures Other \$3800 Continue to offer and implement STEM and Project Based learning at Brook Haven and provide information to parents Resource Title I 1000-1999: Certificated Personnel Salaries Other \$8000

LCAP Year 2: 16/17

Expected Annual Measurable Outcomes:	Student enrollment will be tracked to measure trends and annual comparisons. Progress towards 21st Century teaching development and implementation will be tracked and marketing efforts will be monitored. Less students will transfer out of the district in the year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Use Stakeholder meeting findings to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment.	LEA-wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	-Continue to use Community Stakeholder meetings to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Other \$2,000
-Provide either sustained or differentiated professional development on instructional strategies including Rtl, STEM, CCS, PBL, Daily 5 and technology resources.	LEA wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide either sustained or differentiated professional development on instructional strategies and technology resources. The model to use will be determined based on observation of instruction. Title II 5000-5999: Services And Other Operating Expenditures Other \$8000

<ul style="list-style-type: none"> Maintain a current District website that reflects a 21st Century educational program and continue to promote district programs via marketing 	<p>LEA wide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Maintain a current District website that reflects a 21st Century educational program. LCFF Office Managers, District Office and Principals 0000: Unrestricted Base \$2000</p>
<p>-Continue and expand joint activities with Castle Preschool.</p>	<p>LEA wide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Continue and expand joint activities with Castle Preschool. 0000: Unrestricted Base 0</p>
<p>Hold a Stakeholder and Marketing meetings to get input on the effectiveness of the strategies identified above and use findings for planning.</p>	<p>LEA wide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities. LCFF Object 2700, 2400 0000: Unrestricted Other \$3000</p>
<p>-Students experience instructional strategies that address individual and small group needs and the educational program described in the strategic plan, including including RtI, STEM, CCS, PBL, Daily 5 and technology.</p>	<p>LEA wide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community Title II 5800: Professional/Consulting Services And Operating Expenditures Other \$5300</p> <p>Continue to offer professional development in technology District-wide, including information to parents on cyber safety. LCFF Resource 0000 Object 1100 1000-1999: Certificated Personnel Salaries Base \$5000</p>
<p>- Continue to provide and maintain enrollment in innovative programs with active students and parent engagement such as multi-age program, International</p>	<p>LEA wide</p>	<p><u>X</u> All ----- OR:</p>	<p>Continue to offer and implement the International Baccalaureate Program at Park Side School and provide</p>

<p>Baccalaureate (IB) program and Project-Based Learning (such as Makers) and STEM/STEAM.</p>		<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>information to parents Title I 5800: Professional/Consulting Services And Operating Expenditures Other \$3800 Continue to offer and implement STEM and Project Based learning at Brook Haven and provide information to parents Resource 0004 Object 1100 1000-1999: Certificated Personnel Salaries Other \$8000</p>
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LCAP Year 3: 17/18

<p>Expected Annual Measurable Outcomes:</p>	<p>Student enrollment will be tracked to measure trends and annual comparisons. Progress towards 21st Century teaching development and implementation will be tracked and marketing efforts will be monitored. Less students will transfer out of the district in the year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>-Use Stakeholder meeting findings to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment.</p>	<p>LEA-wide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>-Continue to use Community Stakeholder meetings to refine strategies (including Rtl and teaching multi-grade classes) to sustain or increase current enrollment. LCFF Resource 0000 Object 1300 1000-1999: Certificated Personnel Salaries Other \$2,000</p>
<p>-Provide either sustained or differentiated professional development on instructional strategies including Rtl, STEM, CCS, PBL, Daily 5 and technology resources.</p>	<p>LEA wide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Provide either sustained or differentiated professional development on instructional strategies and technology resources. The model to use will be determined based on observation of instruction. Title II 5000-5999: Services And Other Operating Expenditures Other \$8000</p>
<ul style="list-style-type: none"> Maintain a current District website that reflects a 21st Century educational program and continue to promote district programs via marketing 	<p>LEA wide</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent</p>	<p>Maintain a current District website that reflects a 21st Century educational program. LCFF Office Managers, District Office and Principals 0000: Unrestricted Base \$2000</p>

		English proficient Other Subgroups: (Specify)	
-Continue and expand joint activities with Castle Preschool.	LEA wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue and expand joint activities with Castle Preschool. 0000: Unrestricted Base 0
Hold a Stakeholder and Marketing meetings to get input on the effectiveness of the strategies identified above and use findings for planning.	LEA wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue to hold the Marketing Committee meetings to add input on best strategies and implement marketing products and activities. LCFF Object 2700, 2400 0000: Unrestricted Other \$3000
-Students experience instructional strategies that address individual and small group needs and the educational program described in the strategic plan, including including RtI, STEM, CCS, PBL, Daily 5 and technology.	LEA wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community Title II 5800: Professional/Consulting Services And Operating Expenditures Other \$5300 Continue to offer professional development in technology District-wide, including information to parents on cyber safety. LCFF Resource 0000 Object 1100 1000-1999: Certificated Personnel Salaries Base \$5000
- Continue to provide and maintain enrollment in innovative programs with active students and parent engagement such as multi-age program, International Baccalaureate (IB) program and Project-Based Learning (such as Makers) and STEM/STEAM.	LEA wide	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue to offer and implement the International Baccalaureate Program at Park Side School and provide information to parents Title I 5800: Professional/Consulting Services And Operating Expenditures Other \$3800 Continue to offer and implement STEM and Project Based learning at Brook Haven and provide information to parents Resource 0004 Object 1100 1000-1999: Certificated Personnel Salaries Other \$8000

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

GOAL 10:	10 All students have access to and are enrolled in all required areas of study. (EC51210 (a) to (i)) Students continue to have access to a strong and diverse elective program.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Parents report via survey that school offerings are important to them. Continue to ensure that all students have access to and are enrolled in the required areas of study. Continue to provide a diverse elective program at grades District-wide that is aligned with parents' and students' interests.
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Goal Applies to:	Schools: Park Side and Brook Haven
Applicable Pupil Subgroups:	All

LCAP Year 1: 2015/2016

Expected Annual Measurable Outcomes:	Continue to ensure that ALL students, including unduplicated students and students with disabilities, have access to and are enrolled in the required areas of study. Continue to provide enrichment activities for 5-6, diverse programming for K-4 and a well rounded elective program at grades 7-8 that is aligned with parents' and students' interests. A course schedule will be developed and compared to the prior year to determine appropriate enrollment in each program (minimum of 18 students). Student, parent and teacher surveys will be used to measure satisfaction with programming.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to ensure that all students have access to and are enrolled in the required areas of study.	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	-Continue to provide a schedule that gives all students access to the required areas of study. 1000-1999: Certificated Personnel Salaries Base \$946,297
Continue to provide a diverse elective program at grades 7-8 that is aligned with parents' and students' interests. Include 5th and 6th grade with an enrichment wheel. Offer diverse programming to the Park Side school students, including gardening, Spanish and other	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	-Continue to provide a strong and diverse elective program with offerings determined based on elective choices. Resource 0004 Parcel Tax 1000-1999: Certificated Personnel Salaries Base \$69,711

enrichment		_ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 16/17			
Expected Annual Measurable Outcomes:	Continue to ensure that ALL students, including unduplicated students and students with disabilities, have access to and are enrolled in the required areas of study. Continue to provide enrichment activities for 5-6, diverse programming for K-4 and a well rounded elective program at grades 7-8 that is aligned with parents' and students' interests. A course schedule will be developed and compared to the prior year to determine appropriate enrollment in each program (minimum of 18 students). Student, parent and teacher surveys will be used to measure satisfaction with programming.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to ensure that all students have access to and are enrolled in the required areas of study.	LEA wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	-Continue to provide a schedule that gives all students access to the required areas of study. 1000-1999: Certificated Personnel Salaries Base \$946,297
Continue to provide a diverse elective program at grades 7-8 that is aligned with parents' and students' interests. Include 5th and 6th grade with an enrichment wheel. Offer diverse programming to the Park Side school students, including gardening, Spanish and other enrichment	LEA wide	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	-Continue to provide a strong and diverse elective program with offerings determined based on elective choices. 1000-1999: Certificated Personnel Salaries Base \$69,711

LCAP Year 3: 17/18

Expected Annual Measurable Outcomes:	Continue to ensure that ALL students, including unduplicated students and students with disabilities, have access to and are enrolled in the required areas of study. Continue to provide enrichment activities for 5-6, diverse programming for K-4 and a well rounded elective program at grades 7-8 that is aligned with parents' and students' interests. A course schedule will be developed and compared to the prior year to determine appropriate enrollment in each program (minimum of 18 students). Student, parent and teacher surveys will be used to measure satisfaction with programming.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to ensure that all students have access to and are enrolled in the required areas of study.	LEA wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	-Continue to provide a schedule that gives all students access to the required areas of study. 1000-1999: Certificated Personnel Salaries Base \$946,297
Continue to provide a diverse elective program at grades 7-8 that is aligned with parents' and students' interests. Include 5th and 6th grade with an enrichment wheel. Offer diverse programming to the Park Side school students, including gardening, Spanish and other enrichment	LEA wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	-Continue to provide a strong and diverse elective program with offerings determined based on elective choices. 1000-1999: Certificated Personnel Salaries Base \$69,711

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	1) The District will continue to have NCLB highly qualified teachers.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students will continue to have fully qualified teachers with no misassignments	Actual Annual Measurable Outcomes:	Students will continue to have fully qualified teachers with no misassignments	
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
The District's practice is to hire fully qualified teachers and to make assignments based on teacher qualifications. The District will continue these practices and work with SCOE on a periodic credentialing review.	Review credential status to teacher assignments to ensure 100% highly qualified teachers Funding source = LCFF \$2,483,164 2000-2999: Classified Personnel Salaries Base \$11,375	All credentials were reviewed and an excel spreadsheet developed listing seniority list, credential held and expiration date(s). These actions and services addressed the identified needs and goals by assuring that the teachers serving students were fully qualified with no missing assignments	Review credential status to teacher assignments to ensure 100% highly qualified teachers 2000-2999: Classified Personnel Salaries Base \$11,375	
Scope of Service	LEA-wide	Scope of Service	LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	These actions and services will be continued as is, due to the fact that the goal was attained and will be continued into future years. Funds were expended as expected. No recommended changes with this goal.		

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

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

Original GOAL 2 from prior year LCAP:	2) The District will maintain an optimal environment for learning through implementing its Facilities Master Plan as scheduled (EC 17002(d)).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Facilities will be maintained to support the instructional program The Facilities Master Plan will be implemented as scheduled.	Actual Annual Measurable Outcomes:	Facilities will be maintained to support the instructional program The Facilities Master Plan will be implemented as scheduled.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Complete projects on scheduled listed in the Facilities Master Plan and make repairs or replace equipment as needed to maintain facilities in good condition. Continue to prepare a FIT report to monitor the status of facility needs and add these needs to the Facilities Master Plan as appropriate.	Implement Facilities Master Plan and make repairs or replace equipment as needed to maintain facilities in good condition funding source = LCFF (and unspecified bond funding) \$145,828 Other \$31,145	<p>Actions included: Repairs were made and equipment replaced as needed to maintain facilities in good condition. FIT report conducted to monitor the status of facility needs and add these needs to the Facilities Master Plan as appropriate. Our insurance company, RESIG, inspected our facilities and developed report. Only minor corrections cited which are being corrected. A RFP for an Architect was developed to assist with development of a Facilities Master Plan.</p> <hr/> <p>The actions and services were somewhat successful for addressing the identified needs and goals identified in the prior year LCAP.</p>	<p>Implement Facilities Master Plan and make repairs or replace equipment as needed to maintain facilities in good condition 5000-5999: Services And Other Operating Expenditures Other \$16,660</p> <hr/> <p>6000-6999: Capital Outlay Other \$10,500</p>

		<p>Successful Actions included: Repairs were made and equipment replaced as needed to maintain facilities in good condition. FIT report conducted to monitor the status of facility needs and add these needs to the Facilities Master Plan as appropriate. Our insurance company, RESIG, inspected our facilities and developed report. Only minor corrections cited which are being corrected.</p> <p>Not Successful Actions: The Facilities Master Plan was not created. Instead a RFP for an Architect was developed to assist with development of a Facilities Master Plan.</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The actions and services were somewhat successful for addressing the identified needs and goals identified in the prior year LCAP.</p> <p>Successful Actions included: Repairs were made and equipment replaced as needed to maintain facilities in good condition. FIT report conducted to monitor the status of facility needs and add these needs to the Facilities Master Plan as appropriate. Our insurance company, RESIG, inspected our facilities and developed report. Only minor corrections cited which are being corrected.</p> <p>Not Successful Actions: The Facilities Master Plan was not created. Instead a RFP RFP for an Architect was developed to assist with development of a Facilities Master Plan.</p> <p>In the following year, the Architect will work with the District to create a Facility Master Plan. As the District finances were</p>		

	evaluated, it was determined that the Facility Director would need to go back into the classroom. An electronic ticket system will be developed to monitor projects and assign projects in the following years.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 3 from prior year LCAP:	3) Every student will have access to standards-aligned instructional materials (EC 60119). CCSS aligned instructional materials will be reviewed and adopted as they become available.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	100% of Students will continue to have standards-aligned instructional materials; there will be new CCSS aligned curriculum materials for math	Actual Annual Measurable Outcomes: Students will continue to have standards-aligned instructional materials Math Committees will meet to evaluate new CCSS aligned curriculum materials for math A pilot will be conducted to evaluation of the new CCSS aligned curriculum materials for math for selection	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development on newly available CCSS aligned curriculum materials.	Review, evaluate, pilot (as appropriate), adopt and provide sustained professional development as available through SCOE on newly available CCSS aligned curriculum materials in math. Confirm timeline for implementing ELA CCSS aligned instructional materials Funding source = lottery and LCFF 0000: Unrestricted Other \$52,100	The actions and services somewhat addressed the identified needs and goals. The District successfully reviewed, evaluated, and piloted instructional materials in math for possible adoption. However, through this pilot the materials were determined to be sub-standard. The adoption portion of this goal will be carried into the following year. We successfully provided sustained professional development as available through SCOE on CCS Math via the	We reviewed, evaluated, and piloted instructional materials in math for potential, adoption. We provided sustained professional development as available through SCOE on CCS Math via the Leadership Team. Using CCS funds and teacher salary/benefits for time spent as well as professional development costs 4000-4999: Books And Supplies Other \$22,300 5000-5999: Services And Other Operating Expenditures Other \$7,600

		<p>Leadership Team.</p> <p>We successfully confirmed timeline for implementing ELA CCSS aligned instructional materials</p>	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The actions and services somewhat addressed the identified needs and goals.</p> <p>The District successfully reviewed, evaluated, and piloted instructional materials in math for possible adoption. However, through this pilot the materials were determined to be sub-standard. The Math adoption portion of this goal will be carried into the following year.</p> <p>We successfully provided sustained professional development as available through SCOE on CCS Math via the Leadership Team.</p> <p>We successfully confirmed timeline for implementing ELA CCSS aligned instructional materials</p>		

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

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

Original GOAL 4 from prior year LCAP:	4) Teachers provide a rigorous, high quality and engaging educational program to support each student and every significant subgroup in mastering the CCSS and preparing them with 21st Century Learning skills defined in the District's strategic plan.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Instruction is increasingly more aligned with the rigor of the CCSS. Instruction is integrated and reflects best practices for student engagement. Teachers assess what students know and use this knowledge to plan instruction. The measurement will be observation of instruction using a CCSS instructional practices rubric and a locally developed pre/post benchmark assessments A baseline will be set in year 1.	Actual Annual Measurable Outcomes:	Instruction is increasingly more aligned with the rigor of the CCSS. Instruction is integrated and reflects best practices for student engagement. Teachers assess what students know and use this knowledge to plan instruction. The district will review the SBAC Interim Assessments for district-wide adoption as benchmark assessments. A teacher review of observation tools will be considered.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers participate in professional development on CCSS and differentiated instructional strategies to address the needs of individual students and on use of technology for 21st Century learning skills.	Following professional development on staff development days, teachers work through PLCs to implement CCSS with special attention to meeting the needs of individual students and subgroups using Rtl and are trained on how to use technology as an instructional tool and to give students access to 21st Century learning skills. Funding source= parcel tax 1000-1999: Certificated Personnel Salaries Other \$12,500	The actions and services somewhat addressed the identified needs and goals. Teachers successfully participated in professional development on CCSS and differentiated instructional strategies to address the needs of individual students and on use of technology for 21st Century learning skills, through staff development days, short Wednesday Collaborative meetings, Book Club and specific attendance at trainings provided by SCOE, Google and other vendors.	Following professional development on staff development days, teachers worked through PLCs to implement CCSS with special attention to meeting the needs of individual students and subgroups using Rtl and are trained on how to use technology as an instructional tool and to give students access to 21st Century learning skills. 1000-1999: Certificated Personnel Salaries Other \$8,650 Teachers attended Google training, as well as the Leadership Team attending CCS with SCOE for district

		<p>The Observation of instruction was not completed as the district did not have a CCSS instructional practices rubric to use at this time.</p> <p>Locally developed pre/post benchmark assessments were not developed. Instead the district reviewed the SBAC Interim Assessments for district-wide adoption as benchmark assessments.</p> <p>The Union, through negotiations, began evaluating teacher observation tools.</p>	<p>rollout in Collaborative team meetings. 5000-5999: Services And Other Operating Expenditures Other \$7,935</p> <p>A CCS book study was developed for K-5 teachers on the Daily 5 as a way to roll out differentiated instruction. 4000-4999: Books And Supplies Other \$200</p> <p>Teacher salary/benefit time was used to attend staff days and short Wednesdays. 1000-1999: Certificated Personnel Salaries Base \$3,100</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low income pupils: Professional development is provided to teachers on instructional strategies such as Response to Intervention (Rtl), how to teach multi-grade classes, how to group for instruction, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap.</p> <ul style="list-style-type: none"> • Technology training addresses how to use technology to provide targeted preview and review to address individual needs. • The District will provide in-service sessions for parents to help them 	<ul style="list-style-type: none"> • Professional development Provided on 2 Wednesdays for 1.5 hours throughout the year by ELD Coordinator for all teachers • Technology training Two all day training plus 1 hour individual training for all certificated staff • In-service sessions for parents (first Thursday of each month October through May one hour) • Provide classes for parents and their 3 and 4 year-old-children, Services provided by Pasitos every Wednesday 9-10:30a.m.(yearlong program beginning Sept.17th) 	<p>For low income pupils: Professional development is provided to teachers on instructional strategies such as Response to Intervention (Rtl), how to teach multi-grade classes, how to group for instruction, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap.</p> <ul style="list-style-type: none"> • Technology training addresses how to use technology to provide targeted preview and review to address individual needs. • The District will provide in-service sessions for parents to help them understand the role of parents in 	<ul style="list-style-type: none"> • Professional development Provided on 2 Wednesdays for 1.5 hours throughout the year by ELD Coordinator for all teachers • Technology training Two all day training plus 1 hour individual training for all certificated staff • In-service sessions for parents (first Thursday of each month October through May one hour) • Provide classes for parents and their 3 and 4 year-old-children, Services provided by Pasitos every Wednesday 9-10:30a.m.(yearlong program beginning Sept.17th)

<p>understand the role of parents in U.S. schools and to assist them in establishing and maintaining relationships with their children's teachers and other school personnel.</p> <ul style="list-style-type: none"> The District will coordinate with Community Action Partnership of Sonoma County to provide classes for parents and their 3 and 4 year-old-children, once a week for 90 minutes, in order to show parents how to read with their children and engage in school readiness activities. 		<p>U.S. schools and to assist them in establishing and maintaining relationships with their children's teachers and other school personnel.</p> <ul style="list-style-type: none"> The District will coordinate with Community Action Partnership of Sonoma County to provide classes for parents and their 3 and 4 year-old-children, once a week for 90 minutes, in order to show parents how to read with their children and engage in school readiness activities. 	<p>1000-1999: Certificated Personnel Salaries Base \$1,500</p>
<p>Scope of Service: LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learners: The District will implement its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD.</p> <ul style="list-style-type: none"> The District will hire a .35 FTE ELD Coordinator to ensure that ELD services and programs are delivered and monitored as described in the Title III plan and to support teachers using strategies that increase access for ELs. Professional development is 	<p>.35 FTE ELD Coordinator</p> <ul style="list-style-type: none"> Professional development subcommittee on EL RTI (six certificated staff meeting meeting at least five Wednesdays for 1.5 hours) Spanish language support one hour every Tuesday EL Services Coordinator provided by Bilingual Assistant at Parkside provided for 3 hours each school day Parent liaison <p>ESL classes or another means of</p>	<p>For English learners: The District will implement its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD.</p> <ul style="list-style-type: none"> The District will hire a .35 FTE ELD Coordinator to ensure that ELD services and programs are delivered and monitored as described in the Title III plan and to support teachers using strategies that increase access for ELs. Professional development is provided to teachers on 	<p>.35 FTE ELD Coordinator</p> <ul style="list-style-type: none"> Professional development subcommittee on EL RTI (six certificated staff meeting meeting at least five Wednesdays for 1.5 hours) Spanish language support one hour every Tuesday EL Services Coordinator provided by Bilingual Assistant at Parkside provided for 3 hours each school day Parent liaison <p>ESL classes or another means of</p>

<p>provided to teachers on instructional strategies such as Rtl, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap.</p> <ul style="list-style-type: none"> The District will provide professional development for all teachers to teach and demonstrate how selected strategies are incorporated into lessons across the curriculum. Strategies include 1) requiring students to speak in complete sentences; 2) use of sentence frames; 3) academic vocabulary development specific to each curricular area; 4) use of structured oral discourse; 5) active student engagement; 6) structured class discussion openers Teachers will identify students in their classes who are near English Language Proficiency as measured by the CELDT. Using data, teachers will identify specific student needs (e.g. listening comprehension, speaking, reading comprehension, writing). Each teacher will identify students in his/her class that are approaching English Language Proficiency for purpose of forming a "target group" for accelerating ELD. District will ensure that all teachers agree to use the following three instructional strategies on a daily basis in all classrooms: 	<p>providing English language development to parents. Planning to begin in 2015 for six hours a month</p> <ul style="list-style-type: none"> Strategies including but not limited to Rtl, small group instruction with Instructional Assistants. Provided for 3.5 hours each day by five instructional Aides <p>Additional Counselor support provided by West County Community Services each Thursday (6 hours a week) Other 77,733</p>	<p>instructional strategies such as Rtl, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap.</p> <ul style="list-style-type: none"> The District will provide professional development for all teachers to teach and demonstrate how selected strategies are incorporated into lessons across the curriculum. Strategies include 1) requiring students to speak in complete sentences; 2) use of sentence frames; 3) academic vocabulary development specific to each curricular area; 4) use of structured oral discourse; 5) active student engagement; 6) structured class discussion openers Teachers will identify students in their classes who are near English Language Proficiency as measured by the CELDT. Using data, teachers will identify specific student needs (e.g. listening comprehension, speaking, reading comprehension, writing). Each teacher will identify students in his/her class that are approaching English Language Proficiency for purpose of forming a "target group" for accelerating ELD. District will ensure that all teachers agree to use the following three instructional strategies on a daily basis in all classrooms: <ol style="list-style-type: none"> Structured Class Discussion Openers Active Engagement Strategies Academic Vocabulary Development Data from formative assessments will be submitted to site 	<p>providing English language development to parents. Planning to begin in 2015 for six hours a month</p> <ul style="list-style-type: none"> Strategies including but not limited to Rtl, small group instruction with Instructional Assistants. Provided for 3.5 hours each day by five instructional Aides <p>Additional Counselor support provided by West County Community Services each Thursday (6 hours a week) Other \$87,740</p>
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1. Structured Class Discussion Openers
 2. Active Engagement Strategies
 3. Academic Vocabulary Development

- Data from formative assessments will be submitted to site administrators or designee and compiled for redistribution to staff at staff meetings for purposes of monitoring student progress, identifying specific student needs, analyzing efficacy of strategies and sharing best practices.
- Spanish language support will be offered to students who are at the lowest CELDT levels by a bilingual instructional assistant in order to provide better access to curriculum concepts.
- EL Services Coordinator will ensure that translated list of community services is distributed to parents through school mail system as well as through DELAC Meetings
- District will provide information to parents about their child's proficiency levels on the CELDT and other assessments, as well as information about program options through letters that are sent home in the parents' home language. Parents will be provided with the opportunity to meet with District staff to discuss assessment information.
- General information meetings conducted in Spanish will be provided annually in order to inform parents about technical terminology and provide the opportunity to ask questions about school services and programs.

administrators or designee and compiled for redistribution to staff at staff meetings for purposes of monitoring student progress, identifying specific student needs, analyzing efficacy of strategies and sharing best practices.

- Spanish language support will be offered to students who are at the lowest CELDT levels by a bilingual instructional assistant in order to provide better access to curriculum concepts.
- EL Services Coordinator will ensure that translated list of community services is distributed to parents through school mail system as well as through DELAC Meetings
- District will provide information to parents about their child's proficiency levels on the CELDT and other assessments, as well as information about program options through letters that are sent home in the parents' home language. Parents will be provided with the opportunity to meet with District staff to discuss assessment information.
- General information meetings conducted in Spanish will be provided annually in order to inform parents about technical terminology and provide the opportunity to ask questions about school services and programs.
- Provide a parent liaison that will work with parents to increase their involvement in their child's education. Liaison works with DELAC to solicit parent input.
- District seeks options for ESL classes or another means of providing English language

<ul style="list-style-type: none"> • Provide a parent liaison that will work with parents to increase their involvement in their child's education. Liaison works with DELAC to solicit parent input. • District seeks options for ESL classes or another means of providing English language development to parents. • Hold EL Family Support Group where parents learn how to use technology while their child receives homework help. 		<p>development to parents.</p> <ul style="list-style-type: none"> • Hold EL Family Support Group where parents learn how to use technology while their child receives homework help. 	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For redesignated fluent English proficient pupils:</p> <ul style="list-style-type: none"> • The District will implement its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD as part of classroom practice. Students also have scheduled ELD instruction. • Professional development for teachers on how to differentiate instruction will better equip teachers to address the needs of R-FEP students. • The EL coordinator will monitor the progress of R-FEP students as a subgroup and be in 	<p>Professional development for teachers</p> <ul style="list-style-type: none"> • EL coordinator <hr/> <p>Other 17,616</p>	<p>For redesignated fluent English proficient pupils:</p> <ul style="list-style-type: none"> • The District will implement its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD as part of classroom practice. Students also have scheduled ELD instruction. • Professional development for teachers on how to differentiate instruction will better equip teachers to address the needs of R-FEP students. • The EL coordinator will monitor the progress of R-FEP students as a subgroup and be in communication 	<p>Professional development for teachers</p> <ul style="list-style-type: none"> • EL coordinator <hr/> <p>1000-1999: Certificated Personnel Salaries Base \$21,658</p>

<p>communication with teachers about student progress and strategies.</p> <ul style="list-style-type: none"> Teachers will be provided with an overview and menu of research-based classroom instructional strategies that have proven to be effective for supporting and increasing the achievement of English learners. 		<p>with teachers about student progress and strategies.</p> <ul style="list-style-type: none"> Teachers will be provided with an overview and menu of research-based classroom instructional strategies that have proven to be effective for supporting and increasing the achievement of English learners. 	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actions/Services continued: Teachers will continue to participate in professional development on CCSS and differentiated instructional strategies to address the needs of individual students and on use of technology for 21st Century learning skills, through staff development days, short Wednesday Collaborative meetings, Book Club and specific attendance at trainings provided by SCOE, Google and other vendors.</p> <p>Actions/Services modified: The Observation of instruction was not completed as the district did not have a CCSS instructional</p>		

	<p>practices rubric to use at this time. Therefore, this will continue through the teacher Negotiation process in 15-16. Locally developed pre/post benchmark assessments were not developed. Instead the district reviewed the SBAC Interim Assessments for district-wide adoption as benchmark assessments. Based on District analysis and teacher input (stakeholder) the interim assessments through SBAC will be analyzed the adopted for use district-wide.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 5 from prior year LCAP:	5) Parents are more involved and knowledgeable about their child's education		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students have parents who are involved in their education and openly communicate with the school and teachers Maintain current parent survey rate on the school regularly seeking parent input and participation. Increase participation in selected school activities in year 1 to set a base line.	Actual Annual Measurable Outcomes:	Students have parents who are involved in their education and openly communicate with the school and teachers Maintain current parent participation on the school regularly seeking parent input and participation. Increase participation in selected school activities in year 1 to set a base line.	
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Use e-mail, memos, website, meetings and individual communications to invite parents to be more involved in their child's education through participating in school activities. There are a range of activities to fit parent needs and interests. There is up –to-date information on school involvement on the website. Parents are accessing more information on their child's schoolwork through the on-line grading program.	Office and teachers focus on inviting parent participation in new ways and more consistently. <ul style="list-style-type: none"> Increased opportunities for parent participation are planned at the school and classroom levels. School website has current information on school and classroom activities. Grade data on the on-line grading program is up-to-date. funding source = LCFF (Technology Support) \$5,000	These actions/services addressed the need to increase parent involvement and knowledge about their child's education. Used e-mail, memos, website, meetings and individual communications to invite parents to be more involved in their child's education through participating in school activities. There are a range of activities to fit parent needs and interests. Parents accessed more information on their child's schoolwork through the on-line grading program.	Office and teachers focused on inviting parent participation in new ways and more consistently. <ul style="list-style-type: none"> Increased opportunities for parent participation are planned at the school and classroom levels. School website has current information on school and classroom activities. Grade data on the on-line grading program is up-to-date. 5800: Professional/Consulting Services And Operating Expenditures Base \$5,800	

		<p>There was not up –to-date information on school involvement on the website. However, a new website was developed to streamline information for parents to ease access on school/district related items.</p>	<p>Facilitator for Parent meeting 5800: Professional/Consulting Services And Operating Expenditures Base \$300</p> <p>District office cost/time in parent engagement meetings 2000-2999: Classified Personnel Salaries Base \$1,160</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For low income pupils: Professional development is provided to teachers on instructional strategies such as Response to Intervention (Rtl), how to teach multi-grade classes, how to group for instruction, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap.</p> <ul style="list-style-type: none"> • Technology training addresses how to use technology to provide targeted preview and review to address individual needs. • The District will provide in-service sessions for parents to help them understand the role of parents in U.S. schools and to assist them in establishing and maintaining relationships with their children's teachers and other school 	<ul style="list-style-type: none"> • Professional development Provide on 2 Wednesdays for 1.5 hours throughout the year by ELD Coordinator for all teachers • Technology training Two all day training plus 1 hour individual training for all certificated staff • In-service sessions for parents (first Thursday of each month October through May one hour) • Provide classes for parents and their 3 and 4 year-old-children, Services provided by Pasitos every Wednesday 9-10:30a.m.(yearlong program beginning Sept.17th) 	<p>Specific professional development was not provided to teachers on instructional strategies such as Response to Intervention (Rtl), how to teach multi-grade classes, how to group for instruction, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. Instead teachers collaborated and shared instructional strategies vis the short Wednesday and specific outside professional development.</p> <p>Trainings/support that was offered in lieu of the above:</p> <p>The ELD teacher coordinated the program for all identified students and their teachers. She also worked with</p>	<ul style="list-style-type: none"> • ELD coordination for all students and worked with teachers in strategies for individual students in their classroom <p>1000-1999: Certificated Personnel Salaries Base \$21,658</p> <p>-Technology training Two all day training plus 1 hour individual training for all certificated staff 0000: Unrestricted Base \$8,000</p> <p>-Provided classes for parents and their 3 and 4 year-old-children, Services provided by Pasitos every Wednesday 9-11:30a.m.(yearlong program beginning Sept.17th) 0000: Unrestricted \$0</p> <p>ELAC/DELAC meeting development and time for Administrators to develop, outreach, conduct and attend the</p>

<p>personnel.</p> <ul style="list-style-type: none"> The District will coordinate with Community Action Partnership of Sonoma County to provide classes for parents and their 3 and 4 year-old-children, once a week for 90 minutes, in order to show parents how to read with their children and engage in school readiness activities. 		<p>teachers on specific strategies for students in their classroom. She did not do two Wednesday inservices for teachers district-wide.</p> <p>Technology training was offered to addresses how to use technology to provide targeted preview and review to address individual needs.</p> <p>The District provided information to parents via the ELAC/DELAC meeting to help them understand the role of parents in U.S. schools and to assist them in establishing and maintaining relationships with their children's teachers and other school personnel.</p> <ul style="list-style-type: none"> The District coordinated with Community Action Partnership of Sonoma County to provide classes for parents and their 3 and 4 year-old-children, once a week for 90 minutes, in order to show parents how to read with their children and engage in school readiness activities. 	<p>meeting 1000-1999: Certificated Personnel Salaries Base \$1,500</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learners: The District will implement its Title III Plan to address the specific needs of</p>	<p>35 FTE ELD Coordinator</p> <ul style="list-style-type: none"> Professional development subcommittee on EL RTI (six 	<p>For English learners: The District reviewed and implemented its Title III Plan to address the specific</p>	<p>-EL Services Coordinator provided by Bilingual Assistant at Park Side provided for 3 hours each school day</p>

<p>ELs. The expectation is that all teachers teach ELD.</p> <ul style="list-style-type: none"> The District will hire a .35 FTE ELD Coordinator to ensure that ELD services and programs are delivered and monitored as described in the Title III plan and to support teachers using strategies that increase access for ELs. Professional development is provided to teachers on instructional strategies such as Rtl, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. The District will provide professional development for all teachers to teach and demonstrate how selected strategies are incorporated into lessons across the curriculum. Strategies include 1) requiring students to speak in complete sentences; 2) use of sentence frames; 3) academic vocabulary development specific to each curricular area; 4) use of structured oral discourse; 5) active student engagement; 6) structured class discussion openers Teachers will identify students in their classes who are near English Language Proficiency as measured by the CELDT. Using data, teachers will identify specific student needs (e.g. listening comprehension, speaking, reading comprehension, writing). 	<p>certificated staff meeting meeting at least five Wednesdays for 1.5 hours)</p> <ul style="list-style-type: none"> Spanish language support one hour every Tuesday EL Services Coordinator provided by Bilingual Assistant at Parkside provided for 3 hours each school day Parent liaison <p>ESL classes or another means of providing English language development to parents. Planning to begin in 2015 for six hours a month</p> <ul style="list-style-type: none"> Strategies including but not limited to Rtl, small group instruction with Instructional Assistants. Provided for 3.5 hours each day by five instructional Aides <p>Additional Counselor support provided by West County Community Services each Thursday (6 hours a week)</p>	<p>needs of ELs. The expectation is that all teachers teach ELD.</p> <ul style="list-style-type: none"> The District hired a .35 FTE ELD Coordinator to ensure that ELD services and programs are delivered and monitored as described in the Title III plan and to support teachers using strategies that increase access for ELs. Teachers, along with the ELD Coordinator identified students in their classes who are near English Language Proficiency as measured by the CELDT and using data, teachers will identify specific student needs (e.g. listening comprehension, speaking, reading comprehension, writing). Teacher identified students in his/her class that are approaching English Language Proficiency for purpose of forming a "target group" for accelerating ELD. District provided information to parents about their child's proficiency levels on the CELDT and other assessments, as well as information about program options through letters that are sent home in the parents' home language. Parents will be provided with the opportunity to meet with District staff to discuss assessment information. General information meetings conducted in Spanish were provided monthly via ELAC/DELAC in order to inform parents about 	<p>and 1 day per week at Brook Haven. Includes time for translation on paper and at meetings. 0001-0999: Unrestricted: Locally Defined Base \$7,200</p> <hr/> <p>35 FTE ELD Coordinator 1000-1999: Certificated Personnel Salaries Base \$21,658</p> <hr/> <p>Additional Counselor support provided by West County Community Services each Thursday (6 hours a week) 0000: Unrestricted Base \$7,000</p> <hr/> <p>Teacher time for EL coordination with ELD coordinator 1000-1999: Certificated Personnel Salaries California Career Pathways Trust \$1,500</p> <hr/> <p>Coordination time for ELAC/DELAC meetings for administration 1000-1999: Certificated Personnel Salaries Base \$1,500</p>
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<ul style="list-style-type: none"> • Each teacher will identify students in his/her class that are approaching English Language Proficiency for purpose of forming a "target group" for accelerating ELD. • District will ensure that all teachers agree to use the following three instructional strategies on a daily basis in all classrooms: <ol style="list-style-type: none"> 1. Structured Class Discussion Openers 2. Active Engagement Strategies 3. Academic Vocabulary Development • Data from formative assessments will be submitted to site administrators or designee and compiled for redistribution to staff at staff meetings for purposes of monitoring student progress, identifying specific student needs, analyzing efficacy of strategies and sharing best practices. • Spanish language support will be offered to students who are at the lowest CELDT levels by a bilingual instructional assistant in order to provide better access to curriculum concepts. • EL Services Coordinator will ensure that translated list of community services is distributed to parents through school mail system as well as through DELAC Meetings • District will provide information to parents about their child's proficiency levels on the CELDT and other assessments, as well as information about program options through letters that are sent home in the parents' home language. 		<p>technical terminology and provide the opportunity to ask questions about school services and programs.</p> <ul style="list-style-type: none"> • Provide a parent liaison that will work with parents to increase their involvement in their child's education. • District sought options for ESL classes or another means of providing English language development to parents. 	
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<p>Parents will be provided with the opportunity to meet with District staff to discuss assessment information.</p> <ul style="list-style-type: none"> • General information meetings conducted in Spanish will be provided annually in order to inform parents about technical terminology and provide the opportunity to ask questions about school services and programs. • Provide a parent liaison that will work with parents to increase their involvement in their child's education. Liaison works with DELAC to solicit parent input. • District seeks options for ESL classes or another means of providing English language development to parents. • Hold EL Family Support Group where parents learn how to use technology while their child receives homework help. 			
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For redesignated fluent English proficient pupils:</p> <ul style="list-style-type: none"> • The District will implement its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD as part 	<ul style="list-style-type: none"> • Professional development for teachers • EL coordinator <p>Cost = \$17,616 funding source = Title III (\$890)/LCFF (\$16,726)</p>	<p>For redesignated fluent English proficient pupils:</p> <ul style="list-style-type: none"> • The District will implement its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD as part 	<ul style="list-style-type: none"> • Professional development for teachers • EL coordinator <p>1000-1999: Certificated Personnel Salaries Base \$21,658</p>

<p>of classroom practice. Students also have scheduled ELD instruction.</p> <ul style="list-style-type: none"> Professional development for teachers on how to differentiate instruction will better equip teachers to address the needs of R-FEP students. The EL coordinator will monitor the progress of R-FEP students as a subgroup and be in communication with teachers about student progress and strategies. Teachers will be provided with an overview and menu of research-based classroom instructional strategies that have proven to be effective for supporting and increasing the achievement of English learners. 		<p>of classroom practice. Students also have scheduled ELD instruction.</p> <ul style="list-style-type: none"> Professional development via the ELD coordinator for teachers on how to differentiate instruction will better equip teachers to address the needs of R-FEP students, conducted via the ELD coordinator with individual teachers. The EL coordinator monitored the progress of R-FEP students as a subgroup and be in communication with teachers about student progress and strategies. Teachers were provided with an overview and menu of research-based classroom instructional strategies that have proven to be effective for supporting and increasing the achievement of English learners. 	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>These actions/services addressed the need to increase parent involvement and knowledge about their child's education.</p> <ul style="list-style-type: none"> Used e-mail, memos, website, meetings and individual communications to invite parents to be more involved in their child's education through participating in school activities. There are a range of activities to fit parent needs and interests. Parents accessed more information on their child's schoolwork through the on-line grading program. 		

There was not up –to-date information on school involvement on the website. However, a new website was developed to streamline information for parents to ease access on school/district related items. Also a district newsletter was mailed to all parents and families which included ways to be involved.

This goal will be continued into 2015-2016

Low Income/EL/Redesignated -

These items were not implemented or addressed in the 2014-15 school year as described in the LCAP

- Specific professional development was not provided to teachers on instructional strategies such as Response to Intervention (RtI), how to teach multi-grade classes, how to group for instruction, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. Instead teachers collaborated and shared instructional strategies via the short Wednesday and specific outside professional development.

Trainings/support that was offered: The ELD teacher coordinated the program for all identified students and their teachers. She also worked with teachers on specific strategies for students in their classroom. She did not do two Wednesday inservices for teachers district-wide. Technology training was offered to addresses how to use technology to provide targeted preview and review to address individual needs.

The District provided information to parents via the ELAC/DELAC meeting to help them understand the role of parents in U.S. schools and to assist them in establishing and maintaining relationships with their children's teachers and other school personnel.

- The District coordinated with Community Action Partnership of Sonoma County to provide classes for parents and their 3 and 4 year-old-children, once a week for 90 minutes, in order to show parents how to read with their children and engage in school readiness activities.

EL Learners:

- As stated above, professional development was not provided as listed to teachers on specific instructional strategies such as RtI, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. Nor did the District will provide professional development for all teachers to teach and demonstrate how selected strategies are incorporated into lessons across the curriculum. Strategies include 1) requiring students to speak in complete sentences; 2) use of sentence frames; 3) academic vocabulary development specific to each curricular area; 4) use of structured oral discourse; 5) active student engagement; 6) structured class discussion openers

The District did not ensure that all teachers agree to use the following three instructional strategies on a daily basis in all classrooms as listed:

1. Structured Class Discussion Openers
2. Active Engagement Strategies
3. Academic Vocabulary Development

- Data from formative assessments will be submitted to site administrators or designee and compiled for redistribution to staff at staff meetings for purposes of monitoring student progress, identifying specific student needs, analyzing efficacy

of strategies and sharing best practices.

- Although EL Services Coordinator did not provide a translated list of community services is distributed to parents through school mail system as well as through DELAC Meetings as listed, information was provided at ELAC/DELAC meeting about services.
- No Spanish language support was offered to students who are at the lowest CELDT levels by a bilingual instructional assistant in order to provide better access to curriculum concepts, although this was listed as a possible action. Personnel was not available or hired for this purpose. This goal will be discontinued at this time due to lack of resources.

Liaison did not work with DELAC to solicit parent input, but did meet with parents informally to address their needs on a daily basis and translated documents at at meetings.

The district did not hold EL Family Support Group where parents learn how to use technology while their child receives homework help. However the District did address technology via the ELAD/DELAC meetings especially in regards to the student google accounts and cyber safety.

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

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

Original GOAL 6 from prior year LCAP:	6) Close the achievement gap between EL, Hispanic/Latino, Socio Economically Disadvantaged, Students with Disabilities and White subgroups by 5% per year on district adopted benchmark assessments in ELA, math and science that are aligned to the CCSS.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All students and significant subgroups (White, EL, Hispanic/ Latino, socio economically disadvantaged and Students with Disabilities)	
Expected Annual Measurable Outcomes:	<p>Students have parents who are involved in their education and openly communicate with the school and teachers</p> <p>Maintain current parent survey rate on the school regularly seeking parent input and participation.</p> <p>Increase participation in selected school activities in year 1 to set a base line.</p> <p>Student's individual needs are addressed through instructional strategies including but not limited to Rtl, small group instruction with Instructional Assistants. Students take benchmark assessments in ELA and math (sets a baseline)</p> <p>Note: The required state assessments will change so the state tests must be replaced with benchmarks until new state results are reported. The target for AMAO 2 > 5 is an increase of 4% per year and the target for AMAO 2 < 5 years is 5%per year.</p>	Actual Annual Measurable Outcomes:	<p>Students have parents who are involved in their education and openly communicate with the school and teachers</p> <p>Maintain current parent survey rate on the school regularly seeking parent input and participation.</p> <p>Increase participation in selected school activities in year 1 to set a base line.</p> <p>Student's individual needs are addressed through instructional strategies including but not limited to Rtl, small group instruction with Instructional Assistants. Students take benchmark assessments in ELA (sets a baseline)</p>
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
<ul style="list-style-type: none"> Implement Rtl intervention strategies school wide. Benchmark assessments are developed to monitor student performance and progress on the CCSS in ELA and math. Professional development is 	<p style="text-align: center;">Budgeted Expenditures</p> <ul style="list-style-type: none"> A baseline would be set with the fall 2014 administration of benchmarks. Trainer works with teachers on instructional strategies for CCSS implementation that addresses the needs of underperforming 	<p style="text-align: center;">Estimated Actual Annual Expenditures</p> <ul style="list-style-type: none"> ELD specialist hired to work with students, conduct ELD testing and coordinate activities with classroom teachers district-wide. Rtl intervention strategies were discussed via a District teacher 	<p>Cost for math (iXL) and ELA (Scholastic Reading Counts) were purchased for assistance with interim assessments 4000-4999: Books And Supplies Other \$8,250</p> <p>Technology retrofit using bond funds</p>

<p>provided on instructional strategies including, project-based learning, multi-grade instructional strategies and critical thinking strategies as a means to increase student achievement for all students while closing the achievement gap.</p> <ul style="list-style-type: none"> Technology training addresses how to use technology to provide targeted preview and review to address individual needs and to increasing individualized resources. 	<p>subgroups using Rtl.</p> <ul style="list-style-type: none"> Trainer assists in identifying technology programs and resources for individualizing, preteaching and reteaching to address individual student needs. <p>funding source = parcel tax and LCFF</p> <p>\$32,500</p>	<p>committee for district-wide strategies. This included representation from Special education as well as regular education staff.</p> <ul style="list-style-type: none"> Benchmark assessments were used to monitor student performance and progress on ELA at one elementary site for roll out to all elementary students in 15-16. A new Math program is piloted as a possibility for use as interim assessments. Also, SBAC assessments were previewed for possible use for interim assessments. Teacher attended a variety of Professional development activities through SCOE on instructional strategies including, project-based learning, and critical thinking strategies as a means to increase student achievement for all students while closing the achievement gap. Technology implementation addressed how to use technology to provide targeted preview and review to address individual needs and to increasing individualized resources. Instructional Assistants helped with small group instruction to increase student achievement 	<p>6000-6999: Capital Outlay Other \$302,510</p> <p>Teacher time to attend trainings 0000: Unrestricted Base</p> <p>Registration costs for professional development 5000-5999: Services And Other Operating Expenditures Other \$4,000</p> <p>Instructional assistant time for working with students in small group instruction to increase student achievement 2000-2999: Classified Personnel Salaries Title I \$20,700</p> <p>Cost for ELD specialist 1000-1999: Certificated Personnel Salaries Base \$19,350</p> <p>ELD 3000-3999: Employee Benefits Base \$2,300</p> <p>Scholastic Reading Counts 4000-4999: Books And Supplies Base \$4500</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _____</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: _____</p>	

<p>_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Special Education</u></p>	
<p>For low income pupils: Professional development is provided to teachers on instructional strategies such as Response to Intervention (RtI), how to teach multi-grade classes, how to group for instruction, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap.</p> <ul style="list-style-type: none"> • Technology training addresses how to use technology to provide targeted preview and review to address individual needs. • The District will provide in-service sessions for parents to help them understand the role of parents in U.S. schools and to assist them in establishing and maintaining relationships with their children's teachers and other school personnel. • The District will coordinate with Community Action Partnership of Sonoma County to provide classes for parents and their 3 and 4 year-old-children, once a week for 90 minutes, in order to show parents how to read with their children and engage in school readiness activities. 		<p>For low income pupils:</p> <ul style="list-style-type: none"> • Technology training addressed how to use technology to provide targeted preview and review to address individual needs. • The District will coordinate with Community Action Partnership of Sonoma County to provide classes for parents and their 3 and 4 year-old-children, once a week for 90 minutes, in order to show parents how to read with their children and engage in school readiness activities. 	<p>Teacher time for training</p> <hr/> <p>Technology purchased to implementation</p> <hr/> <p>Facility and outreach cost of offering EL preschool class</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English learners: The District will implement its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD.</p> <ul style="list-style-type: none"> The District will hire a .35 FTE ELD Coordinator to ensure that ELD services and programs are delivered and monitored as described in the Title III plan and to support teachers using strategies that increase access for ELs. Professional development is provided to teachers on instructional strategies such as RtI, grouping for instruction, small group work, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. The District will provide professional development for all teachers to teach and demonstrate how selected strategies are incorporated into lessons across the curriculum. Strategies include 1) requiring students to speak in complete sentences; 2) use of sentence frames; 3) academic vocabulary development specific to each curricular area; 4) use of 		<p>For English learners: The District reviewed and implemented its Title III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD.</p> <ul style="list-style-type: none"> The District hired a .35 FTE ELD Coordinator to ensure that ELD services and programs are delivered and monitored as described in the Title III plan and to support teachers using strategies that increase access for ELs. Teachers, along with the ELD Coordinator identified students in their classes who are near English Language Proficiency as measured by the CELDT and using data, teachers will identify specific student needs (e.g. listening comprehension, speaking, reading comprehension, writing). Teacher identified students in his/her class that are approaching English Language Proficiency for purpose of forming a "target group" for accelerating ELD. District provided information to parents about their child's proficiency levels on the CELDT 	

<p>structured oral discourse; 5) active student engagement; 6) structured class discussion openers</p> <ul style="list-style-type: none"> Teachers will identify students in their classes who are near English Language Proficiency as measured by the CELDT. Using data, teachers will identify specific student needs (e.g. listening comprehension, speaking, reading comprehension, writing). Each teacher will identify students in his/her class that are approaching English Language Proficiency for purpose of forming a "target group" for accelerating ELD. District will ensure that all teachers agree to use the following three instructional strategies on a daily basis in all classrooms: <ol style="list-style-type: none"> Structured Class Discussion Openers Active Engagement Strategies Academic Vocabulary Development Data from formative assessments will be submitted to site administrators or designee and compiled for redistribution to staff at staff meetings for purposes of monitoring student progress, identifying specific student needs, analyzing efficacy of strategies and sharing best practices. Spanish language support will be offered to students who are at the lowest CELDT levels by a bilingual instructional assistant in order to provide better access to curriculum concepts. EL Services Coordinator will 		<p>and other assessments, as well as information about program options through letters that are sent home in the parents' home language. Parents will be provided with the opportunity to meet with District staff to discuss assessment information.</p> <ul style="list-style-type: none"> General information meetings conducted in Spanish were provided monthly via ELAC/DELAC in order to inform parents about technical terminology and provide the opportunity to ask questions about school services and programs. Provide a parent liaison that will work with parents to increase their involvement in their child's education. District sought options for ESL classes or another means of providing English language development to parents. 	
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<p>ensure that translated list of community services is distributed to parents through school mail system as well as through DELAC Meetings</p> <ul style="list-style-type: none"> • District will provide information to parents about their child's proficiency levels on the CELDT and other assessments, as well as information about program options through letters that are sent home in the parents' home language. Parents will be provided with the opportunity to meet with District staff to discuss assessment information. • General information meetings conducted in Spanish will be provided annually in order to inform parents about technical terminology and provide the opportunity to ask questions about school services and programs. • Provide a parent liaison that will work with parents to increase their involvement in their child's education. Liaison works with DELAC to solicit parent input. • District seeks options for ESL classes or another means of providing English language development to parents. • Hold EL Family Support Group where parents learn how to use technology while their child receives homework help. 			
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For foster youth: If there is a foster student, the District will work with the SCOE Foster Youth Coordinator and/or foster parents to plan how to differentiate instruction using Rtl to teach the student from where they are and to accelerate their learning as needed to access grade level content. Professional development for teachers on how to differentiate instruction will better equip teachers to address the needs of foster youth.</p> <ul style="list-style-type: none"> Additional technology resources will increase options for addressing individual needs. The school counselor will be available to provide individual support as needed to address social/emotional and/or academic issues. 	<ul style="list-style-type: none"> Professional development for teachers School Counselor <hr/> <p>Other 25,000</p>	<p>For foster youth: If there is a foster student, the District worked with the SCOE Foster Youth Coordinator and/or foster parents to plan how to differentiate instruction using Rtl to teach the student from where they are and to accelerate their learning as needed to access grade level content. Professional development for teachers on how to differentiate instruction will better equip teachers to address the needs of foster youth.</p> <ul style="list-style-type: none"> Additional technology resources will increase options for addressing individual needs. The school counselor was available to provide individual support as needed to address social/emotional and/or academic issues. 	<ul style="list-style-type: none"> Professional development for teachers <hr/> <p>1000-1999: Certificated Personnel Salaries Base \$12,000</p> <hr/> <p>-School Counselor 1000-1999: Certificated Personnel Salaries Base \$73,844</p> <hr/> <p>Administrator coordination with Foster youth county coordinator</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For redesignated fluent English proficient pupils: <ul style="list-style-type: none"> The District will implement its Title </p>	<ul style="list-style-type: none"> Professional development for teachers EL coordinator 	<p>For redesignated fluent English proficient pupils: <ul style="list-style-type: none"> The District implemented its Title III </p>	<ul style="list-style-type: none"> Professional development for teachers EL coordinator

<p>III Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD as part of classroom practice. Students also have scheduled ELD instruction.</p> <ul style="list-style-type: none"> Professional development for teachers on how to differentiate instruction will better equip teachers to address the needs of R-FEP students. The EL coordinator will monitor the progress of R-FEP students as a subgroup and be in communication with teachers about student progress and strategies. Teachers will be provided with an overview and menu of research-based classroom instructional strategies that have proven to be effective for supporting and increasing the achievement of English learners. 	<p>Cost = \$17,616 funding source = Title III (\$890)/LCFF (\$16,726)</p>	<p>Plan to address the specific needs of ELs. The expectation is that all teachers teach ELD as part of classroom practice. Students also have scheduled ELD instruction.</p> <ul style="list-style-type: none"> Professional development for individual teachers on how to differentiate instruction will better equip teachers to address the needs of R-FEP students. The EL coordinator will monitor the progress of R-FEP students as a subgroup and be in communication with teachers about student progress and strategies. Teachers will be provided with an overview and menu of research-based classroom instructional strategies that have proven to be effective for supporting and increasing the achievement of English learners. 	<p>1000-1999: Certificated Personnel Salaries Base \$19,350</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Benchmark assessments were used to monitor student performance and progress on ELA at one elementary site for roll out to all elementary students in 15-16. A new Math program was piloted as a possibility for use as interim assessments. Also, SBAC assessments were previewed for possible use for interim assessments. However benchmark assessments were not used in math as listed. The district was hopeful in the ability to use new math materials for this purpose, or the SBAC interim assessments. The math adoption was unsuccessful in determining a quality math program and this process will be continued</p>		

	<p>into 2015-16. The SBAC interim assessment were released too late for implementation and will be considered for use next year.</p> <hr/> <p>Professional development was not provided to teachers on instructional strategies such as Response to Intervention (RtI), how to teach multi-grade classes, how to group for instruction, project-based learning and critical thinking strategies as means to increase student achievement for all students while closing the achievement gap. However, teachers worked with collaborative groups and individuals attended trainings on some the above. This goals will be continued into 2015-16</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 7 from prior year LCAP:	7) Decrease the truancy rate by 10% per year by school from the 2011/12 baseline. Continue suspension and expulsion rates below the county average.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All, students who are identified as truant in 2014/15		
Expected Annual Measurable Outcomes:	More students will be on time to school The truancy rate will decrease by 10% in year 1. A target will be set for year 2 The suspension and expulsion rates will continue to be below the county average.	Actual Annual Measurable Outcomes:	More students will be on time to school The truancy rate will decrease by 10% in year 1. A target will be set for year 2 The suspension and expulsion rates will continue to be below the county average.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement/maintain a parent communication system to contact parents consistently when a student is absent and/or is late by 30 minutes.	The school office contacts parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. <ul style="list-style-type: none"> • Students are recognized for consistently getting to school on time. • Monitor the rate of truanancies to ensure that records are consistent with how the state counts truanancies funding source = LCFF \$4,465	<ul style="list-style-type: none"> • The district participated in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. • The school office contacted parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. • Students were recognized for consistently getting to school on time. • ELAC/DELAC reviewed the 	Counselor at K-8 school coordinated the SARB process district-wide. 1000-1999: Certificated Personnel Salaries Base \$73,840 Secretarial time for reviewing attendance and sending letters. 2000-2999: Classified Personnel Salaries Base \$3,250 ELAC/DELAC meeting costs for coordination 1000-1999: Certificated Personnel Salaries Base \$750.00 Costs for administration participating in the West County Consortium 1000-1999: Certificated Personnel Salaries Base \$1,500

		<p>importance of attendance at two of their meetings.</p> <ul style="list-style-type: none"> We monitored the rate of truanancies to ensure that records were consistent with how the state counts truanancies 	<p>Counselor time for meeting with parents and attending SARB meetings</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The district successfully implemented the following actions and services:</p> <ul style="list-style-type: none"> The district participated in the West County Consortium SARB process and worked with the new coordinator to align parent letters and processes. The school office contacted parents quickly and consistently about any and all absences and tardies and strongly encourages parents to get their child to school on time. Students were recognized for consistently getting to school on time. ELAC/DELAC reviewed the importance of attendance at two of their meetings. We monitored the rate of truanancies to ensure that records were consistent with how the state counts truanancies <p>These goals and actions will be continued into the next year, as they provided a successful minor drop in the truancy rate and more work needs to be done in this area.</p>		

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Original GOAL 8 from prior year LCAP:	8) Students report that grading practices are clear and fair, that they clearly understand assignments and teacher expectations and that there are opportunities for them to be involved in improving the school culture.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Brook Haven, grades 6-8 ----- Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students perceive that grading practices are clear and fair, that assignments are clear and that there are opportunities for student involvement in creating a positive school culture. There will be a pre/post student survey with a 10% improvement target. A target will be set for year 2. Latest CHKS data will be reviewed to identify if there are findings that need to be addressed.	Actual Annual Measurable Outcomes: Students perceive that grading practices are clear and fair, that assignments are clear and that there are opportunities for student involvement in creating a positive school culture. There will be a pre/post student survey with a 10% improvement target. A target will be set for year 2. Latest CHKS data will be reviewed to identify if there are findings that need to be addressed.
LCAP Year: 2014-2015		
Planned Actions/Services		Actual Actions/Services
<ul style="list-style-type: none"> Using resources such as "How to Grade for Learning" a common set of grading practices are identified for consistent implementation. Common practices for communicating teacher expectations and assisting students with directions are agreed upon. A calendar for significant student assignments is developed so students will not have multiple large projects due at the same time. Opportunities for students to be 	Budgeted Expenditures	<ul style="list-style-type: none"> Common practices for communicating teacher expectations and assisting students with directions were evaluated. Teachers created report cards in K-5. A calendar for significant student assignments was considered so students will not have multiple large projects due at the same time. A draft was created for use in 15-16 There were opportunities for students to be involved in improving
		Estimated Actual Annual Expenditures
		Administrative time for focus group \$0 Counselor time \$0 Contract with West Ed for CHKS \$0 Stephanie Jenkins time for report card development 2000-2999: Classified Personnel Salaries Base \$0 Teacher time for report card development \$0

<p>involved in improving the school culture are identified with student input.</p> <ul style="list-style-type: none"> Implement a Restorative Justice program. 	<p>school to provide a positive social/emotional culture at the school.</p> <ul style="list-style-type: none"> The student experience at grades 7-8 is monitored through focus group input. <p>Cost = \$0 (Training costs are embedded elsewhere)</p>	<p>the school culture are identified with student input.</p> <ul style="list-style-type: none"> Implement a Restorative Justice program. Contracted with West Ed for another CHKS survey to create follow up, comparative data. 	
<p>Scope of Service Brook Haven grades 7-8</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District did not have the resource: "How to Grade for Learning" a common set of grading practices are identified for consistent implementation, but did work on creating report cards for use throughout the district. Full implementation of report cards is expected in 15-16.</p> <ul style="list-style-type: none"> Common practices for communicating teacher expectations and assisting students with directions were discussed but not necessarily "agreed upon" as listed. This will be continued into 15-16 A calendar for significant student assignments is developed so students will not have multiple large projects due at the same time was developed but not implemented. it will be carried into next year Opportunities for students to be involved in improving the school culture are identified with student input. Beginning steps towards full implementation a Restorative Justice program was conducted. Formal training will be sought for administrators next year. The district was unable to monitor findings from CHKS to identify if there are areas that school be addressed in the LCAP, since the survey was conducted too late in the school year. Results will be evaluated as available in the fall and incorporated into the following year's LCAP 		

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Original GOAL 9 from prior year LCAP:	9) Sustain or increase the current enrollment to support the educational program defined in the District's strategic plan.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All, including Castle Preschool ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students experience instructional strategies that address individual and small group needs and the educational program described in the strategic plan. Maintain or increase current enrollment of 585 students.	Actual Annual Measurable Outcomes:	Students experience instructional strategies that address individual and small group needs and the educational program described in the strategic plan. Maintain or increase current enrollment of 585 students.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Provide professional development to staff on how to address the needs of all students with current class sizes through Response to Intervention (RtI), student engagement strategies, forming small groups based on formative assessment, teaching multi-grade classes, and using technology for individualized review and practice. K teachers work closely with Castle Preschool to create linkages so parents will have experience with the district's primary program as part of the preschool program. Develop a common message that conveys that the District can provide a high quality educational 	<ul style="list-style-type: none"> Provide professional development to staff on instructional strategies (including RtI and teaching multi-grade classes) and use of technology to address individual student needs. Maintain a current District website that reflects a 21st Century educational program. Plan joint activities between Castle Preschool and Park Side and Brook Haven Schools to introduce the school program to preschool families. Meet with staff to develop a common message about the District's capability to provide a 	<ul style="list-style-type: none"> Enrollment dropped this year to 508 students. This prompted a discussion on reconfiguration which engaged many stakeholders including parents, grandparents, teachers classified and administration. Provided professional development to staff on instructional strategies and use of technology to address individual student needs and 21st century learning. Created a new District website that reflects a 21st Century educational program. Planned joint activities between 	<ul style="list-style-type: none"> Community engagement/Stakeholder meetings 0000: Unrestricted Base \$1,300 Professional Development costs 5000-5999: Services And Other Operating Expenditures Other \$9,500 Creation of a new District-website 5000-5999: Services And Other Operating Expenditures Base \$5,800 Cost for facilitation for community engagement forums 5000-5999: Services And Other Operating Expenditures Base \$1,000

<ul style="list-style-type: none"> program with current class sizes. Maintain a current District website that reflects the District's focus on a 21st Century educational program. 	<p>high quality educational program.</p> <ul style="list-style-type: none"> Hold a Community Forum to get input on the effectiveness of the strategies identified above and use findings to plan for year 2. <p>Cost = \$28,000 Funding source = LCFF and \$25,000 from parcel tax for technology equipment</p>	<p>Castle Preschool and Park Side and Brook Haven Schools to introduce the school program to preschool families.</p> <ul style="list-style-type: none"> Met with staff to develop a common message about the District's capability to provide a high quality educational program. Held 6+ Community Forums to gather input on the effectiveness of the strategies and delivery of services to use findings to plan for the 2015-2016 school year. 	
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As enrollment dropped this year to 508 students a discussion on reconfiguration followed. This engaged many stakeholders including parents, grandparents, teachers classified and administration. It became clear that we have work to do in bringing the community together as a united district. This goal will be a focus for the 15-16 school year and beyond</p> <p>The district provided professional development to staff on instructional strategies and use of technology to address individual student needs and 21st century learning and this will continue as an important focus in developing our students for the future.</p> <p>The district created a new District website that reflects a 21st Century educational program. This website will need to be continually updated.</p> <p>The district will continue to plan joint activities between Castle Preschool and Park Side and Brook Haven Schools to introduce the school program..</p> <p>We continually meet staff to develop a common message about the District's capability to provide a high quality educational program. As part of the reconfiguration of the district, this will be more important than ever, and continue into the following</p>		

	years.
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Original GOAL 10 from prior year LCAP:	10) Continue to provide and maintain enrollment in innovative programs with active students and parent engagement such as multi-age program, International Baccalaureate (IB) program and Project-Based Learning (such as Makers).	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students are enrolled in innovative programs Maintain enrollment of 585 students.	Actual Annual Measurable Outcomes:	Students are enrolled in innovative programs Monitor enrollment.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community. This may include IB, multi-age and/or Project-Based Learning.	Budgeted Expenditures Continue professional development to more thoroughly implement innovative programs that include parent participation and create a sense of school community Cost = \$30,000 funding source Title II	Planned professional development to more thoroughly implement innovative programs. Also included parent participation and created a sense of school community in light of the new reconfiguration of the district per the Strategic Plan.	Estimated Actual Annual Expenditures Cost for facilitation of revisions to the Strategic Plan 5000-5999: Services And Other Operating Expenditures Base \$300.00 Teacher time for meeting to discuss program (ie 5-8 afternoon meeting) 1000-1999: Certificated Personnel Salaries Base \$1,500
Scope of Service LEA-wide _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

Although the district did not offer specific professional development to more thoroughly implement innovative programs that include parent participation, we did evaluate our programs with quality community and parent input. This process will continue into the 2015-2016 in light of the new reconfiguration. Teachers and administration will be evaluating programs and sharing with parent on an ongoing basis.

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Original GOAL 11 from prior year LCAP:	11) All students have access to and are enrolled in all required areas of study. (EC51210 (a) to (i)) Students continue to have access to a strong and diverse elective program.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Park Side and Brook Haven Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Continue to ensure that all students have access to and are enrolled in the required areas of study. Continue to provide a diverse elective program at grades 7-8 that is aligned with parents' and students' interests.	Actual Annual Measurable Outcomes:	Continue to ensure that all students have access to and are enrolled in the required areas of study. Continue to provide a diverse elective program at grades 7-8 that is aligned with parents' and students' interests.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to ensure that all students have access to and are enrolled in the required areas of study. Continue to provide a diverse elective program at grades 7-8 that is aligned with parents' and students' interests.	<ul style="list-style-type: none"> Continued to provide a schedule that gives all students access to the required areas of study. Continued to provide a strong and diverse elective program with offerings determined based on elective choices. Survey students and parents annually about elective choices. Cost = \$ 93,215 funding source = LCFF	<ul style="list-style-type: none"> Continued to provide a schedule that gives all students access to the required areas of study. Continued to provide a strong and diverse elective program with offerings determined based on elective choices. Surveyed students and parents about elective choices. 	Cost = \$ 108,554 funding source = LCFF 1000-1999: Certificated Personnel Salaries Base \$108,554
Scope of Service		Scope of Service	
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The course of study goal will be continued next year, as this is a State priority. Funds allocated will be similar, but called out for electives and general education. Elective programs continue to be a priority in this district.		

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Original GOAL 12 from prior year LCAP:	12) Students are physically fit. An average of 75% of students meet each of the six California Physical Fitness HFZ measures.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Brook Haven and Park Side Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	-Students in grades 5 and 7 take the annual California Physical Fitness measures and any measure that is not met by 75% of students becomes a focus for physical education the following year.	Actual Annual Measurable Outcomes:	-Students in grades 5 and 7 take the annual California Physical Fitness measures and any measure that is not met by 75% of students becomes a focus for physical education the following year.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students in grades 5 and 7 take the annual California Physical Fitness measures and any measure that is not met by 75% of students becomes a focus for physical education the following year.	Based on the 2013 physical fitness HFZ measures, set focus for increasing physical fitness for specific measures. Monitor students' performance on selected measure(s) approximately monthly. Cost = \$ 12,020 funding source = LCFF	Monitored students' performance on selected measure(s) approximately monthly. Participated in the Sonoma County Physical Education Advisory Board through the Department of Health Services	Cost = \$61,730 funding source = LCFF 1000-1999: Certificated Personnel Salaries Base \$61,730
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We met this goal. Due to the retirement of one Physical Education teacher, we will be using other programs and dollars for prep-periods such as music/art. Costs will be reduced particularly to physical education which instead will be part of the regular teacher duties in grades K-5. This goal will not be a specific goal in 15-16.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$253,459</u>
<p>The total increase in funding for low income (SED), foster youth and English learner pupils is \$253,459. These funds provide specific and targeted services to address the specific needs of these subgroups that are beyond the funding for the base program for all students. SED youth in particular will benefit from teachers being trained in Response to Intervention (RtI), engaging instructional strategies, parent inservice on how to understand their role in the school system and parent/ child classes on how to read with a child and school readiness activities. EL youth in particular will benefit from having an ELD Coordinator to ensure full implementing, monitoring and support of the Title III Plan. Teachers will have more ELD training through implementation of the Title III plan, implementation of increased RtI strategies, instructional strategies that support ELD and increased access to course curriculum and vocabulary development, increased teacher awareness of individual student’s CELDT level and specific needs on components of the CELDT, implementation of new school wide ELD strategies, increased used of data for monitoring student progress, Spanish support for students at the lowest CELDT levels translated information provided by the EL Services Coordinator, a bilingual parent liaison who will work with parents and DELAC to increase parent involvement, ESL classes so parents can increase their English proficiency, and technology training for parents while student receive homework assistance. For foster youth in particular, the teachers, administration and school counselor will work with the SCOE foster Youth Coordinator and/or foster parents to differentiate instruction using RtI and provide access to additional technology resources to individualize instruction. R-FEP students will benefit from the strategies implemented for EL students and in addition will be monitored as a subgroup and individually to ensure that students are continuing to make progress in core classes. Students will receive additional support through RtI as needed. Use of these funds will be specific to the subgroup (not school wide or district wide). The District's Unduplicated Percentage is 47.87%.</p>	

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

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

6.85	%
<p>The Minimum Proportionality Percentage (MPP) for the 2015-16 school year was calculated using the v16.1 FCMAT Calculator as 6.85%. We have achieved this minimum proportionality in increased instructional and support service time to our unduplicated students by explained services in Goals four through seven which equal \$227,283. The</p>	

District also contributions\$26,176 to the Cafeteria from the General Fund to provide nutritional meals to the low-income pupils.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	269,434.00	1,033,980.00	1,878,326.00	1,827,026.00	1,827,026.00	5,532,378.00
	41,965.00	0.00	0.00	0.00	0.00	0.00
Base	11,375.00	525,935.00	1,447,995.00	1,447,995.00	1,447,995.00	4,343,985.00
California Career Pathways Trust	0.00	1,500.00	0.00	0.00	0.00	0.00
Locally Defined	0.00	0.00	8,000.00	8,000.00	8,000.00	24,000.00
Other	216,094.00	485,845.00	254,895.00	203,595.00	203,595.00	662,085.00
Supplemental	0.00	0.00	135,741.00	135,741.00	135,741.00	407,223.00
Title I	0.00	20,700.00	31,695.00	31,695.00	31,695.00	95,085.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	80,975.00	946,240.00	1,878,326.00	1,827,026.00	1,827,026.00	5,532,378.00
	5,000.00	0.00	14,400.00	0.00	0.00	14,400.00
0000: Unrestricted	52,100.00	16,300.00	7,600.00	7,600.00	7,600.00	22,800.00
0001-0999: Unrestricted: Locally Defined	0.00	7,200.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	12,500.00	476,800.00	1,343,120.00	1,343,120.00	1,343,120.00	4,029,360.00
2000-2999: Classified Personnel Salaries	11,375.00	36,485.00	154,561.00	154,561.00	154,561.00	463,683.00
3000-3999: Employee Benefits	0.00	2,300.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	35,250.00	121,100.00	69,800.00	69,800.00	260,700.00
5000-5999: Services And Other Operating Expenditures	0.00	52,795.00	169,000.00	183,400.00	183,400.00	535,800.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	6,100.00	68,545.00	68,545.00	68,545.00	205,635.00
6000-6999: Capital Outlay	0.00	313,010.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	80,975.00	946,240.00	1,878,326.00	1,827,026.00	1,827,026.00	5,532,378.00
		5,000.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	14,400.00	0.00	0.00	14,400.00
0000: Unrestricted	Base	0.00	16,300.00	4,600.00	4,600.00	4,600.00	13,800.00
0000: Unrestricted	Other	52,100.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	7,200.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Base	0.00	466,650.00	1,260,500.00	1,260,500.00	1,260,500.00	3,781,500.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	1,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	12,500.00	8,650.00	17,250.00	17,250.00	17,250.00	51,750.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	33,675.00	33,675.00	33,675.00	101,025.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	31,695.00	31,695.00	31,695.00	95,085.00
2000-2999: Classified Personnel Salaries	Base	11,375.00	15,785.00	56,595.00	56,595.00	56,595.00	169,785.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	97,966.00	97,966.00	97,966.00	293,898.00
2000-2999: Classified Personnel Salaries	Title I	0.00	20,700.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	2,300.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	4,500.00	5,000.00	5,000.00	5,000.00	15,000.00
4000-4999: Books And Supplies	Other	0.00	30,750.00	112,000.00	60,700.00	60,700.00	233,400.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	4,100.00	4,100.00	4,100.00	12,300.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	7,100.00	121,000.00	121,000.00	121,000.00	363,000.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	45,695.00	43,000.00	57,400.00	57,400.00	157,800.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	6,100.00	300.00	300.00	300.00	900.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	65,245.00	65,245.00	65,245.00	195,735.00
6000-6999: Capital Outlay	Other	0.00	313,010.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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

BROOK HAVEN TEACHER SURVEY Spring 2015

Parent input and participation is a priority at this school.

- Answered: 10
- Skipped: 2

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	30.00% 3	70.00% 7	0.00% 0	0.00% 0	0.00% 0	10	2.60

I have had the necessary training to successfully implement the Common Core State Standards.

- Answered: 12
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	0.00% 0	58.33% 7	33.33% 4	0.00% 0	8.33% 1	12	2.42

I am prepared to integrate the Common Core anchor standards (reading, writing, listening and speaking) into the content areas I teach.

- Answered: 11
- Skipped: 1

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	9.09% 1	63.64% 7	9.09% 1	9.09% 1	9.09% 1	11	2.55

In planning how to implement the CCSS, I focus my lessons on how to address the needs of English Learners in my classroom.

- Answered: 11
- Skipped: 1

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	9.09% 1	63.64% 7	9.09% 1	9.09% 1	9.09% 1	11	3.00

I have had the training that I need to meet the needs of English Learners in my classroom.

- Answered: 12
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	8.33% 1	91.67% 11	0.00% 0	0.00% 0	0.00% 0	12	3.08

The English Learners in my classroom are making progress towards being fluent English proficient.

- Answered: 12
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	0.00% 0	83.33% 10	0.00% 0	0.00% 0	16.67% 2	12	2.50

The school helps students who are struggling socially or emotionally.

- Answered: 12
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	75.00% 9	25.00% 3	0.00% 0	0.00% 0	0.00% 0	12	3.75

Students have access to the interventions they need to be successful.

- Answered: 12
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	8.33% 1	58.33% 7	16.67% 2	8.33% 1	8.33% 1	12	2.50

We are providing a 21st Century Education to our students.

- Answered: 12
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	8.33% 1	75.00% 9	8.33% 1	0.00% 0	8.33% 1	12	2.75

We work well together as a staff to meet student needs.

- Answered: 12
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	16.67% 2	66.67% 8	8.33% 1	8.33% 1	0.00% 0	12	2.92

**PARK SIDE TEACHER SURVEY
Spring 2015**

Parent input and participation is a priority at this school.

- Answered: 11
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	72.73% 8	18.18% 2	9.09% 1	0.00% 0	0.00% 0	11	3.45

I have had the necessary training to successfully implement the Common Core State Standards.

- Answered: 10
- Skipped: 1

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	10.00% 1	60.00% 6	30.00% 3	0.00% 0	0.00% 0	10	2.80

I am prepared to integrate the Common Core anchor standards (reading, writing, listening and speaking) into the content areas I teach.

- Answered: 10
- Skipped: 1

	Strongly agree	Agree	Disagree	Strongly disagree	(no label)	Total	Weighted Average
(no label)	20.00% 2	70.00% 7	10.00% 1	0.00% 0	0.00% 0	10	3.10

In planning how to implement the CCSS, I focus my lessons on how to address the needs of English Learners in my classroom.

- Answered: 11
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	36.36% 4	54.55% 6	9.09% 1	0.00% 0	0.00% 0	11	3.27

I have had the training that I need to meet the needs of English Learners in my classroom.

- Answered: 11
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	36.36% 4	54.55% 6	0.00% 0	9.09% 1	0.00% 0	11	3.18

The English Learners in my classroom are making progress towards being fluent English proficient.

- Answered: 11
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	36.36% 4	63.64% 7	0.00% 0	0.00% 0	0.00% 0	11	3.36

The school helps students who are struggling socially or emotionally.

- Answered: 10
- Skipped: 1

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	40.00% 4	30.00% 3	20.00% 2	0.00% 0	10.00% 1	10	3.40

Students have access to the interventions they need to be successful.

- Answered: 11
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	27.27% 3	27.27% 3	36.36% 4	9.09% 1	0.00% 0	11	2.73

We are providing a 21st Century Education to our students.

- Answered: 11
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	18.18% 2	54.55% 6	18.18% 2	0.00% 0	9.09% 1	11	2.73

We work well together as a staff to meet student needs.

- Answered: 11
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	45.45% 5	45.45% 5	9.09% 1	0.00% 0	0.00% 0	11	3.36

**BROOK HAVEN PARENT SURVEY
Spring 2015**

The school provides a safe and positive learning environment

- Answered: 41
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	41.46% 17	48.78% 20	9.76% 4	0.00% 0	0.00% 0	41	3.32

The school regularly seeks parent input and participation.

- Answered: 41
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	24.39% 10	65.85% 27	4.88% 2	4.88% 2	0.00% 0	41	3.10

Q3

I would recommend the school to other parents.

- Answered: 40
- Skipped: 1

(no label)
012345678910

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	30.00% 12	57.50% 23	2.50% 1	0.00% 0	10.00% 4	40	2.98

The program offerings at the school are important to me

- Answered: 41
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	65.85% 27	34.15% 14	0.00% 0	0.00% 0	0.00% 0	41	3.66

My child is being challenged and supported in learning.

- Answered: 41
- Skipped: 0

(no label)
012345678910

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	36.59% 15	53.66% 22	2.44% 1	2.44% 1	4.88% 2	41	3.15

If my child has a problem, there is someone at the school who will help them.

- Answered: 41
- Skipped: 0

(no label)
012345678910

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	46.34% 19	41.46% 17	4.88% 2	2.44% 1	4.88% 2	41	3.22

The school is preparing students with 21st Century skills (critical and creative thinking, problem solving, to collaborate with others, to be globally minded).

- Answered: 41
- Skipped: 0

(no label)	36.59% 15	53.66% 22	0.00% 0	0.00% 0	9.76% 4	41	3.07
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Does your child need more support in any of the following content area? Please check all that apply.

- Answered: 32
- Skipped: 9

Answer Choices	Responses
– Reading	15.63% 5
– Writing	28.13% 9
– Learning English	0.00% 0
– Science	21.88% 7
– Math	28.13% 9
– Child doesn't need more support	50.00% 16

Please check the programs at the school that are important to you. Please check all that apply.

- Answered: 40
- Skipped: 1

Answer Choices	Responses
– Arts	85.00% 34
– Gardening	50.00% 20
– Outdoor/environmental education	72.50% 29
– Project-based learning	72.50% 29
– Technology	85.00% 34
– Athletics	77.50% 31
– Clubs	52.50% 21
– Civics/Student Leadership	60.00% 24
– College/Career Planning	45.00% 18

There is someone at the school that can communicate with me in my first language.

- Answered: 41
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable - my first language is English	Total	Weighted Average
(no label)	63.41% 26	12.20% 5	0.00% 0	0.00% 0	24.39% 10	41	2.90

PARK SIDE PARENT SURVEY Spring 2015

The school provides a safe and positive learning environment

- Answered: 28
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	60.71% 17	39.29% 11	0.00% 0	0.00% 0	0.00% 0	28	3.61

The school regularly seeks parent input and participation.

- Answered: 28
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	39.29% 11	53.57% 15	7.14% 2	0.00% 0	0.00% 0	28	3.32

I would recommend the school to other parents.

- Answered: 28
- Skipped: 0

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	60.71% 17	35.71% 10	0.00% 0	0.00% 0	3.57% 1	28	3.50

The International Baccalaureate Program and program offerings at the school are important to me.

- Answered: 26
- Skipped: 2

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	50.00% 13	34.62% 9	7.69% 2	0.00% 0	7.69% 2	26	3.19

My child is being challenged and supported in learning.

- Answered: 27
- Skipped: 1

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	33.33% 9	59.26% 16	3.70% 1	0.00% 0	3.70% 1	27	3.19

If my child has a problem, there is someone at the school who will help them.

- Answered: 27
- Skipped: 1

(no label)
012345678910

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	33.33% 9	55.56% 15	3.70% 1	0.00% 0	7.41% 2	27	3.07

The school is preparing students with 21st Century skills (critical and creative thinking, problem solving, to collaborate with others, to be globally minded).

- Answered: 28
- Skipped: 0

(no label)
012345678910

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total	Weighted Average
(no label)	42.86% 12	42.86% 12	3.57% 1	0.00% 0	10.71% 3	28	3.07

Does your child need more support in any of the following content area? Please check all that apply.

- Answered: 24
- Skipped: 4

Answer Choices	Responses
— Reading	12.50% 3
— Writing	29.17% 7
— Learning English	0.00% 0
— Science	0.00% 0
— Math	37.50% 9
— Child doesn't need more support	58.33% 14

Total Respondents: 24

Please check the programs at the school that are important to you. Please check all that apply.

- Answered: 27
- Skipped: 1

Answer Choices	Responses
— Fine Arts/Music	81.48% 22
— Gardening	59.26% 16
— Outdoor/environmental education	66.67% 18
— Project-based learning	70.37% 19
— Technology	85.19% 23
— Spanish	55.56% 15
— International Baccalaureate Program	40.74% 11

Total Respondents: 27

There is someone at the school that can communicate with me in my first language.

- Answered: 28
- Skipped: 0

(no label)
012345678910

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable - my first language is English	Total	Weighted Average
(no label)	60.71% 17	21.43% 6	3.57% 1	0.00% 0	14.29% 4	28	3.14