

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: GONZALES UNIFIED SCHOOL DISTRICT

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LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. All LEAs must complete the LCAP and Annual Update Template 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 school site, 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>In order to complete this accountability plan, multiple methods of gathering data and allowing for recommendations multiple stakeholders (internal, students, parents, and community) were developed.</p> <p>Planning: During LCAP presentations and discussions during 2013-14 and 2014-15 school board meetings, the Gonzales Unified School Board of Education have clearly identified student success as a priority and participated in LCAP stakeholder sessions.</p> <p>Process: During the months of January, February, March, and April 2015, a series of engagement opportunities for employees, students, parents, and community members provided input on the educational priorities of the Gonzales Unified School District. Engagement meetings were held with Business office personnel on April 9, Maintenance and Operations on April 14, Technology team members on March 25 and April 3, Migrant staff on April 3, Alternative Education staff on April 2, California School Employees Association (CSEA) on Feb 25, Gonzales Teachers Association (GTA) on Feb 25, Cafeteria Staff on May 6, Somavia High staff on March 25, Gonzales High leadership staff on March 25, Fairview Middle School leadership staff on April 4, La Gloria Elementary School leadership staff on April 1, Community Advisory Committee on April 22, Gonzales State Preschool on April 3, and a Community Members forum on May 20. These opportunities included over 15 meetings, including planned and added sessions as requested by various stakeholders. Each stakeholder meeting was focused on creating a common understanding about LCAP (through videos and resources), analyzing the 8 state priorities, and then forming small groups or partners to make specific LCAP recommendations for student success. In an effort to make the process as transparent as possible, the district created an area within the district website to facilitate the process, including the capacity of Spanish Google translation. All comments were</p>	<p>Multiple methods of data collection ensured that maximum input across multiple stakeholders (internal, students, parents, and community) were collected, synthesized, and utilized in forming our Gonzales LCAP Goals.</p> <p>Planning: The Gonzales Unified School Board of Education was engaged in, supportive of, and participatory in the district process.</p> <p>Process: All data from the internal and community input sessions were compiled and synthesized by district staff. The data was synthesized into emerging themes for each of the eight priority areas to form our three major, overarching goals. Those themes were used to guide the writing of sections 2 and 3 of this report. The goals of this plan as well as the choice of actions and expenditures are supported by the information gathered during the many hours of direct stakeholder (internal, students, parents, and community) input meetings. The district website and phone number allowed for an increased level of anonymous participation and a level of transparency to the community through a public community survey. This anonymous survey data collection opportunity allowed for honest and direct feedback from some that would not be able to do so in a public forum. Additionally, the direct input gathered from our students in grades K-12 via Google surveys and in-person focused interviews related to our LCAP goals and actions were invaluable to the development of this plan. The district created an area within the district website to facilitate the process, including the capacity of Spanish Google translation. All surveys and comments were recorded as part of each stakeholder meeting. Additionally, the district posted LCAP information to encourage a common understanding by all.</p>

recorded as part of the community input survey. Additionally, the district posted LCAP information to encourage a common understanding by all.

Internal Stakeholders:

Internal stakeholder meetings included:

- District/Site Administrative and Instructional Leadership Teams,
- Classified School Employee Association representatives,
- Gonzales Teacher Association representatives,
- Teacher representatives from Somavia High School,
- Teacher representatives from Gonzales High School,
- Teacher representatives from Fairview Middle School,
- Teacher representatives from La Gloria Elementary School,
- Teacher representatives from Gonzales State Preschool,
- Teacher representatives from Career Technical Education
- Teacher representatives from Alternative Education,
- Teacher representatives from Special Education,
- Migrant Education team members,
- English Learner Education team members,
- Maintenance/Operations and Transportation department employees,
- Food Services/Cafeteria Department employees,
- Instructional Technology Department employees, and
- Business office/Human Resources department employees.

The protocol for these meetings included a brief overview to develop a common understanding of the Local Control Accountability Plan, the new funding formula; the eight state priorities and specifically, the three goals and actions identified in the Gonzales LCAP. Each stakeholder group had an opportunity to either individually or in small focus groups identify in writing their recommendations around each priority on a note-taking tool. Following the brainstorming of recommendations portion, each group shared their recommendations and why they would be of benefit. All recommendations were collected from all stakeholders. This process was repeated at all community and parent input meetings as well. In addition,

Internal Stakeholders:

Internal stakeholders work directly with students at the school sites on a daily basis. These daily interactions and experiences provided valuable input as to how students learn, the basic classroom conditions of learning, implementations of effective programs, school culture, safety and school environments, and the needs for professional development for all staff. **The recommendations and trends that emerged as TOP PRIORITIES included a need for technology investments for students, staff, and our parent community with the purchase of more Chrome book devices and carts; a focus on both college and career pathway opportunities through expanding student course offerings in arts, music, computer literacy, agriculture soil science, and engineering through Mathematics-Engineering-Science-Academy (MESA) courses;** Instructional professional development for all staff in the areas of Common Core State Standards, Gradual Release of Responsibility, Classroom Management, Differentiated Instruction, Collaborative Student groups, technology in the classroom, English Learner strategies, Guided Language Acquisition by Design for all, Data Analysis and Assessments **with opportunities for staff to attend afterschool and on Saturdays;** Social-Emotional professional development for all staff in the areas of positive school culture, **developing a welcoming school climate through office staff training,** school safety, Customer Service modules, Positive Behavioral Intervention Systems (PBIS), student leadership, proactive student discipline procedures, reducing suspension and expulsion rates, increasing attendance rates, student reward systems; **Improving district-wide school facilities through the pavement redevelopment at all sites, painting all facilities, adding air conditioning at GHS, restructuring bathroom facilities at LG and GHS; and allocating hours to new and exiting staff positions that were recommended by our stakeholders. Those positions include an increase in hours for an office position at Fairview, site-based custodians at each school site to meet LCAP goal 4, an additional district technology position, and Youth coordinator.**

community and parent stakeholders were given direct survey and phone contact information to take home with them.

Community and Parent Input:

Currently, Gonzales Unified School District has approximately 87.6% (2176 out of 2482) students who qualify for Free or Reduced lunch. In addition, 42% (1046 out of 2482) of our students are English Learners and less than 1% are identified as Foster Youth (6 out of 2482) based on our October 2014 CBEDS data submission to California Longitudinal Pupil Achievement Data SYSTEM (CALPADS). Our unduplicated count, per LCAP criteria, is at 90% (2245 out of 2482 students). These factors lead to a need to provide multiple opportunities to engage students in the morning, afterschool, and in the evenings. Parents at each school site were advised of opportunities to provide their recommendations via a school phone call, invitations sent home, and/or posted flyers around the school campuses.

Community and Parent stakeholder meetings included

- School Site Councils,
- English Learner Advisory Councils,
- District Advisory Council,
- District English Learner Advisory Council,
- Migrant Parent Advisory Council,
- First 5 of Monterey County, and
- Two separate Community Forum meetings.

Community and Parent Input:

Community and Parent input members were able to provide input on what they felt was valuable for their children or students to not only achieve educationally but also to be successful, productive members of our community. Parent groups were able to provide insight as to the goals they have for their students and methods, processes, and programs they felt would be beneficial for their students. They were also able to provide information as to ways they would like to be involved and suggestions to the district on how they could better be utilized. Having site employees and childcare available at these parent and community meetings allowed stakeholders to feel comfortable and welcomed. Parents who were unable to speak in English were offered translators, which allowed for a free-flow of responses and an increase of parent and community confidence. Our community and parents were able to provide insight as to the struggles of their children and offer suggestions as to how the district could help their children overcome these struggles.

The recommendations and trends that emerged as TOP PRIORITIES from our Community and Parents were very similar to our internal stakeholders and included a need for technology investments for students, staff, and our parent community with the purchase of more Chrome book devices and carts; a focus on both college and career pathway opportunities through expanding student course offerings in arts, music, computer literacy, agriculture soil science, and engineering through Mathematics-Engineering-Science-Academy (MESA) courses; developing a welcoming school climate through office staff training; increasing school safety with campus supervisors or a School Resource Officer; Improving district-wide school facilities through the pavement redevelopment at all sites, painting all facilities, adding air conditioning at GHS, restructuring bathroom facilities at LG and GHS; Offering more parent and community workshops in technology use, computer literacy and Common Core state standards; surveying

<p>Student Voice and Input: Currently, Gonzales Unified School District has approximately 2482 student enrolled. Of those enrolled, 87.6% (2176 out of 2482) qualify for Free or Reduced lunch; 42% (1046 out of 2482) are English Learners and less than 1% are Foster Youth (6 out of 2482). To survey our students and to learn of their recommendations, each school site (K-4, 5-8, and 9-12) conducted small groups of student focus groups multiple times to invite them to speak. We received 135 student responses from Migrant, EL, SED, SPED, FY, and General Education students.</p> <p>Here is a list of some of the questions asked on the student survey that are aligned to our three LCAP Goals:</p> <ul style="list-style-type: none"> • My school and teachers encourage me to use technology so I can be prepared for my future (True-False) • My school and teachers encourage me to learn (T-F) • My school and teachers use visual supports to help me learn (T-F) • My parents and family are encouraged to come to school events (T-F) • My school is preparing me for the college or career that I choose (T-F) • My teachers grade my work fairly and I know how I am graded (T-F) • My school and our classrooms are every nice, safe, and secure (T-F) • My school office makes me and my family feel welcomed (T-F) • My school can help me learn better if they would... (open-ended) • My family wishes my school would.... (open-ended) • I would be really happy if my school would... (open-ended) 	<p>students on cafeteria meal choices to make sure they are portioned appropriately and of high-quality; and finally, focusing on providing a positive school environment for students, staff and parents through motivating assemblies and school events such as talent shows and lunch time student activities.</p> <p>Student Voice and Input: Student voice and input from students in grades K-12 was extremely valuable and provided a much-needed perspective on how they wish to achieve educationally and socially. Student groups were able to provide insight as to the goals they have for their own education and the methods, processes, and programs they felt would be beneficial. Students were also able to provide information as to ways they would like to be involved and suggestions on how to improve their education.</p> <p>The student representation from all sites surveyed was 18% were from grades K-4, 41% from grades 5-8, and 41% from grades 9-12. The recommendations and trends that emerged as <u>TOP PRIORITIES</u> from our students were:</p> <ul style="list-style-type: none"> • My school and teachers encourage me to use technology so I can be prepared for my future (60.7% True- 30.3% False) • My school and teachers encourage me to learn (88.9% T- 11.1% F) • My school and teachers use visual supports to help me learn (83.7% T- 16.3% F) • My parents and family are encouraged to come to school events (81.5% T-18.5% F) • My school is preparing me for the college or career that I choose (85.2% T-14.8% F) • My teachers grade my work fairly and I know how I am graded (80% T- 20% F) • My school and our classrooms are every nice, safe, and secure (80.7% T- 19.3% F) • My school office makes me and my family feel welcomed (77.8% T- 22.2% F) • My school can help me learn better if they would...
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<p>Feedback and Revisions: As the LCAP was being developed and drafted, it was posted on the district Agenda Online site and provided for public comment at the May 26, 2015 School Board meeting. This opportunity was used for review and further input prior to return at the June 16, 2015 and June 30, 2015 School Board meetings. Any additional recommended adjustments were taken into consideration, readjusted, and returned for further public comment on June 30, 2015 with a final revision posted for approval in August 2015.</p>	<ul style="list-style-type: none"> ○ Take their time in teaching us class lessons and explain new concepts to us in a better way ○ Handle classroom distractions and students who misbehave better ○ Let us work more in partners and groups ○ Increase after school support for us • My family wishes my school would <ul style="list-style-type: none"> ○ Have better choices in our cafeterias ○ Get new things every once in a while ○ Have more activities and make learning in school fun ○ Upgrade our school facilities • I would be really happy if my school would... <ul style="list-style-type: none"> ○ Have more fun and engaging activities ○ Increase student field trips and clubs ○ Increase course offerings and choices ○ Increase technology and add our textbooks to them ○ Fix our restrooms and school facilities <p>Feedback and Revisions: Internal, parent, community and student stakeholders provided feedback, concerns, and questions on the LCAP with revisions based on the eight state priorities and related goals. Additional feedback was solicited at the May 26, 2015; June 16, 2015; and June 30, 2015 School Board meetings. Our final revision was made after Monterey County Office of Education (MCOE) personnel met with the Gonzales LCAP team on August 5, 2015.</p>
<p style="text-align: center;">Annual Update:</p>	<p style="text-align: center;">Annual Update:</p>

<p>Approval Process: The drafted Local Control Accountability Plan (LCAP) for 2015-16 was presented to all stakeholder groups to develop a comprehensive plan that could be approved by our Board of Education. The stakeholder groups reviewing our LCAP were both internal and external. The internal partners included: District/Site Administrative and Instructional Leadership Teams, Classified School Employee Association representatives, Gonzales Teacher Association representatives, Teacher representatives from Somavia High School, Teacher representatives from Gonzales High School, Teacher representatives from Fairview Middle School, Teacher representatives from La Gloria Elementary School, Teacher representatives from Gonzales State Preschool, Teacher representatives from Career Technical Education, Teacher representatives from Alternative Education, Teacher representatives from Special Education, Migrant Education team members, English Learner Education team members, Maintenance/Operations and Transportation department employees, Food Services/Cafeteria Department employees, Instructional Technology Department employees, and Business office/Human Resources department employees. The external groups participating in our review and final approval process were: School Site Councils, English Learner Advisory Councils, District Advisory Council, District English Learner Advisory Council, Migrant Parent Advisory Council, First 5 of Monterey County, and Two separate Community Forum meetings. The finalized Local Control Accountability Plan (LCAP) for 2015-16 will be presented at the June 16, 2015 and June 30, 2015 Board of Education meetings. The Local Control Accountability Plan (LCAP) for 2015-16 was presented at the June 30, 2015 Board of Education meeting for final approval.</p> <p>Future Process: Target monitoring and annual review will be an on-going process in the Gonzales Unified School District. It is the intention of the District to maintain the feedback options to inform our local evaluation of the LCAP and make any necessary adjustments for the future of our students' success.</p>	<p>Approval Process: The finalized Local Control Accountability Plan (LCAP) for 2015-16 was reviewed and several stakeholder meetings to prepare an LCAP that clearly represented the needs of our students and community of learners. The stakeholder meetings had a significant impact on the approval process as they reviewed all of our goals and actions and made recommendations that would strengthen our LCAP. Please review the section of above on the “Involvement Process” for detailed trends that emerged and stakeholder recommendations. The LCAP draft was presented for initial feedback at our May 26, 2015 Board of Education meeting where input was solicited through our approval process. Recommendations suggested were reviewed and made to the draft plan. The revised and final LCAP will be presented at the June 16, 2014 Board of Education meeting for approval and then, submitted to the Monterey County Office of Education no later than five days after the local Board approval. The Monterey County Office of Education (MCOE) representatives met with Gonzales Unified School District representatives on June 11, 2015 and provided detailed feedback and adjustments to make for a smooth approval process at our June 16, 2014 and June 30, 2015 meetings. On August 5, 2015, MCOE personnel met with GUSD personnel and offered final feedback suggestions for approval by the MCOE August 15, 2015 deadline. All stakeholders input was and will continue to be recorded, organized as concisely as possible under each of the goals, and discussed by the District LCAP team of department leads and site administrators.</p> <p>Future Process: Feedback from stakeholders will continue to be solicited in future years. There were only two recommended services and actions suggested could be included in the first reviewed and planning cycle. Those items were building a new elementary school (which would take a bond) and purchasing two new, electronic marquee signs at two school sites.</p>
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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).

Actions/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:	Students need to be able to demonstrate the knowledge, skills, and values to become productive citizens in the 21st century.		Related State and/or Local Priorities:
			__ 1 X 2 X 3 X 4 __ 5 __ 6 __ 7 __ 8
			COE only: 9 __ 10 __
			Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment by 5% (2014-15 SBAC data in grades 3-8 and 11 is still pending CDE release and will be used as our baseline year) To increase the number of students who score Proficient or above in Mathematics on the SBAC assessment by 5% (2014-15 SBAC data in grades 3-8 and 11 is still pending CDE release and will be used as our baseline year) To monitor and increase early literacy rates of pupils will increase overall by 5% (2014-15 language arts end of year assessment data in grades K-2 will be used as baseline indicators) To increase the number of English Learners who achieve full English language proficiency by 5% (2014-15 annual CELDT assessment data in grades TK-1 will be used as indicators) To increase the number of English Learners demonstrating Fluent English Proficient (FEP) for core English language arts courses by 5% (2014-15 annual FEP data in grades TK-12 will be used) To decrease the number of Long Term English Learners (LTEL) by 5% (2014-15 annual Fluent English Proficient (FEP) assessment data in grades TK-12 will be used as indicators) To monitor and support student academic interventions (2015-16 pre and post assessment data in grades TK-12 will be used) To increase the number of parent involvement about 21st century skills by 5% (2015-16 parent attendance data). 		
Goal Applies to:	Schools:	ALL SCHOOLS	
	Applicable Pupil Subgroups:	English Learners, Foster Youth, Low-Income, Students w/Disabilities, Long Term English Learners.	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> To increase our cohort graduation rate by .5% annually To establish our SBAC baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each annually To establish our EAP baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each annually To increase student literacy rates by 5% in K-2 as established by iReads or a similar reading lexile-based, intervention program To increase the number of certificated staff who have been trained in our District Initiatives and Common Core to 100% To increase the number of classified staff who have been trained in our District Initiatives and Common Core to 100% 		

	<ul style="list-style-type: none"> • To maintain textbook sufficiency • Maintain and increase CTE course access to students in grades 6-12 • Increase the a-g completion rates from by 5% annually • Increase the number of students scoring proficient on the AP exams by 5% annually • Increase the AMAO Title III English Learner federal targets for 2015-16 to meet or exceed: <ul style="list-style-type: none"> ○ AMAO #1: 55% ○ AMAO #2: 19% for less than 5 years and 46% for those 5years or longer in our district ○ AMAO #3: Graduation rate 78%; English Language Arts 35%; Mathematics 50% • Increase our reclassification rate by 5% annually • Decrease the number of Long-Term English Learners (LTEL) by 5% annually 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide and train in the use of high-quality instructional materials in all classrooms TK-12 that satisfy William’s requirements.</p> <ul style="list-style-type: none"> • Purchase NEW Common Core Instructional materials (CCSS) for ALL Pre-12 classrooms, including CCSS Math materials (available for purchase as of November 2014) and CCSS English Language Arts materials (to be released in November 2015) • Purchase additional Chrome books and carts for the online-based Mathematics Vision Project program in two math classrooms for High School integrated math courses. • Maintain appropriate instructional materials in all classrooms to satisfy William’s requirements and meet the demands of the 21st century (integrate eBooks and available and applicable) • Train ALL staff in the use of Common Core Instructional materials 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify) _____</p>	<p>\$50,000 for CCSS instructional materials in Math- LCFF Concentration Grant;</p> <p>\$304,250 for CCSS instructional materials in ELA in 2015-16; an additional \$304,250 for CCSS instructional materials in ELA in 2016-17- LCFF Concentration Grant;</p> <p>\$60,000 for four (4) chrome book carts with 35 devices each- LCFF Concentration Grant</p> <p>\$10,000 for staff PD- LCFF Concentration Grant</p>

<p>2. Identify and provide high-quality student interventions and enhancements with pre and post data indicators of success.</p> <ul style="list-style-type: none"> • Purchase Language Arts Intervention program materials and supplies (Scholastic Read 180 in Grades 3-12) • Purchase Language Arts early Intervention programs in the primary grades (iReads program in Grade K, 1, 2 or similar) • Purchase Math Intervention program/s for grades Pre-12 • Continue to offer Saturday and Summer enhancement academies that focus on Literacy, Numeracy and Science Technology Engineering and Mathematics (STEM). This includes material start-up cost to establish STEM kits for all grade levels and to fund certificated and classified staff to increase student learning. • Focus on site-based and site-led student interventions that lead to an increase in student proficiency levels. • Fund 1.0 FTE Intervention Teacher at La Gloria Elementary 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> X ALL (90% unduplicated count)</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$175,000 for language arts interventions in Read 180 and/or similar in grades 3-12- LCFF Concentration Grant;</p> <p>\$67,200 for iReads early interventions in grade K-2- LCFF Concentration Grant;</p> <p>\$70,000 for Saturday academy positions and materials for STEM kits and supplies- LCFF Concentration Grant;</p> <p>\$10,000 for Site-based interventions and tutorials- LCFF Concentration Grant;</p> <p>\$82,567 for 1.0 FTE Intervention teacher- LCFF Concentration Grant</p>
<p>3. Identify and provide support personnel at all sites to meet 21st century goals</p> <ul style="list-style-type: none"> • Focus on district-wide and site-based professional development for ALL staff to focus on 21st century skills by increasing teacher release-time, paid hourly, and substitute costs to fund planning time on Common Core State Standards (CCSS), Guided Language Acquisition by Design (GLAD), Step Up to Writing (SUTW), Student Collaborative Learning to increase Student Talk (KAGAN Structures), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Instructional Rounds (IRs) and Technology integration (Google apps, Chrome book classroom use, Illuminate Education, and similar). • Train all administrators to provide on-going feedback to certificated and classified personnel with specific examples that will lead to meeting 21st 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> X ALL (90% unduplicated count)</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$20,000 for staff PD- LCFF Concentration Grant;</p> <p>\$1,525,110 for personnel in LCFF Supplemental Grant;</p> <p>\$1,105,188 for personnel in LCFF Concentration Grant;</p>

<p>century skills and the implementation of the district initiatives for student learning.</p> <ul style="list-style-type: none"> • Continue to fund personnel positions that support 21st century skills: Library and Technology specialists, Academic coaches, Intervention specialists, Classroom Instructional Assistants, Software and Hardware technology specialists. • Establish coaching cycles for all teachers in our school district with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. • Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process. • All teachers establish personal goals for their instruction at the start of the school year that directly relate to district initiatives and 21st century skills for their classroom instruction. • Increase one district-wide Technology specialist to support staff and students in the area of technology integration 			<p>\$20,000 to release staff for IRs- LCFF Concentration Grant;</p> <p>\$54,123 for added tech position- LCFF Concentration Grant</p>
<p>4. Identify, serve, and reclassify English Learners within 5 years of entering our district.</p> <ul style="list-style-type: none"> • Implementation of the NEW ELD standards in Pre-12 through the focus on Making Meaning in English (Communicative, Interpretive, and Productive modes). • Purchase NEW ELD state-approved instructional materials to meet the needs of our English Learners in Pre-12 classrooms. • Train staff in the use of NEW ELD Instructional materials. • Increase ELD sections at the secondary level (Grades 6-12) for appropriate teaching of student CELDT levels 1-5. 	<p>LEA-WIDE</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$100,000 for NEW ELD materials- LCFF Concentration Grant;</p> <p>\$10,000 for staff PD- LCFF Concentration Grant;</p> <p>\$34,000 for ELD staffing increases- LCFF Concentration Grant</p>
<p>5. Partner with our parent/family community through educational workshops to develop students with 21st century knowledge, skills, and values.</p> <ul style="list-style-type: none"> • Increase the number of parent workshops/academies offered at each site (minimum of quarterly) to establish sound, school-parent partnerships for 21st century student skills, including family reading and math nights, PIQE partnerships, and similar) • Increase the number of parent workshops offered at each site (minimum of quarterly) to focus on 21st century skills for our parent community. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000 for parent workshop materials- LCFF Concentration Grant;</p> <p>\$10,000 for staff to lead parent workshops- Supplemental</p>

<ul style="list-style-type: none"> Increase the number of adult education staff by 1.0 FTE to offer options to our parent community such as English as a second language, Computer Literacy classes, High School diploma courses, parenting classes, and/or similar) 			<p>Funding- Adult Education Program;</p> <p>\$22,000 for PIQE consulting group to train each (4) sites at \$5,500 per site- LCFF Concentration Grant;</p> <p>\$10,000 for AE staff hourly to provide community workshops- Supplemental Funding- Adult Education Program;</p>
<p>6. Maintain and build partnerships with higher education institutions to ensure a smooth transition for students with College-readiness indicators (EAP or SBAC grade 11 ELA and Math results)</p> <ul style="list-style-type: none"> Establish vertical planning meetings (minimum of quarterly) with colleges and universities to establish criteria and written guidelines for successful student transition to post-secondary. Focus on school-wide practices that increase student readiness for college (student academies, college days, mock interviews, etc) Identify academic-based field trip opportunities for students to explore classroom connections and college/career opportunities (College/University visits, Google facility visit, Zoos/Aquariums, etc) Identify and map designated field trips and/or experiences for each grade level that matches their curriculum connections. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 for staff PD- LCFF Concentration Grant;</p> <p>\$10,000 for planning student school events- LCFF Concentration Grant;</p> <p>\$10,000 for college visits and field trips- LCFF Concentration Grant;</p>
<p>7. Build and maintain partnerships with post-secondary institutions and local industry partners to ensure a smooth transition for students with Career-readiness indicators.</p> <ul style="list-style-type: none"> Increase the number of ROP/CTE course offerings for secondary students at MS/HS (Agriculture, Hospitality, Computer Science, etc). Increase total FTE to 3.0 for 2015-16 combined between MS/HS. Convene CTE Advisory meetings for each pathway, including District staff and industry partners (minimum of twice per year) to evaluate relevancy 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$247,701 for additional staffing in CTE/ROP and elective sections- LCFF ROP/CTE Funds;</p> <p>\$5,000 for materials business (CTE) advisory meetings- LCFF ROP/CTE Funds;</p>

<p>of course content in relation to industry standards/skill set, course sequencing, job market data analysis, post-secondary articulation and identification of internship opportunities to ensure successful student college/career transition.</p> <ul style="list-style-type: none"> • Establish a GUSD CTE Advisory Board meeting to include district and industry representation of all district-offered pathways and the Workforce Investment Board (WIB) that will evaluate CTE programming to ensure successful student transition from our high schools. • Create a Special Assignment position with the City of Gonzales: 50/50 FTE Youth Coordinator to assist with internship/job shadowing opportunities. • Allocate \$5,000 for materials and supplies for the Youth Coordinator program activities • Create CTE skills certificates illustrating course competencies mastered upon course completion. • Offer high-wage, high-demand CTE courses/pathways that allow students to obtain industry-recognized certifications. 			<p>\$5,000 for rewards and certificates- LCFF Concentration Grant;</p> <p>\$51,283 for 50/50 youth coordinator position- LCFF Concentration Grant</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • To increase our cohort graduation rate by .5% annually • To establish our SBAC baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each annually • To establish our EAP baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each annually • To increase student literacy rates by 5% in K-2 as established by iReads or a similar reading lexile-based, intervention program • To increase the number of certificated staff who have been trained in our District Initiatives and Common Core to 100% • To increase the number of classified staff who have been trained in our District Initiatives and Common Core to 100% • To maintain textbook sufficiency • Maintain and increase CTE course access to students in grades 6-12 • Increase the a-g completion rates from by 5% annually • Increase the number of students scoring proficient on the AP exams by 5% annually • Increase the AMAO Title III English Learner federal targets for 2015-16 to meet or exceed: <ul style="list-style-type: none"> ○ AMAO #1: 55% ○ AMAO #2: 19% for less than 5 years and 46% for those 5years or longer in our district
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<ul style="list-style-type: none"> ○ AMAO #3: Graduation rate 78%; English Language Arts 35%; Mathematics 50% • Increase our reclassification rate by 5% annually <p>Decrease the number of Long-Term English Learners (LTEL) by 5% annually Decrease the number of Long-Term English Learners by 5% annually</p>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide and train in the use of high-quality instructional materials in all classrooms TK-12 that satisfy William’s requirements.</p> <ul style="list-style-type: none"> • Purchase NEW Common Core Instructional materials (CCSS) for ALL Pre-12 classrooms, including CCSS Math materials (available for purchase as of November 2014) and CCSS English Language Arts materials (to be released in November 2015) • Purchase additional Chrome books and carts for the online-based Mathematics Vision Project program in two math classrooms for High School integrated math courses. • Maintain appropriate instructional materials in all classrooms to satisfy William’s requirements and meet the demands of the 21st century (integrate eBooks and available and applicable) • Train ALL staff in the use of Common Core Instructional materials 	LEA-WIDE	<p><u> X </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>\$50,000 for CCSS instructional materials in Math- LCFF Concentration Grant;</p> <p>\$304,250 for CCSS instructional materials in ELA in 2015-16; an additional \$304,250 for CCSS instructional materials in ELA in 2016-17- LCFF Concentration Grant;</p> <p>\$60,000 for four (4) chrome book carts with 35 devices each- LCFF Concentration Grant</p> <p>\$10,000 for staff PD- LCFF Concentration Grant</p>
<p>2. Identify and provide high-quality student interventions and enhancements with pre and post data indicators of success.</p> <ul style="list-style-type: none"> • Purchase Language Arts Intervention program materials and supplies (Scholastic Read 180 in Grades 3-12) • Purchase Language Arts early Intervention programs in the primary grades (iReads program in Grade K, 1, 2 or similar) • Purchase Math Intervention program/s for grades Pre-12 	LEA-WIDE	<p><u> X </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>\$175,000 for language arts interventions in Read 180 and/or similar in grades 3-12- LCFF Concentration Grant;</p>

<ul style="list-style-type: none"> Continue to offer Saturday and Summer enhancement academies that focus on Literacy, Numeracy and Science Technology Engineering and Mathematics (STEM). This includes material start-up cost to establish STEM kits for all grade levels and to fund certificated and classified staff to increase student learning. Focus on site-based and site-led student interventions that lead to an increase in student proficiency levels. Fund 1.0 FTE Intervention Teacher at La Gloria Elementary 			<p>\$67,200 for iReads early interventions in grade K-2- LCFF Concentration Grant;</p> <p>\$70,000 for Saturday academy positions and materials for STEM kits and supplies- LCFF Concentration Grant;</p> <p>\$10,000 for Site-based interventions and tutorials- LCFF Concentration Grant;</p> <p>\$85,869.68 for 1.0 FTE Intervention teacher- LCFF Concentration Grant (Reflects 4% increase from 2015-16)</p>
<p>3. Identify and provide support personnel at all sites to meet 21st century goals</p> <ul style="list-style-type: none"> Focus on district-wide and site-based professional development for ALL staff to focus on 21st century skills by increasing teacher release-time, paid hourly, and substitute costs to fund planning time on Common Core State Standards (CCSS), Guided Language Acquisition by Design (GLAD), Step Up to Writing (SUTW), Student Collaborative Learning to increase Student Talk (KAGAN Structures), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Instructional Rounds (IRs) and Technology integration (Google apps, Chrome book classroom use, Illuminate Education, and similar). Train all administrators to provide on-going feedback to certificated and classified personnel with specific examples that will lead to meeting 21st century skills and the implementation of the district initiatives for student learning. Continue to fund personnel positions that support 21st century skills: Library and Technology specialists, Academic coaches, Intervention specialists, Classroom Instructional Assistants, Software and Hardware technology specialists. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$20,000 for staff PD- LCFF Concentration Grant;</p> <p>\$1,586,114.40 for personnel in LCFF Supplemental Grant (Reflects 4% increase from 2015-16);</p> <p>\$1,149.395.52 for personnel in LCFF Concentration Grant (Reflects 4% increase from 2015-16);</p> <p>\$20,000 to release staff for IRs- LCFF</p>

<ul style="list-style-type: none"> Establish coaching cycles for all teachers in our school district with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process. All teachers establish personal goals for their instruction at the start of the school year that directly relate to district initiatives and 21st century skills for their classroom instruction. Increase one district-wide Technology specialist to support staff and students in the area of technology integration 			<p>Concentration Grant;</p> <p>\$56,287.92 for added tech position- LCFF Concentration Grant (Reflects 4% increase from 2015-16)</p>
<p>4. Identify, serve, and reclassify English Learners within 5 years of entering our district.</p> <ul style="list-style-type: none"> Implementation of the NEW ELD standards in Pre-12 through the focus on Making Meaning in English (Communicative, Interpretive, and Productive modes). Purchase NEW ELD state-approved instructional materials to meet the needs of our English Learners in Pre-12 classrooms. Train staff in the use of NEW ELD Instructional materials. Increase ELD sections at the secondary level (Grades 6-12) for appropriate teaching of student CELDT levels 1-5. 	<p>LEA-WIDE</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$100,000 for NEW ELD materials- LCFF Concentration Grant;</p> <p>\$10,000 for staff PD- LCFF Concentration Grant;</p> <p>\$35,360 for ELD staffing increases- LCFF Concentration Grant (Reflects 4% increase from 2015-16)</p>
<p>5. Partner with our parent/family community through educational workshops to develop students with 21st century knowledge, skills, and values.</p> <ul style="list-style-type: none"> Increase the number of parent workshops/academies offered at each site (minimum of quarterly) to establish sound, school-parent partnerships for 21st century student skills, including family reading and math nights, PIQE partnerships, and similar) Increase the number of parent workshops offered at each site (minimum of quarterly) to focus on 21st century skills for our parent community. Increase the number of adult education staff by 1.0 FTE to offer options to our parent community such as English as a second language, Computer Literacy classes, High School diploma courses, parenting classes, and/or similar) 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000 for parent workshop materials- LCFF Concentration Grant;</p> <p>\$10,400 for staff to lead parent workshops- Supplemental Funding- Adult Education Program; (Reflects 4% increase from 2015-16);</p>

			<p>\$22,000 for PIQE consulting group to train each (4) sites at \$5,500 per site- LCFF Concentration Grant;</p> <p>\$10,000 for AE staff hourly to provide workshops- Supplemental Funding- Adult Education Program;</p>
<p>6. Maintain and build partnerships with higher education institutions to ensure a smooth transition for students with College-readiness indicators (EAP or SBAC grade 11 ELA and Math results)</p> <ul style="list-style-type: none"> Establish vertical planning meetings (minimum of quarterly) with colleges and universities to establish criteria and written guidelines for successful student transition to post-secondary. Focus on school-wide practices that increase student readiness for college (student academies, college days, mock interviews, etc) Identify academic-based field trip opportunities for students to explore classroom connections and college/career opportunities (College/University visits, Google facility visit, Zoos/Aquariums, etc) Identify and map designated field trips and/or experiences for each grade level that matches their curriculum connections. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 for staff PD- LCFF Concentration Grant;</p> <p>\$10,000 for planning student school events- LCFF Concentration Grant;</p> <p>\$10,000 for college visits and field trips- LCFF Concentration Grant;</p>
<p>7. Build and maintain partnerships with post-secondary institutions and local industry partners to ensure a smooth transition for students with Career-readiness indicators.</p> <ul style="list-style-type: none"> Increase the number of ROP/CTE course offerings for secondary students at MS/HS (Agriculture, Hospitality, Computer Science, etc). Increase total FTE to 3.0 for 2015-16 combined between MS/HS. Convene CTE Advisory meetings for each pathway, including District staff and industry partners (minimum of twice per year) to evaluate relevancy of course content in relation to industry standards/skill set, course sequencing, job market data analysis, post-secondary articulation and 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$257,609.04 for additional staffing in CTE/ROP and elective sections- LCFF ROP/CTE Funds (Reflects 4% increase from 2015-16);</p> <p>\$5,000 for materials business (CTE) advisory meetings- LCFF</p>

<p>identification of internship opportunities to ensure successful student college/career transition.</p> <ul style="list-style-type: none"> • Establish a GUSD CTE Advisory Board meeting to include district and industry representation of all district-offered pathways and the Workforce Investment Board (WIB) that will evaluate CTE programming to ensure successful student transition from our high schools. • Create a Special Assignment position with the City of Gonzales: 50/50 FTE Youth Coordinator to assist with internship/job shadowing opportunities. • Allocate \$5,000 for materials and supplies for the Youth Coordinator program activities • Create CTE skills certificates illustrating course competencies mastered upon course completion. • Offer high-wage, high-demand CTE courses/pathways that allow students to obtain industry-recognized certifications. 			<p>ROP/CTE Funds;</p> <p>\$5,000 for rewards and certificates- LCFF Concentration Grant;</p> <p>\$53,334.32 for 50/50 youth coordinator position- LCFF Concentration Grant (Reflects 4% increase from 2015-16)</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • To increase our cohort graduation rate by .5% annually • To establish our SBAC baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each annually • To establish our EAP baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each annually • To increase student literacy rates by 5% in K-2 as established by iReads or a similar reading lexile-based, intervention program • To increase the number of certificated staff who have been trained in our District Initiatives and Common Core to 100% • To increase the number of classified staff who have been trained in our District Initiatives and Common Core to 100% • To maintain textbook sufficiency • Maintain and increase CTE course access to students in grades 6-12 • Increase the a-g completion rates from by 5% annually • Increase the number of students scoring proficient on the AP exams by 5% annually • Increase the AMAO Title III English Learner federal targets for 2015-16 to meet or exceed: <ul style="list-style-type: none"> ○ AMAO #1: 55% ○ AMAO #2: 19% for less than 5 years and 46% for those 5years or longer in our district ○ AMAO #3: Graduation rate 78%; English Language Arts 35%; Mathematics 50% • Increase our reclassification rate by 5% annually
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Decrease the number of Long-Term English Learners (LTEL) by 5% annually			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Provide and train in the use of high-quality instructional materials in all classrooms TK-12 that satisfy William’s requirements.</p> <ul style="list-style-type: none"> • Purchase NEW Common Core Instructional materials (CCSS) for ALL Pre-12 classrooms, including CCSS Math materials (available for purchase as of November 2014) and CCSS English Language Arts materials (to be released in November 2015) • Purchase additional Chrome books and carts for the online-based Mathematics Vision Project program in two math classrooms for High School integrated math courses. • Maintain appropriate instructional materials in all classrooms to satisfy William’s requirements and meet the demands of the 21st century (integrate eBooks and available and applicable) • Train ALL staff in the use of Common Core Instructional materials 	LEA-WIDE	<p><u> </u> X <u> </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>\$50,000 for CCSS instructional materials in Math- LCFF Concentration Grant;</p> <p>\$304,250 for CCSS instructional materials in ELA in 2015-16; an additional \$304,250 for CCSS instructional materials in ELA in 2016-17- LCFF Concentration Grant;</p> <p>\$60,000 for four (4) chrome book carts with 35 devices each- LCFF Concentration Grant</p> <p>\$10,000 for staff PD- LCFF Concentration Grant</p>
<p>2. Identify and provide high-quality student interventions and enhancements with pre and post data indicators of success.</p> <ul style="list-style-type: none"> • Purchase Language Arts Intervention program materials and supplies (Scholastic Read 180 in Grades 3-12) • Purchase Language Arts early Intervention programs in the primary grades (iReads program in Grade K, 1, 2 or similar) • Purchase Math Intervention program/s for grades Pre-12 • Continue to offer Saturday and Summer enhancement academies that focus on Literacy, Numeracy and Science Technology Engineering and Mathematics (STEM). This includes material start-up cost to establish 	LEA-WIDE	<p><u> </u> X <u> </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>\$175,000 for language arts interventions in Read 180 and/or similar in grades 3-12- LCFF Concentration Grant;</p> <p>\$67,200 for iReads early interventions in grade K-2- LCFF Concentration Grant;</p>

<p>STEM kits for all grade levels and to fund certificated and classified staff to increase student learning.</p> <ul style="list-style-type: none"> • Focus on site-based and site-led student interventions that lead to an increase in student proficiency levels. • Fund 1.0 FTE Intervention Teacher at La Gloria Elementary 			<p>\$70,000 for Saturday academy positions and materials for STEM kits and supplies- LCFF Concentration Grant;</p> <p>\$10,000 for Site-based interventions and tutorials- LCFF Concentration Grant;</p> <p>\$89,304.46 for 1.0 FTE Intervention teacher- LCFF Concentration Grant (Reflects 4% increase from 2016-17)</p>
<p>3. Identify and provide support personnel at all sites to meet 21st century goals</p> <ul style="list-style-type: none"> • Focus on district-wide and site-based professional development for ALL staff to focus on 21st century skills by increasing teacher release-time, paid hourly, and substitute costs to fund planning time on Common Core State Standards (CCSS), Guided Language Acquisition by Design (GLAD), Step Up to Writing (SUTW), Student Collaborative Learning to increase Student Talk (KAGAN Structures), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), Instructional Rounds (IRs) and Technology integration (Google apps, Chrome book classroom use, Illuminate Education, and similar). • Train all administrators to provide on-going feedback to certificated and classified personnel with specific examples that will lead to meeting 21st century skills and the implementation of the district initiatives for student learning. • Continue to fund personnel positions that support 21st century skills: Library and Technology specialists, Academic coaches, Intervention specialists, Classroom Instructional Assistants, Software and Hardware technology specialists. • Establish coaching cycles for all teachers in our school district with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$20,000 for staff PD- LCFF Concentration Grant;</p> <p>\$1,649,558.97 for personnel in LCFF Supplemental Grant (Reflects 4% increase from 2016-17);</p> <p>\$1,195,371.34 for personnel in LCFF Concentration Grant (Reflects 4% increase from 2016-17);</p> <p>\$20,000 to release staff for IRs- LCFF Concentration Grant;</p> <p>\$58,539.43 for added tech position- LCFF Concentration Grant</p>

<ul style="list-style-type: none"> • Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process. • All teachers establish personal goals for their instruction at the start of the school year that directly relate to district initiatives and 21st century skills for their classroom instruction. • Increase one district-wide Technology specialist to support staff and students in the area of technology integration 			<p>(Reflects 4% increase from 2016-17)</p>
<p>4. Identify, serve, and reclassify English Learners within 5 years of entering our district.</p> <ul style="list-style-type: none"> • Implementation of the NEW ELD standards in Pre-12 through the focus on Making Meaning in English (Communicative, Interpretive, and Productive modes). • Purchase NEW ELD state-approved instructional materials to meet the needs of our English Learners in Pre-12 classrooms. • Train staff in the use of NEW ELD Instructional materials. • Increase ELD sections at the secondary level (Grades 6-12) for appropriate teaching of student CELDT levels 1-5. 	<p>LEA-WIDE</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$100,000 for NEW ELD materials- LCFF Concentration Grant;</p> <p>\$10,000 for staff PD- LCFF Concentration Grant;</p> <p>\$36,774.40 for ELD staffing increases- LCFF Concentration Grant (Reflects 4% increase from 2016-17)</p>
<p>5. Partner with our parent/family community through educational workshops to develop students with 21st century knowledge, skills, and values.</p> <ul style="list-style-type: none"> • Increase the number of parent workshops/academies offered at each site (minimum of quarterly) to establish sound, school-parent partnerships for 21st century student skills, including family reading and math nights, PIQE partnerships, and similar) • Increase the number of parent workshops offered at each site (minimum of quarterly) to focus on 21st century skills for our parent community. • Increase the number of adult education staff by 1.0 FTE to offer options to our parent community such as English as a second language, Computer Literacy classes, High School diploma courses, parenting classes, and/or similar) 	<p>LEA-WIDE</p>	<p><u> </u>X ALL (90% unduplicated count) ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$15,000 for parent workshop materials- LCFF Concentration Grant;</p> <p>\$10,000 for staff to lead parent workshops- Supplemental Funding- Adult Education Program;</p> <p>\$22,000 for PIQE consulting group to train each (4) sites at \$5,500 per site- LCFF Concentration Grant;</p>

			<p>\$10,816 for AE staff hourly to provide community workshops- Supplemental Funding- Adult Education Program; (Reflects 4% increase from 2016-17)</p>
<p>6. Maintain and build partnerships with higher education institutions to ensure a smooth transition for students with College-readiness indicators (EAP or SBAC grade 11 ELA and Math results)</p> <ul style="list-style-type: none"> • Establish vertical planning meetings (minimum of quarterly) with colleges and universities to establish criteria and written guidelines for successful student transition to post-secondary. • Focus on school-wide practices that increase student readiness for college (student academies, college days, mock interviews, etc) • Identify academic-based field trip opportunities for students to explore classroom connections and college/career opportunities (College/University visits, Google facility visit, Zoos/Aquariums, etc) • Identify and map designated field trips and/or experiences for each grade level that matches their curriculum connections. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count) ----- OR: <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>\$10,000 for staff PD- LCFF Concentration Grant;</p> <p>\$10,000 for planning student school events- LCFF Concentration Grant;</p> <p>\$10,000 for college visits and field trips- LCFF Concentration Grant;</p>
<p>7. Build and maintain partnerships with post-secondary institutions and local industry partners to ensure a smooth transition for students with Career-readiness indicators.</p> <ul style="list-style-type: none"> • Increase the number of ROP/CTE course offerings for secondary students at MS/HS (Agriculture, Hospitality, Computer Science, etc). Increase total FTE to 3.0 for 2015-16 combined between MS/HS. • Convene CTE Advisory meetings for each pathway, including District staff and industry partners (minimum of twice per year) to evaluate relevancy of course content in relation to industry standards/skill set, course sequencing, job market data analysis, post-secondary articulation and identification of internship opportunities to ensure successful student college/career transition. • Establish a GUSD CTE Advisory Board meeting to include district and industry representation of all district-offered pathways and the Workforce Investment Board (WIB) that will evaluate CTE programming to ensure 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count) ----- OR: <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>\$267,913.40 for additional staffing in CTE/ROP and elective sections- LCFF ROP/CTE Funds (Reflects 4% increase from 2016-17);</p> <p>\$5,000 for materials business (CTE) advisory meetings- LCFF ROP/CTE Funds;</p> <p>\$5,000 for rewards and certificates- LCFF Concentration Grant;</p>

<p>successful student transition from our high schools.</p> <ul style="list-style-type: none"> • Create a Special Assignment position with the City of Gonzales: 50/50 FTE Youth Coordinator to assist with internship/job shadowing opportunities. • Allocate \$5,000 for materials and supplies for the Youth Coordinator program activities • Create CTE skills certificates illustrating course competencies mastered upon course completion. • Offer high-wage, high-demand CTE courses/pathways that allow students to obtain industry-recognized certifications. 			<p>\$55,467.69 for 50/50 youth coordinator position- LCFF Concentration Grant (Reflects 4% increase from 2016-17)</p>
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GOAL 2:	All students need equitable access to a high-quality curricular and instructional program that prepares them for college and/or career.		Related State and/or Local Priorities:
			__ 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 __ 5 __ 6 <input checked="" type="checkbox"/> 7 __ 8
			COE only: 9 __ 10 __
			Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> To provide and maintain 100% NCLB compliant teachers and 100% compliant with Williams Lawsuit Regulations. To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment by 5% (2014-15 SBAC data in grades 3-8 and 11 is still pending CDE release and will be used as our baseline year) To increase the number of students who score Proficient or above in Mathematics on the SBAC assessment by 5% (2014-15 SBAC data in grades 3-8 and 11 is still pending CDE release and will be used as our baseline year) To monitor and increase early literacy rates of pupils will increase overall by 5% (2014-15 local language arts end of year benchmark assessment data in grades K-2 will be used as baseline indicators) To increase the number of English Learners who achieve English language proficiency by 5% (2014-15 annual California English Language Development Test assessment data in grades TK-1 will be used as indicators) To increase the number of English Learners demonstrating Fluent English Proficient (FEP) for core English language arts courses by 5% (2014-15 annual Fluent English Proficient (FEP) data in grades TK-12 will be used as indicators) To decrease the number of Long Term English Learners (LTEL) by 5% (2014-15 annual Fluent English Proficient (FEP) assessment data in grades TK-12 will be used as indicators) To monitor and support student academic interventions (2015-16 pre and post assessment data) To increase the number of identified college and career partnerships for students to develop 21st century skills and college/career readiness (NEW 2015-16 partnership data and number of articulated meetings will be used to measure success). To increase the number of parents providing input about school and CCSS will increase 5% (2015-16 parent attendance data). 		
Goal Applies to:	Schools:	ALL SCHOOLS	
	Applicable Pupil Subgroups:	English Learners, Foster Youth, Low-Income, Students w/Disabilities, Long Term English Learners.	
LCAP Year 1: 2015-16			
Expected Annual Measurable	<ul style="list-style-type: none"> To increase our cohort graduation rate by .5% annually To increase our career-ready cohort pathways for students by an increase of sections offered To increase our college-going cohort for students entering colleges and universities after high school 		

<p>Outcomes:</p>	<ul style="list-style-type: none"> • To establish our SBAC baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each • To establish our EAP baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each • To increase student literacy rates by 5% in K-2 as established by iReads or a similar reading lexile-based program • To increase the number of certificated staff who have been trained in our District Initiatives and Common Core to 100% • To increase the number of classified staff who have been trained in our District Initiatives and Common Core to 100% • Maintain and increase CTE course access to students in grades 6-12 • Increase the a-g completion rates from by 5% • Increase the number of students scoring proficient on the AP exams by 5% • Increase to meet or exceed the AMAO Title III English Learner federal targets by: <ul style="list-style-type: none"> ○ AMAO #1: 55% ○ AMAO #2: 19% for less than 5 years and 46% for those 5years or longer in our district ○ AMAO #3: Graduation rate 78%; English Language Arts 35%; Mathematics 50% • Increase our reclassification rate by 5% 		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>1. Ensure access to core instructional programs by providing base staffing at each site and professional development for all staff (Admin, teachers, classified).</p> <ul style="list-style-type: none"> • Continue to fund class-size reduction in all grades TK-3 to support student learning. • Continue to fund ROP/CTE courses in grades 6-12 to support student learning. • Allocate professional development funds for ALL staff (release-time, paid hourly, and substitute costs to fund planning time) to focus on our district-wide initiatives of Common Core State Standards (CCSS), Guided Language Acquisition by Design (GLAD), Step Up to Writing (SUTW), Student Collaborative Learning to increase Student Talk (KAGAN Structures), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), and Technology integration (Google apps, Chrome book classroom use, Illuminate Education, and similar). • Increase the number of FTEs based on the master schedule and focus on student college and career readiness goals (may result in the increase of 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>\$999,195 for TK-3 CSR- LCCFF K-3 CSR Funds;</p> <p>\$728,467 for ROP/CTE staffing- Supplemental LCCFF ROP/CTE Funds;;</p> <p>\$10,000 for staff PD- LCCFF Concentration Grant Funds;</p> <p>\$247,701 for CTE staffing increases- Supplemental LCCFF ROP/CTE Funds;</p>

<p>language arts sections and CTE/ROP sections such as construction, welding, criminal justice, etc).</p>			<p>(already calculated in goal 1);</p>
<p>2. Identify, purchase, and train staff in the use of high-quality instructional materials in all classrooms TK-12.</p> <ul style="list-style-type: none"> • Purchase NEW Common Core Instructional materials (CCSS) for ALL Pre-12 classrooms, including CCSS Math materials (available for purchase as of November 2014) and CCSS English Language Arts materials (to be released in November 2015). (Budget identified in Goal 1). • Purchase additional Chrome books and carts for the online-based Mathematics Vision Project program in two math classrooms for High School integrated math courses. (Budget identified in Goal 1) • Maintain appropriate instructional materials in all classrooms to satisfy William’s requirements and meet the demands of the 21st century (integrate eBooks and available and applicable) • Allocate time and funds to train ALL staff in the use of newly purchased Instructional materials 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Concentration Grant Funds calculated and identified in Goal 1, Action 1</p>
<p>3. Identify and provide high-quality student interventions and enhancements with pre and post data indicators of college and career readiness success.</p> <ul style="list-style-type: none"> • Purchase high-quality student interventions and enhancements at each school site that are online, customizable and allow students to accelerate at their own pace in the areas of literacy, numeracy, and college/career readiness. • Train staff in the use of high-quality student intervention materials at each school site that are online, customizable and allow students to accelerate at their own pace in the areas of literacy, numeracy, and college/career readiness. • Identify early intervention activities for our age 3-5 year olds in the Gonzales State preschool and instructional coaching support for staff. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Concentration Grant Funds calculated and identified in Goal 1, Action 2</p>
<p>4. Identify, articulate, and establish common agreements on grading student work and course requirements TK-12.</p> <ul style="list-style-type: none"> • Each site’s instructional team (grade level reps and department chairs) will clearly articulate a written grading agreement plan that identifies how students will be graded in all site classes and courses. This plan will be 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Concentration Grant Funds are</p>

<p>presented to the school board no later than September 2015. The plan will include all evidence used to make this agreement/s (course syllabus, Pre-5 standards-based report cards, etc)</p> <ul style="list-style-type: none"> Each site will follow up on the grading agreements at the beginning and end of every grading period (quarterly) for accuracy and transparency. 			<p>calculated and identified in Goal 1, Action 2 for PD</p>
<p>5. Support learning opportunities for all stakeholders using and analyzing common assessment data to progress monitor standards-based instruction with an exemplary TK-12 data management program.</p> <ul style="list-style-type: none"> Each site’s instructional team (grade level reps and department chairs) will clearly articulate a written common assessment and data action plan timeline that identifies how common assessments will be used to support student learning in all classes. This plan will be presented to the school board no later than September 2015. Vertically align all common assessments at each school site and at each grade level and course progression for accuracy and intentional continuity in serving our students Pre-12. Each site will engage in data analysis at the end of every quarter through the building of data action plans in every grade level/course and in all subject areas to identify student learning goals and interventions. These data action plans will be created in each PLC, shared school-wide, and then district-wide at the administrative PLC meetings. Critically analyze a several prospective data management systems through the involvement of our Common Core Teacher leaders. Purchase a new data management system for implementation in 2015-16 (Illuminate Education). Train all grade level reps and department chairs to effectively facilitate team meetings, create agendas, use curriculum guides to focus on standards-based teaching, analyze data, and produce action plans for school improvement. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/></u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,000 annually cost for Illuminate Education contract- LCFF Concentration Grant Funds;</p> <p>\$6,000 for staff PD on Illuminate Education (cost is \$1,500 per one full day)- LCFF Concentration Grant Funds</p> <p>\$10,000 for staff PD to support vertical assessment alignment and standard-based instruction articulation- LCFF Concentration Grant Funds;</p> <p>\$10,000 for staff PD to attend the Teacher Leader Academy- LCFF Concentration Grant Funds</p>
<p>6. Access, train, integrate, and monitor the frequent use of technology in all classrooms TK-12 (admin, students and staff)</p> <ul style="list-style-type: none"> Allocate funding over the next three years to purchase student Chrome books and mobile carts to become a 1:1 device district. Establish a clear vision for all staff and students to be trained in the use of 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/></u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$240,000 to purchase CBs and carts- LCFF Concentration Grant Funds;</p>

<p>Chrome books and provide adequate support throughout the school year with professional development presented by our technology staff and/or district and site-based staff.</p> <ul style="list-style-type: none"> • Purchase and provide both black and color printers for school staff to use for classroom instruction. • Purchase and provide a laminator for each school staff to use for classroom instruction. • Purchase and provide an additional school copy machine for La Gloria Elementary school staff to use for classroom instruction (LG staff to copy ratio is not adequate). 			<p>\$10,000 for staff technology trainings- LCFF Concentration Grant Funds;</p> <p>\$15,126 for 1 color and black/white school printers for each site- LCFF Concentration Grant Funds;</p> <p>\$3,705 for three school laminators (1 per site)- LCFF Concentration Grant Funds;</p> <p>\$8,752 for one additional school copy machine for La Gloria Elementary staff- LCFF Concentration Grant Funds;</p>
<p>7. Parent education professional development topics on college and career readiness to better prepare them for the future.</p> <ul style="list-style-type: none"> • Increase the number of parent workshops/academies offered at each school site (minimum of quarterly) to establish sound, school-parent partnerships on Common Core and College/Career Readiness, including family nights, PIQE partnerships, and/or similar) • Increase the number of parent workshops offered at each school site (minimum of quarterly) to focus on the interest of our parent community and college and career readiness. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Concentration Grant Funds calculated and identified in Goal 1, Action 5</p>

<p>8. Student Engagement Opportunities on college and career readiness to better prepare them for the future.</p> <ul style="list-style-type: none"> Increase the number of student engagement opportunities offered at each school site to increase student awareness on College/Career Readiness, including school events, CHOICES partnerships, College and Career days, and/or similar). 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/> ALL (90% unduplicated count)</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$10,000 to pay for CHOICES, College and career day staff and supplies- LCFF Concentration Grant Funds</p>
<p>9. Support the instructional leadership of school administrators to be able to lead their staff in Instructional Rounds classroom visits, analyze common assessment data to progress monitor standards-based instruction through data fishbowls, critically identify areas for school improvement (Alternative Governance Board/s), and to identify steps of action for student success.</p> <ul style="list-style-type: none"> Train all administrators to provide on-going feedback to certificated and classified personnel with concrete examples that will lead to meeting common core implementation and specific, district initiatives for student learning. Train all administrators and participate in IRs led by administrators and also led by teachers. Train all administrators in the Illuminate Education data system to lead the implementation of assessments and data talks at their sites. Train all administrators on how to facilitate effective team meetings. Train all administrators on Common Core State Standards and 21st Century skills and how to lead staff at their sites. Train all administrators on survey topics they determine as high-need. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/> ALL (90% unduplicated count)</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$10,000 for staff PD and materials- LCFF Concentration Grant Funds; Weekly administrator meetings will be developed into an administrator’s academy on identified topics</p>
<p>10. Support the professional development (PD) and academic coaching cycles of every GUSD certificated teacher to fully understand and implement district initiatives in the areas of GRR, GLAD, Student Talk, Collaborative Group Work, EL supports, DOK Tasks, Curriculum Guide implementation, Inquiry and Investigation Guide implementation, Common assessment administration and analysis, effective PLCs, and the integration of Technology in every classroom Pre-12.</p> <ul style="list-style-type: none"> Provide PD to all teachers, including new to our district, on each of the areas identified in this action. Establish coaching cycles for all teachers with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. 		<p><u><input checked="" type="checkbox"/> ALL (90% unduplicated count)</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$30,000 for staff PD and supplies- LCFF Concentration Grant Funds; \$10,000 for teacher release-time- LCFF Concentration Grant Funds; \$86,100 for New Teacher Induction support- LCFF</p>

<ul style="list-style-type: none"> • Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process. • All teachers establish personal goals for their instruction at the start of the school year that directly relate to the district initiatives and 21st century skills for their classroom instruction. • Provide qualifying New Teachers to our district with an Induction program to clear their California Teaching Credential (CTC). This includes an Induction Coach (cost is up to \$1800 plus benefits) and a fully funded and accredited Induction program (\$575 to \$2000 per teacher). 			Concentration Grant Funds
LCAP Year 2: 2016-17			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • To increase our cohort graduation rate by .5% annually • To increase our career-ready cohort pathways for students by an increase of sections offered • To increase our college-going cohort for students entering colleges and universities after high school • To establish our SBAC baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each • To establish our EAP baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each • To increase student literacy rates by 5% in K-2 as established by iReads or a similar reading lexile-based program • To increase the number of certificated staff who have been trained in our District Initiatives and Common Core to 100% • To increase the number of classified staff who have been trained in our District Initiatives and Common Core to 100% • Maintain and increase CTE course access to students in grades 6-12 • Increase the a-g completion rates from by 5% • Increase the number of students scoring proficient on the AP exams by 5% • Increase to meet or exceed the AMAO Title III English Learner federal targets by: <ul style="list-style-type: none"> ○ AMAO #1: 55% ○ AMAO #2: 19% for less than 5 years and 46% for those 5years or longer in our district ○ AMAO #3: Graduation rate 78%; English Language Arts 35%; Mathematics 50% <p>Increase our reclassification rate by 5%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>1. Ensure access to core instructional programs by providing base staffing at each site and professional development for all staff (Admin, teachers, classified).</p> <ul style="list-style-type: none"> Continue to fund class-size reduction in all grades TK-3 to support student learning. Continue to fund ROP/CTE courses in grades 6-12 to support student learning. Allocate professional development funds for ALL staff (release-time, paid hourly, and substitute costs to fund planning time) to focus on our district-wide initiatives of Common Core State Standards (CCSS), Guided Language Acquisition by Design (GLAD), Step Up to Writing (SUTW), Student Collaborative Learning to increase Student Talk (KAGAN Structures), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), and Technology integration (Google apps, Chrome book classroom use, Illuminate Education, and similar). Increase the number of FTEs based on the master schedule and focus on student college and career readiness goals (may result in the increase of language arts sections and CTE/ROP sections such as construction, welding, criminal justice, etc). 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,039,162.80 for TK-3 CSR- LCFF K-3 CSR Funds (Reflects 4% increase from 2015-16);</p> <p>\$757,605.68 for ROP/CTE staffing- Supplemental LCFF ROP/CTE Funds; (Reflects 4% increase from 2015-16);</p> <p>\$10,000 for staff PD- LCFF Concentration Grant Funds;</p> <p>\$257,609.04 for CTE staffing increases- Supplemental LCFF ROP/CTE Funds; (Reflects 4% increase from 2015-16); (already calculated in goal 1);</p>
<p>2. Identify, purchase, and train staff in the use of high-quality instructional materials in all classrooms TK-12.</p> <ul style="list-style-type: none"> Purchase NEW Common Core Instructional materials (CCSS) for ALL Pre-12 classrooms, including CCSS Math materials (available for purchase as of November 2014) and CCSS English Language Arts materials (to be released in November 2015). (Budget identified in Goal 1). Purchase additional Chrome books and carts for the online-based Mathematics Vision Project program in two math classrooms for High School integrated math courses. (Budget identified in Goal 1) Maintain appropriate instructional materials in all classrooms to satisfy William’s requirements and meet the demands of the 21st century 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Concentration Grant Funds calculated and identified in Goal 1, Action 1</p>

<p>(integrate eBooks and available and applicable)</p> <ul style="list-style-type: none"> Allocate time and funds to train ALL staff in the use of newly purchased Instructional materials 			
<p>3. Identify and provide high-quality student interventions and enhancements with pre and post data indicators of college and career readiness success.</p> <ul style="list-style-type: none"> Purchase high-quality student interventions and enhancements at each school site that are online, customizable and allow students to accelerate at their own pace in the areas of literacy, numeracy, and college/career readiness. Train staff in the use of high-quality student intervention materials at each school site that are online, customizable and allow students to accelerate at their own pace in the areas of literacy, numeracy, and college/career readiness. Identify early intervention activities for our age 3-5 year olds in the Gonzales State preschool and instructional coaching support for staff. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Concentration Grant Funds calculated and identified in Goal 1, Action 2</p>
<p>4. Identify, articulate, and establish common agreements on grading student work and course requirements TK-12.</p> <ul style="list-style-type: none"> Each site’s instructional team (grade level reps and department chairs) will clearly articulate a written grading agreement plan that identifies how students will be graded in all site classes and courses. This plan will be presented to the school board no later than September 2015. The plan will include all evidence used to make this agreement/s (course syllabus, Pre-5 standards-based report cards, etc) Each site will follow up on the grading agreements at the beginning and end of every grading period (quarterly) for accuracy and transparency. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Concentration Grant Funds are calculated and identified in Goal 1, Action 2 for PD</p>
<p>5. Support learning opportunities for all stakeholders using and analyzing common assessment data to progress monitor standards-based instruction with an exemplary TK-12 data management program.</p> <ul style="list-style-type: none"> Each site’s instructional team (grade level reps and department chairs) will clearly articulate a written common assessment and data action plan timeline that identifies how common assessments will be used to support student learning in all classes. This plan will be presented to the school board no later than September 2015. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$17,000 annually cost for Illuminate Education contract- LCFF Concentration Grant Funds;</p> <p>\$6,000 for staff PD on Illuminate Education (cost is \$1,500 per</p>

<ul style="list-style-type: none"> Vertically align all common assessments at each school site and at each grade level and course progression for accuracy and intentional continuity in serving our students Pre-12. Each site will engage in data analysis at the end of every quarter through the building of data action plans in every grade level/course and in all subject areas to identify student learning goals and interventions. These data action plans will be created in each PLC, shared school-wide, and then district-wide at the administrative PLC meetings. Critically analyze a several prospective data management systems through the involvement of our Common Core Teacher leaders. Purchase a new data management system for implementation in 2015-16 (Illuminate Education). Train all grade level reps and department chairs to effectively facilitate team meetings, create agendas, use curriculum guides to focus on standards-based teaching, analyze data, and produce action plans for school improvement. 			<p>one full day)- LCFF Concentration Grant Funds</p> <p>\$10,000 for staff PD to support vertical assessment alignment and standard-based instruction articulation- LCFF Concentration Grant Funds;</p> <p>\$10,000 for staff PD to attend the Teacher Leader Academy- LCFF Concentration Grant Funds</p>
<p>6. Access, train, integrate, and monitor the frequent use of technology in all classrooms TK-12 (admin, students and staff)</p> <ul style="list-style-type: none"> Allocate funding over the next three years to purchase student Chrome books and mobile carts to become a 1:1 device district. Establish a clear vision for all staff and students to be trained in the use of Chrome books and provide adequate support throughout the school year with professional development presented by our technology staff and/or district and site-based staff. Purchase and provide both black and color printers for school staff to use for classroom instruction. Purchase and provide a laminator for each school staff to use for classroom instruction. Purchase and provide an additional school copy machine for La Gloria Elementary school staff to use for classroom instruction (LG staff to copy ratio is not adequate). 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/> ALL (90% unduplicated count)</u></p> <p>----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$240,000 to purchase CBs and carts- LCFF Concentration Grant Funds;</p> <p>\$10,000 for staff technology trainings- LCFF Concentration Grant Funds;</p> <p>\$15,126 for 1 color and black/white school printers for each site- LCFF Concentration Grant Funds;</p> <p>\$3,705 for three school laminators (1 per site)- LCFF</p>

			<p>Concentration Grant Funds;</p> <p>\$8,752 for one additional school copy machine for La Gloria Elementary staff- LCFF Concentration Grant Funds;</p>
<p>7. Parent education professional development topics on college and career readiness to better prepare them for the future.</p> <ul style="list-style-type: none"> • Increase the number of parent workshops/academies offered at each school site (minimum of quarterly) to establish sound, school-parent partnerships on Common Core and College/Career Readiness, including family nights, PIQE partnerships, and/or similar) • Increase the number of parent workshops offered at each school site (minimum of quarterly) to focus on the interest of our parent community and college and career readiness. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Concentration Grant Funds calculated and identified in Goal 1, Action 5</p>
<p>8. Student Engagement Opportunities on college and career readiness to better prepare them for the future.</p> <ul style="list-style-type: none"> • Increase the number of student engagement opportunities offered at each school site to increase student awareness on College/Career Readiness, including school events, CHOICES partnerships, College and Career days, and/or similar). 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 to pay for CHOICES, College and career day staff and supplies- LCFF Concentration Grant Funds</p>
<p>9. Support the instructional leadership of school administrators to be able to lead their staff in Instructional Rounds classroom visits, analyze common assessment data to progress monitor standards-based instruction through data fishbowls, critically identify areas for school improvement (Alternative Governance Board/s), and to identify steps of action for student success.</p> <ul style="list-style-type: none"> • Train all administrators to provide on-going feedback to certificated and classified personnel with concrete examples that will lead to meeting common core implementation and specific, district initiatives for student learning. • Train all administrators and participate in IRs led by administrators and also led by teachers. • Train all administrators in the Illuminate Education data system to lead the 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 for staff PD and materials- LCFF Concentration Grant Funds;</p> <p>Weekly administrator meetings will be developed into an administrator’s academy on identified</p>

<p>implementation of assessments and data talks at their sites.</p> <ul style="list-style-type: none"> • Train all administrators on how to facilitate effective team meetings. • Train all administrators on Common Core State Standards and 21st Century skills and how to lead staff at their sites. • Train all administrators on survey topics they determine as high-need. 			<p>topics</p>
<p>10. Support the professional development (PD) and academic coaching cycles of every GUSD certificated teacher to fully understand and implement district initiatives in the areas of GRR, GLAD, Student Talk, Collaborative Group Work, EL supports, DOK Tasks, Curriculum Guide implementation, Inquiry and Investigation Guide implementation, Common assessment administration and analysis, effective PLCs, and the integration of Technology in every classroom Pre-12.</p> <ul style="list-style-type: none"> • Provide PD to all teachers, including new to our district, on each of the areas identified in this action. • Establish coaching cycles for all teachers with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer observation/s, video taping of lessons, etc. • Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process. • All teachers establish personal goals for their instruction at the start of the school year that directly relate to the district initiatives and 21st century skills for their classroom instruction. • Provide qualifying New Teachers to our district with an Induction program to clear their California Teaching Credential (CTC). This includes an Induction Coach (cost is up to \$1800 plus benefits) and a fully funded and accredited Induction program (\$575 to \$2000 per teacher). 		<p><u> X ALL (90% unduplicated count)</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$30,000 for staff PD and supplies- LCFF Concentration Grant Funds;</p> <p>\$10,000 for teacher release-time- LCFF Concentration Grant Funds;</p> <p>\$86,100 for New Teacher Induction support- LCFF Concentration Grant Funds</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • To increase our cohort graduation rate by .5% annually • To increase our career-ready cohort pathways for students by an increase of sections offered • To increase our college-going cohort for students entering colleges and universities after high school • To establish our SBAC baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and Math by 5% each • To establish our EAP baseline in 2014-15 for college and career readiness and increase the student proficiency in SBAC ELA and
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	<p>Math by 5% each</p> <ul style="list-style-type: none"> To increase student literacy rates by 5% in K-2 as established by iReads or a similar reading lexile-based program To increase the number of certificated staff who have been trained in our District Initiatives and Common Core to 100% To increase the number of classified staff who have been trained in our District Initiatives and Common Core to 100% Maintain and increase CTE course access to students in grades 6-12 Increase the a-g completion rates from by 5% Increase the number of students scoring proficient on the AP exams by 5% Increase to meet or exceed the AMAO Title III English Learner federal targets by: <ul style="list-style-type: none"> AMAO #1: 55% AMAO #2: 19% for less than 5 years and 46% for those 5years or longer in our district AMAO #3: Graduation rate 78%; English Language Arts 35%; Mathematics 50% <p>Increase our reclassification rate by 5%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure access to core instructional programs by providing base staffing at each site and professional development for all staff (Admin, teachers, classified).</p> <ul style="list-style-type: none"> Continue to fund class-size reduction in all grades TK-3 to support student learning. Continue to fund ROP/CTE courses in grades 6-12 to support student learning. Allocate professional development funds for ALL staff (release-time, paid hourly, and substitute costs to fund planning time) to focus on our district-wide initiatives of Common Core State Standards (CCSS), Guided Language Acquisition by Design (GLAD), Step Up to Writing (SUTW), Student Collaborative Learning to increase Student Talk (KAGAN Structures), Curriculum Development (Curriculum Guides, Inquiry Guides, Assessment development), and Technology integration (Google apps, Chrome book classroom use, Illuminate Education, and similar). Increase the number of FTEs based on the master schedule and focus on student college and career readiness goals (may result in the increase of language arts sections and CTE/ROP sections such as construction, welding, criminal justice, etc). 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count)</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$1,080,729.31 for TK-3 CSR- LCFF K-3 CSR Funds (Reflects 4% increase from 2016-17);</p> <p>\$787,909.90 for ROP/CTE staffing- Supplemental LCFF ROP/CTE Funds; (Reflects 4% increase from 2016-17);</p> <p>\$10,000 for staff PD- LCFF Concentration Grant Funds;</p> <p>\$267,913.77 for CTE staffing increases- Supplemental LCFF</p>

			<p>ROP/CTE Funds; (Reflects 4% increase from 2016-17); (This action is already calculated in goal 1);</p>
<p>2. Identify, purchase, and train staff in the use of high-quality instructional materials in all classrooms TK-12.</p> <ul style="list-style-type: none"> • Purchase NEW Common Core Instructional materials (CCSS) for ALL Pre-12 classrooms, including CCSS Math materials (available for purchase as of November 2014) and CCSS English Language Arts materials (to be released in November 2015). (Budget identified in Goal 1). • Purchase additional Chrome books and carts for the online-based Mathematics Vision Project program in two math classrooms for High School integrated math courses. (Budget identified in Goal 1) • Maintain appropriate instructional materials in all classrooms to satisfy William’s requirements and meet the demands of the 21st century (integrate eBooks and available and applicable) • Allocate time and funds to train ALL staff in the use of newly purchased Instructional materials 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count) ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>LCFF Concentration Grant Funds calculated and identified in Goal 1, Action 1</p>
<p>3. Identify and provide high-quality student interventions and enhancements with pre and post data indicators of college and career readiness success.</p> <ul style="list-style-type: none"> • Purchase high-quality student interventions and enhancements at each school site that are online, customizable and allow students to accelerate at their own pace in the areas of literacy, numeracy, and college/career readiness. • Train staff in the use of high-quality student intervention materials at each school site that are online, customizable and allow students to accelerate at their own pace in the areas of literacy, numeracy, and college/career readiness. • Identify early intervention activities for our age 3-5 year olds in the Gonzales State preschool and instructional coaching support for staff. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count) ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>LCFF Concentration Grant Funds calculated and identified in Goal 1, Action 2</p>

<p>4. Identify, articulate, and establish common agreements on grading student work and course requirements TK-12.</p> <ul style="list-style-type: none"> Each site’s instructional team (grade level reps and department chairs) will clearly articulate a written grading agreement plan that identifies how students will be graded in all site classes and courses. This plan will be presented to the school board no later than September 2015. The plan will include all evidence used to make this agreement/s (course syllabus, Pre-5 standards-based report cards, etc) Each site will follow up on the grading agreements at the beginning and end of every grading period (quarterly) for accuracy and transparency. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Concentration Grant Funds are calculated and identified in Goal 1, Action 2 for PD</p>
<p>5. Support learning opportunities for all stakeholders using and analyzing common assessment data to progress monitor standards-based instruction with an exemplary TK-12 data management program.</p> <ul style="list-style-type: none"> Each site’s instructional team (grade level reps and department chairs) will clearly articulate a written common assessment and data action plan timeline that identifies how common assessments will be used to support student learning in all classes. This plan will be presented to the school board no later than September 2015. Vertically align all common assessments at each school site and at each grade level and course progression for accuracy and intentional continuity in serving our students Pre-12. Each site will engage in data analysis at the end of every quarter through the building of data action plans in every grade level/course and in all subject areas to identify student learning goals and interventions. These data action plans will be created in each PLC, shared school-wide, and then district-wide at the administrative PLC meetings. Critically analyze a several prospective data management systems through the involvement of our Common Core Teacher leaders. Purchase a new data management system for implementation in 2015-16 (Illuminate Education). Train all grade level reps and department chairs to effectively facilitate team meetings, create agendas, use curriculum guides to focus on standards-based teaching, analyze data, and produce action plans for school improvement. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$17,000 annually cost for Illuminate Education contract- LCFF Concentration Grant Funds;</p> <p>\$6,000 for staff PD on Illuminate Education (cost is \$1,500 per one full day)- LCFF Concentration Grant Funds</p> <p>\$10,000 for staff PD to support vertical assessment alignment and standard-based instruction articulation- LCFF Concentration Grant Funds;</p> <p>\$10,000 for staff PD to attend the Teacher Leader Academy- LCFF Concentration Grant Funds</p>

<p>6. Access, train, integrate, and monitor the frequent use of technology in all classrooms TK-12 (admin, students and staff)</p> <ul style="list-style-type: none"> • Allocate funding over the next three years to purchase student Chrome books and mobile carts to become a 1:1 device district. • Establish a clear vision for all staff and students to be trained in the use of Chrome books and provide adequate support throughout the school year with professional development presented by our technology staff and/or district and site-based staff. • Purchase and provide both black and color printers for school staff to use for classroom instruction. • Purchase and provide a laminator for each school staff to use for classroom instruction. • Purchase and provide an additional school copy machine for La Gloria Elementary school staff to use for classroom instruction (LG staff to copy ratio is not adequate). 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$240,000 to purchase CBs and carts- LCFF Concentration Grant Funds;</p> <p>\$10,000 for staff technology trainings- LCFF Concentration Grant Funds;</p> <p>\$15,126 for 1 color and black/white school printers for each site- LCFF Concentration Grant Funds;</p> <p>\$3,705 for three school laminators (1 per site)- LCFF Concentration Grant Funds;</p> <p>\$8,752 for one additional school copy machine for La Gloria Elementary staff- LCFF Concentration Grant Funds;</p>
<p>7. Parent education professional development topics on college and career readiness to better prepare them for the future.</p> <ul style="list-style-type: none"> • Increase the number of parent workshops/academies offered at each school site (minimum of quarterly) to establish sound, school-parent partnerships on Common Core and College/Career Readiness, including family nights, PIQE partnerships, and/or similar) • Increase the number of parent workshops offered at each school site (minimum of quarterly) to focus on the interest of our parent community 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>LCFF Concentration Grant Funds calculated and identified in Goal 1, Action 5</p>

<p>and college and career readiness.</p>			
<p>8. Student Engagement Opportunities on college and career readiness to better prepare them for the future.</p> <ul style="list-style-type: none"> Increase the number of student engagement opportunities offered at each school site to increase student awareness on College/Career Readiness, including school events, CHOICES partnerships, College and Career days, and/or similar). 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 to pay for CHOICES, College and career day staff and supplies- LCFF Concentration Grant Funds</p>
<p>9. Support the instructional leadership of school administrators to be able to lead their staff in Instructional Rounds classroom visits, analyze common assessment data to progress monitor standards-based instruction through data fishbowls, critically identify areas for school improvement (Alternative Governance Board/s), and to identify steps of action for student success.</p> <ul style="list-style-type: none"> Train all administrators to provide on-going feedback to certificated and classified personnel with concrete examples that will lead to meeting common core implementation and specific, district initiatives for student learning. Train all administrators and participate in IRs led by administrators and also led by teachers. Train all administrators in the Illuminate Education data system to lead the implementation of assessments and data talks at their sites. Train all administrators on how to facilitate effective team meetings. Train all administrators on Common Core State Standards and 21st Century skills and how to lead staff at their sites. Train all administrators on survey topics they determine as high-need. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 for staff PD and materials- LCFF Concentration Grant Funds;</p> <p>Weekly administrator meetings will be developed into an administrator’s academy on identified topics</p>
<p>10. Support the professional development (PD) and academic coaching cycles of every GUSD certificated teacher to fully understand and implement district initiatives in the areas of GRR, GLAD, Student Talk, Collaborative Group Work, EL supports, DOK Tasks, Curriculum Guide implementation, Inquiry and Investigation Guide implementation, Common assessment administration and analysis, effective PLCs, and the integration of Technology in every classroom Pre-12.</p> <ul style="list-style-type: none"> Provide PD to all teachers, including new to our district, on each of the areas identified in this action. Establish coaching cycles for all teachers with direct support from our Academic Coaches and intervention Specialists at each site. These cycles will include lesson planning, classroom demonstrations, co-teaching, peer 		<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$30,000 for staff PD and supplies- LCFF Concentration Grant Funds;</p> <p>\$10,000 for teacher release-time- LCFF Concentration Grant Funds;</p> <p>\$86,100 for New Teacher Induction</p>

<p>observation/s, video taping of lessons, etc.</p> <ul style="list-style-type: none"> • Train all teachers to participate in Instructional Rounds led by our own site-based teachers. The site-based Academic Coaches and intervention Specialists will help facilitate this process. • All teachers establish personal goals for their instruction at the start of the school year that directly relate to the district initiatives and 21st century skills for their classroom instruction. • Provide qualifying New Teachers to our district with an Induction program to clear their California Teaching Credential (CTC). This includes an Induction Coach (cost is up to \$1800 plus benefits) and a fully funded and accredited Induction program (\$575 to \$2000 per teacher). 			<p>support- LCCF Concentration Grant Funds</p>
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<p>GOAL 3:</p>	<p>All students and adults need a healthy, safe, and secure environment that supports learning.</p>	<p>Related State and/or Local Priorities:</p>
		<p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p>
		<p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p>
		<p>Local: Specify _____</p>
<p>Identified Need:</p>	<ul style="list-style-type: none"> • To increase safe and positive school environments by 5% (2015-16 baseline student survey data). • To increase student engagement and pride in our schools by 5% (2015-16 student attendance data). • To increase positive school cultures and implement PBIS at all school sites, including spirit committees (2015-16 baseline student survey data). • To establish a PBIS school committees that designs engaging, fun student and staff activities that make our schools great (2015-16 baseline student and staff survey data). • To increase the number of certificated and classified staff who have been trained in PBIS to 100% • To increase the number of parents providing input about school conditions and attending positive parent trainings will increase by 5% (2015-16 parent attendance data). • To increase school safety and health personnel based to decrease incidents by 2% as identified on California Healthy Kids Survey (CHKS student survey) • To reduce school discipline issues by 5% and increase school rewards and recognitions of students and staff by 10% (2015-16 will be the baseline PBIS implementation year) • To sustain the low number of student suspensions below 5% • To reduce or maintain low percentage of student expulsions below 3% 	

Goal Applies to:	Schools: Applicable Pupil Subgroups:	ALL SCHOOLS English Learners, Foster Youth, Low-Income, Students w/Disabilities, Long Term English Learners.		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase positive school culture and climate by 10% as evidenced by pre and post student, staff, and family surveys • Increase the number of positive school interactions with youth by 10% or more (as evidenced by school event participation records) • Increase the number of parent workshops on positive school climate topics by 5% as evidenced by attendance records and participant evaluation records • Decrease the number of school safety incidents recorded at each school site by 5% • Train all school staff in PBIS implementation at 100% participation • Train all office staffs district-wide in customer service PD at 100% participation • Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%. • Each school will have site-based custodians trained to work with MOT and site administration to support school needs • Identify the number of classrooms at each school site that received new furniture that is conducive with 21st century learning • District-wide attendance rates will increase to 98% for all, and 95% for Low income, 95% for EL, and 95% for Foster Youth. • Increase the number of school health personnel to address the student health issues presented at each school site • Chronic Absence rates will decrease district wide by 10%. • Suspensions and Expulsions rates will decrease district wide by 10%. • Increase percentage of students reporting positive school climate factors on the CHKS Survey by 5%. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure access to the core instructional program and maintain extra-curricular opportunities, leadership academies, incentive/reward systems, and positive behavior intervention systems (PBIS).</p> <ul style="list-style-type: none"> • Allocate funding for school PBIS committees to plan for school-wide implementation with clearly identified monthly or quarterly school-wide activities for all staff and students, including a parent component. • Plan and implement staff, student, and family school climate surveys to inform the planning of PBIS. • Involve staff, students, and families in the planning of school-wide PBIS activities that will build a positive school climate (Dance-a-thons, Talent Shows, Student leadership academies, school spirit committees, school events, etc) 		LEA-WIDE	<p><u> X </u> ALL (90% unduplicated count)</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$5,000 for each site to purchase PBIS supplies- LCFF Concentration Grant Funds;</p> <p>\$5,000 for PBIS staff PD hourly to plan positive school climate activities- LCFF Concentration Grant Funds;</p> <p>\$ 5,000 to purchase</p>

<ul style="list-style-type: none"> • Purchase and implement a PBIS data monitoring system (i.e. SWIS) to chart the school-wide and district activities for data analysis. • Establish a system or purchase a program for all students to be able to report any unsafe school activities or conditions to the appropriate school personnel (may mean the purchase of a program or product to accomplish this). 			<p>SWIS- LCFF Concentration Grant Funds;</p> <p>Keenan and Associates program to report unsafe activities (free)</p>
<p>2. Support learning opportunities for all students; provide frequent parent and family workshop events, school climate and culture-building opportunities, and other events that support students and their families.</p> <ul style="list-style-type: none"> • Allocate funding to support school spirit committees, school-wide lunch activities for students, and school-wide activities that make learning fun. • Provide parent trainings and workshops to develop a common understanding and vision about positive interactions with young people and each other. • Allocate funding to invite parents and families to positive school climate events and encourage our partnership. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$5,000 for parent PD, materials, and supplies- LCFF Concentration Grant Funds;</p>
<p>3. Establish safe and secure facilities that are conducive to supporting student learning and a positive school climate.</p> <ul style="list-style-type: none"> • Establish an annual cycle for the on-going replacement of school site desks, classroom tables, window coverings, furniture that will support 21st century learning and our vision of collaborative student learning in all classrooms. • Place 1.0 existing FTE at one school site and establish 2.0 new FTEs for site-based custodians at the other two sites during the school day. • Renovate and remodel both student and staff bathrooms. • Improve the heating and cooling systems in all sites district-wide. • Improve the acoustic systems at the La Gloria Elementary and Gonzales High School multi-purpose rooms. • Re-key classrooms at La Gloria Elementary and Fairview Middle School for safety and security. • Establish an annual cycle for the replacement of old portable classrooms. • Establish a communication plan on all new and existing facility projects and communicate these plans to the school board on a quarterly basis. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$287,765 for facility projects in deferred maintenance (fund 0620) - LCFF Deferred Maintenance Funds;</p> <p>\$88,358.40 for 2.0 FTE site-based custodians- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17);</p> <p>Additional complementary funds: Prop 39 and Emergency Repair funds enhance this action item</p>

<p>4. Engage students in school so that they feel welcomed and connected to their school community as evidenced by high attendance rates and low suspension/expulsion rates.</p> <ul style="list-style-type: none"> Establish a school-wide beautification project so that students can contribute to making their schools an inviting and welcoming place. Allocate funding for school PBIS committees to plan for school-wide implementation with clearly identified monthly or quarterly school-wide activities for all staff, students, including a parent component (repeat of #1). Involve staff, students, and families in the planning of school-wide PBIS activities that will build a positive school climate (Dance-a-thons, Talent Shows, Student leadership academies, school spirit committees, school events, etc) (repeat of #1). 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$3,000 for school materials (paint, plants, potting soil, gardening materials; etc) - LCFF Deferred Maintenance Funds;</p>
<p>5. Train all staff in Positive Behavior Intervention System (PBIS) with on-going monitoring and support.</p> <ul style="list-style-type: none"> Allocate funding all school staff to understand their role in the implementation of PBIS. The PD plan for each school site will clearly identify monthly or quarterly school-wide activities for all staff and students, including a parent component. All school staff (including office, MOT, cafeteria, technology, etc) will be trained by their school PBIS committee. Direct support from the district office PBIS implementation team will be utilized as needed. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$5,000 for staff PD and materials- LCFF Concentration Grant Funds;</p>
<p>6. Train all school office staff in customer service so that all offices are welcoming and follow a set of standards.</p> <ul style="list-style-type: none"> Establish a sound, effective provider to deliver professional development on customer service to all office staff (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office to follow a set of standards when interacting with the public. Calendar on-going support throughout the school year to support the implementation of our adopted, customer service model. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$5,000 for customer service trainers- LCFF Concentration Grant Funds; \$5,000 for materials and on-going support- LCFF Concentration Grant Funds;</p>
<p>7. Establish an increase and maintain health personnel that support student learning and a positive school climate.</p> <ul style="list-style-type: none"> Increase our school nurse staffing from .80 to 1.0 FTE to support all students, but especially the primary grades. Increase the Middle School office clerk 4 hour position with an additional 4 hours. The additional hours per day will be served as a health technician. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>\$19,018.50 for nurse increase from .80 to 1.0 FTE- LCFF Concentration Grant Funds; \$30,701 for FMS health</p>

<ul style="list-style-type: none"> Increase the social-emotional services offered to students district-wide to address bullying, group counseling, etc.) with a .50/.50 FTE position with the Monterey County Behavioral Health agency. 			<p>technician increase in hours- LCFF Concentration Grant Funds;</p> <p>\$60,000 for .50 of mental health counselor- LCFF Concentration Grant Funds;</p>
<p>8. Establish an increase and maintain school safety personnel that support student learning and a positive school climate.</p> <ul style="list-style-type: none"> Allocate for and provide a school resource officer (SRO) position through a .50/.50 FTE partnership with the city of Gonzales to support all students, but especially the secondary grades. The SRO will assess the school safety plans for improvement and investigate the safe routes to school plans with the City of Gonzales. Continue to fund school-based campus supervisors. Provide professional development to all MOT staff in first response to safety during the school day, after hours, and while on a school bus. Allocate funding to purchase school attire (bright vests, shirts, etc) to clearly identify them as safety personnel. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/></u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$60,608.50 for .50 of an SRO- LCFF Concentration Grant Funds;</p> <p>\$150,000 for 3.0 FTE campus supervisor/s salary and benefits- LCFF Concentration Grant Funds;</p> <p>\$5,000 for staff PD on safety- LCFF Concentration Grant Funds;</p> <p>\$1,000 for safety supplies at each site- LCFF Concentration Grant Funds;</p>
<p>9. Establish an exemplary food service program that contributes to student learning and a positive school climate.</p> <ul style="list-style-type: none"> Provide time for food service personnel to survey their stakeholders on the cafeteria food offered, portion sizes, state guidelines, and ways to improve in order to meet their client’s needs. Increase cafeteria supervision for safety and for building positive interactions between school personnel and students. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/></u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$19,309 for cafeteria staff (noon-duty) to supervise students- Food Service Grant Funds;</p> <p>\$2,000 for materials to</p>

<ul style="list-style-type: none"> • Train school and district leaders to monitor cafeteria and offer support on problem-solving issues before they arise. • Increase the dining space at La Gloria Elementary with the purchase of outdoor, UV-protected, shade structures to support student needs. • Maintain the noon-duty supervisors allocated at our LG school, add two 2 hour positions of noon-duty personnel at our Fairview Middle School. 			<p>train leaders support- LCFF Concentration Grant Funds;</p> <p>\$20,000 for increased shade space-LCFF Deferred Maintenance Funds</p>
<p>10. Increase the number of Visual/Performing Arts and Physical Education staff to enhance student learning and support a healthy, positive school climate.</p> <ul style="list-style-type: none"> • Hire a K-4 Music teacher to support students at La Gloria Elementary School. • Hire a K-4 Physical Education (P.E.) teacher to support students at La Gloria Elementary School. • Maintain our Music teachers in Gonzales Unified, including the sections allocated to teaching music, guitar, and vocals. • Maintain our P.E. teachers in Gonzales Unified that provide specialized education to students in grades 5-12. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/></u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$82,567 to fund 1.0 FTE in music- LCFF Concentration Grant Funds;</p> <p>\$82,567 to fund 1.0 FTE in PE- LCFF Concentration Grant Funds;</p> <p>\$180,000 to maintain current music teachers- LCFF Concentration Grant Funds;</p> <p>General Fund provides for state-mandated PE positions in the secondary grades 6-12</p>
<p>11. Establish and maintain programs to support student learning in alternative education systems.</p> <ul style="list-style-type: none"> • Allocate and provide a designated space for independent study staff to serve students who may not be able to attend general education programs. • Allocate and provide for continuation high school staff and personnel to teach students who need an alternative program of study. • Allocate funding to support students academically, social-emotionally, and with appropriate pathways to college and career. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/></u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$146,995 for Adult Education staff- LCFF Adult Education Grant Funds;</p> <p>\$298,574 for Continuation Education staff-- LCFF Continuation Grant Funds;</p>

<p>12. Ensure students have access to the core instructional program by providing transportation.</p> <ul style="list-style-type: none"> Allocate funding to maintain transportation personnel, fuel costs, maintenance of vehicles, and any associated professional service costs. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$60,000 to increase our fleet- LCFF Transportation-TIGG Grant Funds;</p> <p>\$1,110,239 for LCFF Transportation/TIGG staffing and programs;</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Increase positive school culture and climate by 10% as evidenced by pre and post student, staff, and family surveys Increase the number of positive school interactions with youth by 10% or more (as evidenced by school event participation records) Increase the number of parent workshops on positive school climate topics by 5% as evidenced by attendance records and participant evaluation records Decrease the number of school safety incidents recorded at each school site by 5% Train all school staff in PBIS implementation at 100% participation Train all office staffs district-wide in customer service PD at 100% participation Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%. Each school will have site-based custodians trained to work with MOT and site administration to support school needs Identify the number of classrooms at each school site that received new furniture that is conducive with 21st century learning District-wide attendance rates will increase to 98% for all, and 95% for Low income, 95% for EL, and 95% for Foster Youth. Increase the number of school health personnel to address the student health issues presented at each school site Chronic Absence rates will decrease district wide by 10%. Suspensions and Expulsions rates will decrease district wide by 10%. Increase percentage of students reporting positive school climate factors on the CHKS Survey by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Ensure access to the core instructional program and maintain extra-curricular opportunities, leadership academies, incentive/reward systems, and positive behavior intervention systems (PBIS).</p> <ul style="list-style-type: none"> Allocate funding for school PBIS committees to plan for school-wide implementation with clearly identified monthly or quarterly school-wide activities for all staff and students, including a parent component. Plan and implement staff, student, and family school climate surveys to inform 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$5,000 for each site to purchase PBIS supplies- LCFF Concentration Grant Funds;</p> <p>\$5,000 for PBIS staff PD hourly to plan positive</p>

<p>the planning of PBIS.</p> <ul style="list-style-type: none"> Involve staff, students, and families in the planning of school-wide PBIS activities that will build a positive school climate (Dance-a-thons, Talent Shows, Student leadership academies, school spirit committees, school events, etc) Purchase and implement a PBIS data monitoring system (i.e. SWIS) to chart the school-wide and district activities for data analysis. Establish a system or purchase a program for all students to be able to report any unsafe school activities or conditions to the appropriate school personnel (may mean the purchase of a program or product to accomplish this). 			<p>school climate activities- LCFF Concentration Grant Funds;</p> <p>\$ 5,000 to purchase SWIS- LCFF Concentration Grant Funds;</p> <p>Keenan and Associates program to report unsafe activities (free)</p>
<p>2. Support learning opportunities for all students; provide frequent parent and family workshop events, school climate and culture-building opportunities, and other events that support students and their families.</p> <ul style="list-style-type: none"> Allocate funding to support school spirit committees, school-wide lunch activities for students, and school-wide activities that make learning fun. Provide parent trainings and workshops to develop a common understanding and vision about positive interactions with young people and each other. Allocate funding to invite parents and families to positive school climate events and encourage our partnership. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 for parent PD, materials, and supplies- LCFF Concentration Grant Funds;</p>
<p>3. Establish safe and secure facilities that are conducive to supporting student learning and a positive school climate.</p> <ul style="list-style-type: none"> Establish an annual cycle for the on-going replacement of school site desks, classroom tables, window coverings, furniture that will support 21st century learning and our vision of collaborative student learning in all classrooms. Place 1.0 existing FTE at one school site and establish 2.0 new FTEs for site-based custodians at the other two sites during the school day. Renovate and remodel both student and staff bathrooms. Improve the heating and cooling systems in all sites district-wide. Improve the acoustic systems at the La Gloria Elementary and Gonzales High School multi-purpose rooms. Re-key classrooms at La Gloria Elementary and Fairview Middle School for safety and security. Establish an annual cycle for the replacement of old portable classrooms. 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$287,765 for facility projects in deferred maintenance (fund 0620) - LCFF Deferred Maintenance Funds;</p> <p>\$88,358.40 for 2.0 FTE site-based custodians- LCFF Concentration Grant Funds (Reflects 4% increase from 2015-16);</p> <p>Additional complementary funds:</p>

<ul style="list-style-type: none"> Establish a communication plan on all new and existing facility projects and communicate these plans to the school board on a quarterly basis. 			<p>Prop 39 and Emergency Repair funds enhance this action item</p>
<p>4. Engage students in school so that they feel welcomed and connected to their school community as evidenced by high attendance rates and low suspension/expulsion rates.</p> <ul style="list-style-type: none"> Establish a school-wide beautification project so that students can contribute to making their schools an inviting and welcoming place. Allocate funding for school PBIS committees to plan for school-wide implementation with clearly identified monthly or quarterly school-wide activities for all staff, students, including a parent component (repeat of #1). Involve staff, students, and families in the planning of school-wide PBIS activities that will build a positive school climate (Dance-a-thons, Talent Shows, Student leadership academies, school spirit committees, school events, etc) (repeat of #1). 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$3,000 for school materials (paint, plants, potting soil, gardening materials; etc) - LCFF Deferred Maintenance Funds;</p>
<p>5. Train all staff in Positive Behavior Intervention System (PBIS) with on-going monitoring and support.</p> <ul style="list-style-type: none"> Allocate funding all school staff to understand their role in the implementation of PBIS. The PD plan for each school site will clearly identify monthly or quarterly school-wide activities for all staff and students, including a parent component. All school staff (including office, MOT, cafeteria, technology, etc) will be trained by their school-based PBIS committee. Direct support from the district office PBIS implementation team will be utilized as needed. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$5,000 for staff PD and materials- LCFF Concentration Grant Funds;</p>
<p>6. Train all school office staff in customer service so that all offices are welcoming and follow a set of standards.</p> <ul style="list-style-type: none"> Establish a sound, effective provider to deliver professional development on customer service to all office staff (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office to follow a set of standards when interacting with the public. Calendar on-going support throughout the school year to support the implementation of our adopted, customer service model. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count) ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$5,000 for customer service trainers- LCFF Concentration Grant Funds;</p> <p>\$5,000 for materials and on-going support- LCFF Concentration Grant Funds;</p>

<p>7. Establish an increase and maintain health personnel that support student learning and a positive school climate.</p> <ul style="list-style-type: none"> • Increase our school nurse staffing from .80 to 1.0 FTE to support all students, but especially the primary grades. • Increase the Middle School office clerk 4 hour position with an additional 4 hours. The additional hours per day will be served as a health technician. • Increase the social-emotional services offered to students district-wide to address bullying, group counseling, etc.) with a .50/.50 FTE position with the Monterey County Behavioral Health agency. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/></u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$19,779.24 for nurse increase from .80 to 1.0 FTE- LCFF Concentration Grant Funds (Reflects 4% increase from 2015-16);</p> <p>\$31,929.04 for FMS health technician increase in hours- LCFF Concentration Grant Funds (Reflects 4% increase from 2015-16);</p> <p>\$62,400 for .50 of mental health counselor- LCFF Concentration Grant Funds (Reflects 4% increase from 2015-16)</p>
<p>8. Establish an increase and maintain school safety personnel that support student learning and a positive school climate.</p> <ul style="list-style-type: none"> • Allocate for and provide a school resource officer (SRO) position through a .50/.50 FTE partnership with the city of Gonzales to support all students, but especially the secondary grades. The SRO will assess the school safety plans for improvement and investigate the safe routes to school plans with the City of Gonzales. • Continue to fund school-based campus supervisors. • Provide professional development to all MOT staff in first response to safety during the school day, after hours, and while on a school bus. • Allocate funding to purchase school attire (bright vests, shirts, etc) to clearly identify them as safety personnel. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/></u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$603,032.84 for .50 of an SRO- LCFF Concentration Grant Funds (Reflects 4% increase from 2015-16);</p> <p>\$156,000 for 3.0 FTE campus supervisor/s salary and benefits- LCFF Concentration Grant Funds (Reflects 4% increase from 2015-16);</p> <p>\$5,000 for staff PD on</p>

			<p>safety- LCFF Concentration Grant Funds;</p> <p>\$1,000 for safety supplies at each site- LCFF Concentration Grant Funds;</p>
<p>9. Establish an exemplary food service program that contributes to student learning and a positive school climate.</p> <ul style="list-style-type: none"> • Provide time for food service personnel to survey their stakeholders on the cafeteria food offered, portion sizes, state guidelines, and ways to improve in order to meet their client’s needs. • Increase cafeteria supervision for safety and for building positive interactions between school personnel and students. • Train school and district leaders to monitor cafeteria and offer support on problem-solving issues before they arise. • Increase the dining space at La Gloria Elementary with the purchase of outdoor, UV-protected, shade structures to support student needs. • Maintain the noon-duty supervisors allocated at our LG school, add two 2 hour positions of noon-duty personnel at our Fairview Middle School. 	<p>LEA-WIDE</p>	<p><u> <input checked="" type="checkbox"/> ALL (90% unduplicated count)</u></p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$20,081.36 for cafeteria staff (noon-duty) to supervise students- Food Service Grant Funds (Reflects 4% increase from 2015-16);</p> <p>\$2,000 for materials to train leaders support- LCFF Concentration Grant Funds;</p> <p>\$20,000 for increased shade space-LCFF Deferred Maintenance Funds</p>
<p>10. Increase the number of Visual/Performing Arts and Physical Education staff to enhance student learning and support a healthy, positive school climate.</p> <ul style="list-style-type: none"> • Hire a K-4 Music teacher to support students at La Gloria Elementary School. • Hire a K-4 Physical Education (P.E.) teacher to support students at La Gloria Elementary School. • Maintain our Music teachers in Gonzales Unified, including the sections allocated to teaching music, guitar, and vocals. • Maintain our P.E. teachers in Gonzales Unified that provide specialized education to students in grades 5-12. 	<p>LEA-WIDE</p>	<p><u> <input checked="" type="checkbox"/> ALL (90% unduplicated count)</u></p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$85,869.68 to fund 1.0 FTE in music- LCFF Concentration Grant Funds (Reflects 4% increase from 2015-16);</p> <p>\$85,869.68 to fund 1.0 FTE in PE- LCFF Concentration Grant Funds (Reflects 4% increase from</p>

			<p>2015-16);</p> <p>\$187,200 to maintain current music teachers- LCFF Concentration Grant Funds (Reflects 4% increase from 2015-16);</p> <p>General Fund provides for state-mandated PE positions in the secondary grades 6-12</p>
<p>11. Establish and maintain programs to support student learning in alternative education systems.</p> <ul style="list-style-type: none"> Allocate and provide a designated space for independent study staff to serve students who may not be able to attend general education programs. Allocate and provide for continuation high school staff and personnel to teach students who need an alternative program of study. Allocate funding to support students academically, social-emotionally, and with appropriate pathways to college and career. 	<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>\$152,874.80 for Adult Education staff- LCFF Adult Education Grant Funds (Reflects 4% increase from 2015-16);</p> <p>\$310,516.96 for Continuation Education staff-- LCFF Continuation Grant Funds (Reflects 4% increase from 2015-16)</p>
<p>12. Ensure students have access to the core instructional program by providing transportation.</p> <ul style="list-style-type: none"> Allocate funding to maintain transportation personnel, fuel costs, maintenance of vehicles, and any associated professional service costs. 	<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>\$60,000 to increase our fleet- LCFF Transportation-TIGG Grant Funds;</p> <p>\$1,110,239 for LCFF Transportation/TIGG staffing and programs;</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected</p>	<ul style="list-style-type: none"> Increase positive school culture and climate by 10% as evidenced by pre and post student, staff, and family surveys 		

<p>Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase the number of positive school interactions with youth by 10% or more (as evidenced by school event participation records) • Increase the number of parent workshops on positive school climate topics by 5% as evidenced by attendance records and participant evaluation records • Decrease the number of school safety incidents recorded at each school site by 5% • Train all school staff in PBIS implementation at 100% participation • Train all office staffs district-wide in customer service PD at 100% participation • Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%. • Each school will have site-based custodians trained to work with MOT and site administration to support school needs • Identify the number of classrooms at each school site that received new furniture that is conducive with 21st century learning • District-wide attendance rates will increase to 98% for all, and 95% for Low income, 95% for EL, and 95% for Foster Youth. • Increase the number of school health personnel to address the student health issues presented at each school site • Chronic Absence rates will decrease district wide by 10%. • Suspensions and Expulsions rates will decrease district wide by 10%. • Increase percentage of students reporting positive school climate factors on the CHKS Survey by 5%. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Ensure access to the core instructional program and maintain extra-curricular opportunities, leadership academies, incentive/reward systems, and positive behavior intervention systems (PBIS).</p> <ul style="list-style-type: none"> • Allocate funding for school PBIS committees to plan for school-wide implementation with clearly identified monthly or quarterly school-wide activities for all staff and students, including a parent component. • Plan and implement staff, student, and family school climate surveys to inform the planning of PBIS. • Involve staff, students, and families in the planning of school-wide PBIS activities that will build a positive school climate (Dance-a-thons, Talent Shows, Student leadership academies, school spirit committees, school events, etc) • Purchase and implement a PBIS data monitoring system (i.e. SWIS) to chart the school-wide and district activities for data analysis • Establish a system or purchase a program for all students to be able to report any unsafe school activities or conditions to the appropriate school personnel (may mean the purchase of a program or product to accomplish this). 	<p>LEA-WIDE</p>	<p><input checked="" type="checkbox"/> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$5,000 for each site to purchase PBIS supplies- LCFF Concentration Grant Funds;</p> <p>\$5,000 for PBIS staff PD hourly to plan positive school climate activities- LCFF Concentration Grant Funds;</p> <p>\$ 5,000 to purchase SWIS- LCFF Concentration Grant Funds;</p> <p>Keenan and Associates program to report</p>

<p>2. Support learning opportunities for all students; provide frequent parent and family workshop events, school climate and culture-building opportunities, and other events that support students and their families.</p> <ul style="list-style-type: none"> Allocate funding to support school spirit committees, school-wide lunch activities for students, and school-wide activities that make learning fun. Provide parent trainings and workshops to develop a common understanding and vision about positive interactions with young people and each other Allocate funding to invite parents and families to positive school climate events and encourage our partnership. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count) ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>unsafe activities (free) \$5,000 for parent PD, materials, and supplies- LCFF Concentration Grant Funds;</p>
<p>3. Establish safe and secure facilities that are conducive to supporting student learning and a positive school climate.</p> <ul style="list-style-type: none"> Establish an annual cycle for the on-going replacement of school site desks, classroom tables, window coverings, furniture that will support 21st century learning and our vision of collaborative student learning in all classrooms. Place 1.0 existing FTE at one school site and establish 2.0 new FTEs for site-based custodians at the other two sites during the school day. Renovate and remodel both student and staff bathrooms. Improve the heating and cooling systems in all sites district-wide. Improve the acoustic systems at the La Gloria Elementary and Gonzales High School multi-purpose rooms. Re-key classrooms at La Gloria Elementary and Fairview Middle School for safety and security. Establish an annual cycle for the replacement of old portable classrooms. Establish a communication plan on all new and existing facility projects and communicate these plans to the school board on a quarterly basis. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count) ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$287,765 for facility projects in deferred maintenance (fund 0620) - LCFF Deferred Maintenance Funds; \$91,892.73 for 2.0 FTE site-based custodians- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17); Additional complementary funds: Prop 39 and Emergency Repair funds enhance this action item</p>
<p>4. Engage students in school so that they feel welcomed and connected to their school community as evidenced by high attendance rates and low suspension/expulsion rates.</p> <ul style="list-style-type: none"> Establish a school-wide beautification project so that students can contribute to making their schools an inviting and welcoming place. Allocate funding for school PBIS committees to plan for school-wide implementation with clearly identified monthly or quarterly school-wide activities for all staff, students, including a parent component (repeat of #1). 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count) ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$3,000 for school materials (paint, plants, potting soil, gardening materials; etc) - LCFF Deferred Maintenance Funds;</p>

<ul style="list-style-type: none"> Involve staff, students, and families in the planning of school-wide PBIS activities that will build a positive school climate (Dance-a-thons, Talent Shows, Student leadership academies, school spirit committees, school events, etc) (repeat of #1). 			
<p>5. Train all staff in Positive Behavior Intervention System (PBIS) with on-going monitoring and support.</p> <ul style="list-style-type: none"> Allocate funding all school staff to understand their role in the implementation of PBIS. The PD plan for each school site will clearly identify monthly or quarterly school-wide activities for all staff and students, including a parent component. All school staff (including office, MOT, cafeteria, technology, etc) will be trained by their school-based PBIS committee. Direct support from the district office PBIS implementation team will be utilized as needed. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 for staff PD and materials- LCFF Concentration Grant Funds;</p>
<p>6. Train all school office staff in customer service so that all offices are welcoming and follow a set of standards.</p> <ul style="list-style-type: none"> Establish a sound, effective provider to deliver professional development on customer service to all office staff (administrative assistants, secretaries, support personnel, and administration individuals) at our school sites and district office to follow a set of standards when interacting with the public. Calendar on-going support throughout the school year to support the implementation of our adopted, customer service model. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$5,000 for customer service trainers- LCFF Concentration Grant Funds;</p> <p>\$5,000 for materials and on-going support- LCFF Concentration Grant Funds;</p>
<p>7. Establish an increase and maintain health personnel that support student learning and a positive school climate.</p> <ul style="list-style-type: none"> Increase our school nurse staffing from .80 to 1.0 FTE to support all students, but especially the primary grades. Increase the Middle School office clerk 4 hour position with an additional 4 hours. The additional hours per day will be served as a health technician. Increase the social-emotional services offered to students district-wide to address bullying, group counseling, etc.) with a .50/.50 FTE position with the Monterey County Behavioral Health agency. 	<p>LEA-WIDE</p>	<p><u> X </u> ALL (90% unduplicated count)</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$20,570.40 for nurse increase from .80 to 1.0 FTE- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17);</p> <p>\$33,206.20 for FMS health technician increase in hours- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17);</p>

			<p>\$64,896 for .50 of mental health counselor- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17);</p>
<p>8. Establish an increase and maintain school safety personnel that support student learning and a positive school climate.</p> <ul style="list-style-type: none"> Allocate for and provide a school resource officer (SRO) position through a .50/.50 FTE partnership with the city of Gonzales to support all students, but especially the secondary grades. The SRO will assess the school safety plans for improvement and investigate the safe routes to school plans with the City of Gonzales. Continue to fund school-based campus supervisors. Provide professional development to all MOT staff in first response to safety during the school day, after hours, and while on a school bus. Allocate funding to purchase school attire (bright vests, shirts, etc) to clearly identify them as safety personnel. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/> ALL (90% unduplicated count)</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$65,554.15 for .50 of an SRO- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17);</p> <p>\$162,240 for 3.0 FTE campus supervisor/s salary and benefits- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17);</p> <p>\$5,000 for staff PD on safety- LCFF Concentration Grant Funds;</p> <p>\$1,000 for safety supplies at each site- LCFF Concentration Grant Funds;</p>
<p>9. Establish an exemplary food service program that contributes to student learning and a positive school climate.</p> <ul style="list-style-type: none"> Provide time for food service personnel to survey their stakeholders on the cafeteria food offered, portion sizes, state guidelines, and ways to improve in order to meet their client’s needs. 	<p>LEA-WIDE</p>	<p><u><input checked="" type="checkbox"/> ALL (90% unduplicated count)</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$20,884.61 for cafeteria staff (noon-duty) to supervise students- Food Service Grant Funds (Reflects 4%</p>

<ul style="list-style-type: none"> • Increase cafeteria supervision for safety and for building positive interactions between school personnel and students. • Train school and district leaders to monitor cafeteria and offer support on problem-solving issues before they arise. • Increase the dining space at La Gloria Elementary with the purchase of outdoor, UV-protected, shade structures to support student needs. • Maintain the noon-duty supervisors allocated at our LG school, add two 2 hour positions of noon-duty personnel at our Fairview Middle School. 			<p>increase from 2016-17);</p> <p>\$2,000 for materials to train leaders support- LCFF Concentration Grant Funds;</p> <p>\$20,000 for increased shade space-LCFF Deferred Maintenance Funds</p>
<p>10. Increase the number of Visual/Performing Arts and Physical Education staff to enhance student learning and support a healthy, positive school climate.</p> <ul style="list-style-type: none"> • Hire a K-4 Music teacher to support students at La Gloria Elementary School. • Hire a K-4 Physical Education (P.E.) teacher to support students at La Gloria Elementary School. • Maintain our Music teachers in Gonzales Unified, including the sections allocated to teaching music, guitar, and vocals. • Maintain our P.E. teachers in Gonzales Unified that provide specialized education to students in grades 5-12. 	<p>LEA-WIDE</p>	<p><u>X</u> ALL (90% unduplicated count)</p> <p>----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$89,304.46 to fund 1.0 FTE in music- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17);</p> <p>\$89,304.46 to fund 1.0 FTE in PE- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17);</p> <p>\$194,688 to maintain current music teachers- LCFF Concentration Grant Funds (Reflects 4% increase from 2016-17);</p> <p>General Fund provides for state-mandated PE positions in the secondary grades 6-12</p>

<p>11. Establish and maintain programs to support student learning in alternative education systems.</p> <ul style="list-style-type: none"> • Allocate and provide a designated space for independent study staff to serve students who may not be able to attend general education programs. • Allocate and provide for continuation high school staff and personnel to teach students who need an alternative program of study. • Allocate funding to support students academically, social-emotionally, and with appropriate pathways to college and career. 	<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>\$158,989.79 for Adult Education staff- LCFF Adult Education Grant Funds (Reflects 4% increase from 2016-17);</p> <p>\$322,937.63 for Continuation Education staff-- LCFF Continuation Grant Funds (Reflects 4% increase from 2016-17);</p>
<p>12. Ensure students have access to the core instructional program by providing transportation.</p> <ul style="list-style-type: none"> • Allocate funding to maintain transportation personnel, fuel costs, maintenance of vehicles, and any associated professional service costs. 	<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>\$60,000 to increase our fleet- LCFF Transportation-TIGG Grant Funds;</p> <p>\$1,110,239 for LCFF Transportation/TIGG programs</p>

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

Original GOAL 1 from prior year LCAP:	Students need to be able to demonstrate the knowledge, skills, and values to become productive citizens in the 21st century.		Related State and/or Local Priorities:	
			_1 X 2 X 3 X 4 __ 5 __ 6 __ 7 __ 8	
			COE only: 9__ 10__	
			Local: Specify _____	
Goal Applies to:	Schools:	ALL SCHOOLS		
	Pupil Subgroups:	English Learners, Foster Youth, Low-Income, Students w/Disabilities, Long Term English Learners.		
Expected Annual Measurable Outcomes:	1. 70% of eligible reclassification candidates are reclassified (108/155) 2. 30% proficient or advanced on STAR test and 73% passing CAHSEE on 2012-13 3. 2012-13 CAHSEE data on passing rates a. 76.6% passing English Language Arts (121/158) b. 82.9% passing Mathematics (131/158) 4. Percentage of students with 2.0 GPA at middle school and % with 3.0 GPA at high school in 2012-13: a. 79% (135/170) Grade 7 b. -86% (157/183) Grade 8 c. -40% (73/181) Grade 9 d. -24% (44/180) Grade 10 e. -37% (63/168) Grade 11 f. -24% (44/190) Grade 12 5. 10% (16/166) passage rate on EAP from 2011 (Baseline will later be established by Grade 11 SBAC upon release) 6. 473 students enrolled in course pathways (duplicated) a. -154 in Animal science b. -81 in Ag mechanics c. -105 in Horticulture d. -61 in Hospitality e. -36 in Careers with Children	Actual Annual Measurable Outcomes:	1. 80% of eligible reclassification candidates are reclassified (141/176) 2. Percentage proficient or advanced on SBAC test yet to be released by CDE (estimated July 2015) 3. 2013-14 CAHSEE data on passing rates • 62.2% passing English Language Arts (143/230) • 63% passing Mathematics (145/230) 4. Percentage of students with 2.0 GPA at middle school and % with 3.0 GPA at high school in 2014-15: • 93% (165/176) Grade 7 • 91% (155/171) Grade 8 • 37% (83/225) Grade 9 • 38% (67/175) Grade 10 • 28% (49/172) Grade 11 • 42% (70/165) Grade 12 5. 10% (16/116) passage rate on EAP from 2011 (Baseline will later be established by Grade 11 SBAC upon release) 6. 531 (increased by 58 students) enrolled in pathways (duplicated) • -126 in Animal science • -97 in Ag mechanics • -136 in Horticulture • -79 in Hospitality • -57 in Careers in Education • -36 in Broadband News 7. 77% (135/175) applied/accepted to 2-year community college and/or 4 year university during 2014-15.	

		<p>f. -36 in Broadband News</p> <p>7. 34% (57/166) applied/accepted to 2-year community college and/or 4 year university during 2013-14.</p>			
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>1. Providing standards-based core programs using high-quality instructional materials that satisfy Williams. (Formerly section A)</p>		<p>\$100,000 for professional development;</p> <p>\$50,000 purchase of instructional materials</p>	<p>1. Providing standards-based core programs using high-quality instructional materials that satisfy Williams. (Formerly section A)</p> <ul style="list-style-type: none"> The reason for the difference in expenses is because we did not need as much PD funds as budgeted. Additionally, we underestimated the amount of materials needed for TK-12 students in the areas of Math, ELA, and ELD. 		<p>\$72,851 was utilized in 2014-15 for professional development;</p> <p>\$412,145 was utilized in 2014-15 for the purchase of instructional materials</p>
Scope of service:		LEA-WIDE		Scope of service:	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>				<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p>2. Supporting learning opportunities for all stakeholders using and analyzing common assessments to progress monitor standards-based instruction. (Formerly section A)</p>		<p>Professional development costs included above in action item #1</p>	<p>2. Supporting learning opportunities for all stakeholders using and analyzing common assessments to progress monitor standards-based instruction. (Formerly section A)</p>		<p>Professional development costs included above in action item #1</p>
Scope of service:		LEA-WIDE		Scope of service:	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Other Subgroups:(Specify) _____</p>				<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	

3. Identifying, articulating, and establishing common agreements on grading student work and course requirements K-12. (Formerly section A)		Professional development costs included above in action item #1	3. Identifying, articulating, and establishing common agreements on grading student work and course requirements K-12. (Formerly section A)		Professional development costs included above in action item #1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Identifying and providing quality student interventions and enhancements with pre and post data measurements. (Formerly section A)		\$70,000 of intervention funds for students (Fall academy, Saturday academy, Summer academy)	4. Identifying and providing quality student interventions and enhancements with pre and post data measurements. (Formerly section A) <ul style="list-style-type: none"> The reason for the difference in expenses is because not as many students as anticipated attended our Fall, Saturday, and Summer Academies. 		\$51,130 of intervention funds for students (Fall academy, Saturday academy, Summer academy)
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<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)_____		
5. Maintaining partnerships, with, but not limited to, higher education and community career agencies to ensure successful student transitions post high school. (Formerly section A)		\$5,000 per site to focus on partnerships	5. Maintaining partnerships, with, but not limited to, higher education and community career agencies to ensure successful student transitions post high school. (Formerly section A) <ul style="list-style-type: none"> The reason for the difference in expenses is because we utilized existing collaborative meetings with the community, ROP, CTE, and AE to coordinate transitions. No additional funds were necessary to expend. 		No funds used per site to focus on partnerships during 2014-15, but will in 2015-16
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	

<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
6. Partnering with our parent community through educational workshops to develop students with 21st century knowledge, skills, and values. (Formerly section A)		\$5,000 per site for parent education	6. Partnering with our parent community through educational workshops to develop students with 21st century knowledge, skills, and values. (Formerly section A) <ul style="list-style-type: none"> The reason for the difference in expenses is because we utilized existing parent and community meeting resources to focus on parent topics. No additional funds were necessary to expend. 		No funds used per site to focus on partnerships during 2014-15, but will in 2015-16
Scope of service:	LEA-WIDE		Scope of service:	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) _____			<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) _____		
7. Ensuring access for low income pupils to the core instructional program such as, but not limited to, providing early literacy, reading, and math intervention programs, an explicitly defined Response to Intervention (RTI) plan, Staff Professional development (PD) in Common Core State Standards (CCSS), Depth of Knowledge (DOK) student task building PD, Classroom Management PD, Differentiated Instruction PD, expanding credit recovery options, ensuring equity of Honors and Advanced Placement (AP) course options, expanding Science Technology Engineering Mathematics (STEM) offerings, increased availability of academic and leadership academies, increased access to Career Technical Education (CTE) and Regional Occupation Program (ROP) courses, and implementing opportunities to support personalized learning. (Formerly section B)		Professional development costs included above in action item #1	7. Ensuring access for low income pupils to the core instructional program such as, but not limited to, providing early literacy, reading, and math intervention programs, an explicitly defined Response to Intervention (RTI) plan, Staff Professional development (PD) in Common Core State Standards (CCSS), Depth of Knowledge (DOK) student task building PD, Classroom Management PD, Differentiated Instruction PD, expanding credit recovery options, ensuring equity of Honors and Advanced Placement (AP) course options, expanding Science Technology Engineering Mathematics (STEM) offerings, increased availability of academic and leadership academies, increased access to Career Technical Education (CTE) and Regional Occupation Program (ROP) courses, and implementing opportunities to support personalized learning.		Professional development costs included above in action item #1
Scope of service:	LEA-WIDE		Scope of service:	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 <input type="checkbox"/> Other Subgroups:(Specify) _____			_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) _____		
8. Supporting and extending learning opportunities for low income pupils, such as but not limited to, providing early childhood education opportunities, after school programs, Saturday and summer academies, tutorials, AP training, AP summer academies, and focused Common Core language arts, math and literacy trainings. (Formerly section B)		Student intervention and enhancement costs included above in action item #4	8. Supporting and extending learning opportunities for low income pupils, such as but not limited to, providing early childhood education opportunities, after school programs, Saturday and summer academies, tutorials, AP training, AP summer academies, and focused Common Core language arts, math and literacy trainings. (Formerly section B)		Student intervention and enhancement costs included above in action item #4
Scope of service:	LEA-WIDE		Scope of service:	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 <input type="checkbox"/> Other Subgroups:(Specify) _____			_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) _____		
9. Establishing connections to ensure student success for low income pupils, such as but not limited to, providing college field trips, career option field trips, and supportive school to school transitions (grade 4 to 5, grade 8 to 9) (Formerly section B)		\$10,000 for field trips and college visits	8. Establishing connections to ensure student success for low income pupils, such as but not limited to, providing college field trips, career option field trips, and supportive school to school transitions (grade 4 to 5, grade 8 to 9) (Formerly section B) <ul style="list-style-type: none"> The reason for the difference in expenses is because we underestimated the number of trips in 2014-15 and the number of students who would be willing to participate. We were pleased that so many students were excited to participate. 		\$14,549 total was utilized during 2014-15 for educational school field trips (\$7,173.63); college and university visits (\$7,375.00)
Scope of service:	LEA-WIDE		Scope of service:	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 <input type="checkbox"/> Other Subgroups:(Specify) _____			_ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

<p>10. In addition to the services provided to all low-income students, EL students will receive services such as, but not limited to, ELD academies, Newcomer classes/programs, Transitional Writing courses/programs, Long Term professional development training for staff, Guided Language Acquisition by Design professional development for staff, Step Up to Writing professional development for staff, and similar trainings that will benefit English learners. (Formerly section B)</p>	<p>\$50,000 of funds for GLAD PD and for the GHS Transitional Writing section</p>	<p>9. In addition to the services provided to all low-income students, EL students will receive services such as, but not limited to, ELD academies, Newcomer classes/programs, Transitional Writing courses/programs, Long Term professional development training for staff, Guided Language Acquisition by Design professional development for staff, Step Up to Writing professional development for staff, and similar trainings that will benefit English learners. (Formerly section B)</p> <ul style="list-style-type: none"> The reason for the difference in expenses is because we underestimated the number of staff needing to be GLAD trained with associated registrations fees (\$1,000 per person), the associated sub costs at 4 days per teacher, and the Saturday hourly pay for each teacher. Furthermore, the GHS Transitional writing teacher salary and benefits was not budgeted at the correct rate. 	<p>\$237,559 was utilized for GLAD PD;</p> <p>\$17,905 was used to pay salary for the GHS Transitional Writing section teacher</p>	
<p>Scope of service:</p>	<p>LEA-WIDE</p>	<p>Scope of service:</p>	<p>LEA-WIDE</p>	
<p><u> </u>_ALL ----- OR: <u> </u><input checked="" type="checkbox"/>_Low Income pupils <u> </u><input checked="" type="checkbox"/>_English Learners <u> </u><input type="checkbox"/>_V_Foster Youth <u> </u><input checked="" type="checkbox"/>_Redesignated fluent English proficient <u> </u><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>		<p><u> </u>_ALL ----- OR: <u> </u><input checked="" type="checkbox"/>_Low Income pupils <u> </u><input checked="" type="checkbox"/>_English Learners <u> </u><input type="checkbox"/>_V_Foster Youth <u> </u><input checked="" type="checkbox"/>_Redesignated fluent English proficient <u> </u><input type="checkbox"/>_Other Subgroups:(Specify)_____</p>		
<p>11. Foster Youth students will receive services offered to low-income students. (Formerly section B)</p>	<p>\$5,000 of funds for FY materials and supplies</p>	<p>10. Foster Youth students will receive services offered to low-income students. (Formerly section B)</p> <ul style="list-style-type: none"> The reason for the difference in expenses is because we were able to use complimentary Title I, Part A funds to support FY with basic supplies and materials. 	<p>No additional LCAP funds utilized for FY materials and supplies;</p> <p>Sites utilized Title 1, Part A</p>	
<p>Scope of service:</p>	<p>LEA-WIDE</p>	<p>Scope of service:</p>	<p>LEA-WIDE</p>	

_ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			_ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
12. Reclassified Fluent English Proficient (R-FEP) students will receive support services offered to low-income students. (Formerly section B)		\$5,000 of funds for FEP special populations	11. Reclassified Fluent English Proficient (R-FEP) students will receive support services offered to low-income students. (Formerly section B) <ul style="list-style-type: none"> The reason for the difference in expenses is because we were able to use complimentary Title I, Part A and Title III funds to support FEP with basic supplies and materials. 		\$5,017 of funds for FEP interventions, materials and supplies
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
_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) _____			_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) _____		
13. In addition to services provided to low-income students, students receiving Special Education services will receive services and supports consistent with student Individualized Education Plans (IEPs). (Formerly section B)		\$10,000 of funds for SPED special populations	12. In addition to services provided to low-income students, students receiving Special Education services will receive services and supports consistent with student Individualized Education Plans (IEPs). (Formerly section B) <ul style="list-style-type: none"> The reason for the difference in expenses is because we were able to use complimentary SPED funds and Title I, Part A funds to support LI with basic supplies and materials. 		No additional LCAP funds utilized for SPED interventions, materials and supplies; Sites utilized SPED funding sources
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
_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) _____			_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) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing		Our district created actions that were general enough to follow this 2014-15 school year; however, in reflecting this past year with stakeholders, we were able to clearly identify areas of focus and have been able to fine tune our LCAP vision more so this year. These added changes have produced a much better plan for			

<p>past progress and/or changes to goals?</p>	<p>implementation. Actions that became much more specific in this goal area by each stakeholder are as follows:</p> <p><u>Internal Stakeholders</u></p> <ol style="list-style-type: none"> 1. Increase coaching cycles for ALL staff in our school district 2. Increase PD on 21st century skills for ALL staff 3. Increase the budget to purchase English Language arts materials released in the Fall of 2015 4. Focus on teacher leaders through PD 5. Focus on training school site administrators on school vision. <p><u>Parent and Community Stakeholders</u></p> <ol style="list-style-type: none"> 6. Increase parent education workshops 7. Increase art and music courses 8. Increase parent and community partnerships <p><u>Student Stakeholders</u></p> <ol style="list-style-type: none"> 9. Increase PD on 21st century skills for ALL teachers 10. Increase PD on classroom management for ALL teachers 11. Increase our course offerings for both college and career pathways
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Original GOAL 2 from prior year LCAP:	All students need equitable access to a high-quality curricular and instructional program that prepares them for college and/or career.		Related State and/or Local Priorities:	
			_1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 ___ 5 ___ 6 <input checked="" type="checkbox"/> 7 ___ 8	
			COE only: 9 ___ 10 ___	
			Local: Specify _____	
Goal Applies to:	Schools:	ALL SCHOOLS		
	Pupil Subgroups:	English Learners, Foster Youth, Low-Income, Students w/Disabilities, Long Term English Learners.		
Expected Annual Measurable Outcomes:	1. 99% HQT hired in 2013-14	Actual Annual Measurable Outcomes:	1. 98% HQT hired in 2014-15	
	2. 75% of staff trained on CCSS (includes a focus on new hires)		2. 100% of staff trained on CCSS (includes a focus on new hires)	
	3. Purchase CCSS Math and establish a plan for next few years		3. Purchased CCSS Math K-12 and established a plan for next few years	
	4. 473 students enrolled in course pathways (duplicated)		4. 531 (increased by 58 students) enrolled in pathways (duplicated)	
	a. -154 in Animal science		a. -126 in Animal science	
	b. -81 in Ag mechanics		b. -97 in Ag mechanics	
	c. -105 in Horticulture		c. -136 in Horticulture	
	d. -61 in Hospitality		d. -79 in Hospitality	
	e. -36 in Careers with Children		e. -57 in Careers in Education	
	f. -36 in Broadband News		f. -36 in Broadband News	
	5. 30% proficient on local data assessments in English Language Arts and math (includes transition from paper-pencil to local, online assessments)		5. Percentage of proficient on SBAC assessments in English Language Arts and math (waiting on CDE release of data- estimated July 2015)	
	6. Student technology ratio is 1: 3 students (38% or 945 devices for 2482 students) and Staff technology at 100% of classrooms with laptop, iPad, Apple Tv, LCD projector, document camera		6. Student technology ratio is almost 1:1 per student (82% or 1995 devices for 2445 students) and Staff technology at 100% of classrooms with laptop, iPad, Apple Tv, LCD projector, document camera	
	7. 3.9% parent participation (average 60/1536 parent households present at meetings district-wide)		7. 4.9% parent participation (average 76/1536 parent households present at meetings district-wide)	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Ensuring access to the core instructional program by providing base staffing at each site and providing professional	Class size reduction (Resource 0920)	1. Ensuring access to the core instructional program by providing base staffing at each site and providing		Class size reduction (Resource 0920)

development for all staff.		support to maintain 24:1 in Grades TK-3 \$1,063,438	professional development for all staff.		support to maintain 24:1 in Grades TK-3 \$1,063,438
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
2. Supporting learning opportunities for all students, including college and/or career pathways.		Additional staff and staff PD are Calculated in Goal 1	2. Supporting learning opportunities for all students, including college and/or career pathways.		Additional staff and staff PD are Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
3. Identifying and providing quality student interventions and enhancements in response to college and/or career pre and post data measurements.		Interventions and Enhancements are Calculated in Goal 1	3. Identifying and providing quality student interventions and enhancements in response to college and/or career pre and post data measurements.		Interventions and Enhancements are Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

4. Supporting and monitoring students and staff with the frequent use of technology, with on-going professional development and practice.		\$100,000 allocated for chrome book purchases	4. Supporting and monitoring students and staff with the frequent use of technology, with on-going professional development and practice. <ul style="list-style-type: none"> The reason for the difference in expenses is because we needed to purchase additional devices and equipment to better prepare our students for the Smarter Balanced online testing experience during our first year of testing in 2014-15. 	\$215,523 utilized for technology purchases and chrome book purchases
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
5. Partnering with our parent community through educational workshops to prepare students for college and/or career.		Parent Education was Calculated in Goal 1	5. Partnering with our parent community through educational workshops to prepare students for college and/or career.	Parent Education was Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<p>6. Ensuring access for low income pupils to the core instructional program such as, but not limited to, implementing project-based inquiry and investigation project-based learning, increasing Visual and Performing Arts (VAPA) and other elective opportunities, increasing educational technology, providing technology professional development and integration strategies to teach the Common Core state standards for college and/or career-readiness. (Formerly section B)</p>	<p>VAPA and Technology staffing was paid for with concentration and supplemental funds total: \$320,000</p>	<p>12. Ensuring access for low income pupils to the core instructional program such as, but not limited to, implementing project-based inquiry and investigation project-based learning, increasing Visual and Performing Arts (VAPA) and other elective opportunities, increasing educational technology, providing technology professional development and integration strategies to teach the Common Core state standards for college and/or career-readiness. (Formerly section B)</p> <ul style="list-style-type: none"> The reason for the difference in expenses is because we under-budgeted for salary and benefits of staff in VAPA and our Technology department. 	<p>VAPA staff costs \$167,357 for music teachers; \$270,079 for technology staffing salary/benefits; Total combined: \$437,436</p>		
<p>Scope of service:</p>	<p>LEA-WIDE</p>		<p>Scope of service:</p>	<p>LEA-WIDE</p>	
<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p><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>7. Supporting and extending learning opportunities for low-income pupils such as, but not limited to, extending staffing for increased library and access to computer resources on campus, supporting parent education computer classes and access to student information, supporting educational field trip experiences, offering summer academic, enrichment, and leadership programs, offering digital citizenship trainings, and similar. (Formerly section B)</p>	<p>Field trips expenses allocated \$10,000</p>	<p>7. Supporting and extending learning opportunities for low-income pupils such as, but not limited to, extending staffing for increased library and access to computer resources on campus, supporting parent education computer classes and access to student information, supporting educational field trip experiences, offering summer academic, enrichment, and leadership programs, offering digital citizenship trainings, and similar. (Formerly section B)</p>	<p>Field trips identified and Calculated in Goal 1, action 9</p>		
<p>Scope of service:</p>	<p>LEA-WIDE</p>		<p>Scope of service:</p>	<p>LEA-WIDE</p>	
<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>			<p><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>		

8. Establishing connections to ensure student access for low-income students, such as, but not limited to, partnering with non-profit organizations, supporting technology enhancements, supporting bandwidth expansion to support multi-media access and storage. (Formerly section B)		Partnerships identified and Calculated in Goal 1	8. Establishing connections to ensure student access for low-income students, such as, but not limited to, partnering with non-profit organizations, supporting technology enhancements, supporting bandwidth expansion to support multi-media access and storage. (Formerly section B)		Partnerships identified and Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
X_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			X_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
9.In addition to the services provided to low-income students, English Learner students will receive services to support their acquisition and maintenance of English through intervention (newcomer and Long-Term ELs) and enrichment classes and professional development for staff specific to EL supports. (Formerly section B)		EL Interventions identified and Calculated in Goal 1	9.In addition to the services provided to low-income students, English Learner students will receive services to support their acquisition and maintenance of English through intervention (newcomer and Long-Term ELs) and enrichment classes and professional development for staff specific to EL supports. (Formerly section B)		EL Interventions identified and Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
_ALL ----- OR: ___Low Income pupils ___X_English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			_ALL ----- OR: ___Low Income pupils ___X_English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
10. Foster Youth (FY) students will receive services offered to low-income students. (Formerly section B)		FY supplemental services Calculated in Goal 1	10. Foster Youth students will receive services offered to low-income students. (Formerly section B)		FY supplemental services Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
_ALL ----- OR: ___Low Income pupils ___English Learners ___X_Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____			_ALL ----- OR: ___Low Income pupils ___English Learners ___X_Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		

11. Reclassified Fluent English Proficient (R-FEP) students will receive support services offered to low-income students. (Formerly section B)		FEP supplemental services Calculated in Goal 1	11. Reclassified Fluent English Proficient (R-FEP) students will receive support services offered to low-income students. (Formerly section B)		FEP supplemental services Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
_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) _____			_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) _____		
12. In addition to services provided to low-income students, students receiving Special Education services will receive services and supports consistent with student Individualized Education Plans (IEPs). (Formerly section B)		Special Education supplemental services Calculated in Goal 1	12. In addition to services provided to low-income students, students receiving Special Education services will receive services and supports consistent with student Individualized Education Plans (IEPs). (Formerly section B)		Special Education supplemental services Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
_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) _____			_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) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Our district created actions that were general enough to follow this 2014-15 school year; however, in reflecting this past year with stakeholders, we were able to clearly identify areas of focus and have been able to fine tune our LCAP vision more so this year. These added changes have produced a much better plan for implementation. Actions that became much more specific in this goal area by each stakeholder are as follows:</p> <p><u>Internal Stakeholders</u></p> <ol style="list-style-type: none"> 1. Increase coaching cycles for ALL staff to our school district 2. Increase PD on CCSS and district initiatives for ALL staff 3. Increase the budget to purchase English Language arts materials released in the Fall of 2015 4. Increase the budget for intervention materials Pre-12. 5. Focus on teacher leaders through PD 6. Focus on training school site administrators on school vision. <p><u>Parent and Community Stakeholders</u></p>			

- | | |
|--|---|
| | <ul style="list-style-type: none">7. Increase parent education workshops and expand topics to include technology8. Increase secondary courses9. Increase parent and community partnerships10. Increase and offer online support programs for students <p><u>Student Stakeholders</u></p> <ul style="list-style-type: none">11. Increase PD on Good Teaching for ALL teachers12. Increase PD on classroom management for ALL teachers13. Increase our course offerings for both college and career pathways14. Offer things for students to do afterschool as activities and support programs |
|--|---|

Original GOAL 3 from prior year LCAP:	All students and adults need a healthy, safe, and secure environment that supports learning.		Related State and/or Local Priorities:	
			X 1 __ 2 X 3 __ 4 X 5 X 6 __ 7 __ 8	
			COE only: 9 __ 10 __	
			Local: Specify _____	
Goal Applies to:	Schools:	ALL SCHOOLS		
	Pupil Subgroups:	English Learners, Foster Youth, Low-Income, Students w/Disabilities, Long Term English Learners.		
Expected Annual Measurable Outcomes:	1. Baseline of pupils feeling safe (survey to be conducted Spring 2015-awaiting results)	Actual Annual Measurable Outcomes:	13. Baseline of pupils feeling safe (survey results to be released Fall 2015-awaiting results)	
	2. 3.9% parent participation (average 60/1536 parent households present at meetings district-wide)		14. 4.9% parent participation (average 76/1536 parent households present at meetings district-wide)	
	3. 16% (415/2601) suspension and 0.1% (2/2601) expulsion data in 2012-13 from CDE DATAQUEST sources.		15. 6.2% (160/2590) suspension and 0.1% (2/2590) expulsion data in 2013-14 from CDE DATAQUEST sources.	
	4. 100% compliance with Williams facility inspection		16. 100% compliance with Williams facility inspection	
	5. 95% student attendance rates K-12 in 2013-14		17. 93.78% student attendance rates TK-12 in 2014-15	
	6. 75% trained in school climate and systems to support student learning during year 1 (2013-14)		18. 75% trained in school climate and systems to support student learning (2014-15)	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Ensure access to the core instructional program and maintain extra-curricular opportunities, leadership academies, incentive/reward systems, and positive behavior intervention systems (PBIS). (Formerly section A).	\$10,000 allocated to each site to utilize	1. Ensure access to the core instructional program and maintain extra-curricular opportunities, leadership academies, incentive/reward systems, and positive behavior intervention systems (PBIS). (Formerly section A). • The reason for the difference in expenses is because we did not have as many staff members involved on site-based teams and was able to save some funds for 2015-16.	\$ 7,546 utilized for sub costs to attend PBIS Training Days 1-4 for all four site reps to attend (11 teachers x 4 days)	
Scope of service:	LEA-WIDE	Scope of service:	LEA-WIDE	

<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
2. Supporting learning opportunities for all students by providing frequent parent and family workshops and events, school climate and culture-building opportunities, and other events that support students and their families. (Formerly section A).		Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies, and parent communication \$294,264. Adult Education (Resource 0639) \$126,088.	2. Support learning opportunities for all students; provide frequent parent and family workshop events, school climate and culture-building opportunities, and other events that support students and their families. (Formerly section A).		Somavia High School continuation services (Resource 0910) to support site certificated and clerical staff, professional development, materials/supplies, and parent communication \$294,264. Adult Education (Resource 0639) \$126,088.
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
3. Establishing safe and secure facilities that are conducive to supporting student learning and a positive school climate. (Formerly section A).		Transportation/TIGG (Resource 0960) support \$1,110,239. Deferred Maintenance (Resource 0620) \$287,765.	3. Establishing safe and secure facilities that are conducive to supporting student learning and a positive school climate. (Formerly section A).		Transportation/TIGG (Resource 0960) support \$1,110,239. Deferred Maintenance (Resource 0620) \$287,765.
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	

<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>			<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>		
<p>4. Engaging students in school so that they feel welcomed and connected to their school community as evidenced by high attendance rates and low suspension/expulsion rates. (Formerly section A).</p>		<p>Sites identify PBIS focus and incentives were \$2,000 per site</p>	<p>3. Engage students in school so that they feel welcomed and connected to their school community as evidenced by high attendance rates and low suspension/expulsion rates. (Formerly section A).</p> <ul style="list-style-type: none"> The reason for the difference in expenses is because the sites did not focus on student incentives during 2014-15 as this year was a planning year. The site teams decided to save those funds for 2015-16. 		<p>Sites identify PBIS focus and incentives: sites did not utilize funds this 2014-15 year</p>
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>			<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>		
<p>4. Training all staff in Positive Behavior Intervention System (PBIS) with on-going monitoring and support (Formerly section A).</p>		<p>Sites identify PBIS focus and incentives and used Thursday early-release to begin implementation</p>	<p>5. Train all staff in Positive Behavior Intervention System (PBIS) with on-going monitoring and support (Formerly section A).</p>		<p>Sites identify PBIS focus and incentives and used Thursday early-release to begin implementation: no additional costs</p>
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>			<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>		

<p>5. Ensuring access for low income pupils to the core instructional program such as, but not limited to, safe/secure school facilities, comfortable classroom furniture that is conducive to collaborative group work and building 21st century skills, implementing Positive Behavior Intervention System (PBIS) training and monitoring, implementing and supporting a focus on Developmental Assets, implementing site-based community liaisons and school officers to prevent truancy and drop-out rates, installing security equipment district-wide, increased health and nurse services, promoting healthy school communities through targeted intervention and support, and providing customer service training to all school staff to ensure a welcoming, community-friendly environment (Formerly section B).</p>	<p>\$10,000 additional funds by site</p>	<p>5. Ensuring access for low income pupils to the core instructional program such as, but not limited to, safe/secure school facilities, comfortable classroom furniture that is conducive to collaborative group work and building 21st century skills, implementing Positive Behavior Intervention System (PBIS) training and monitoring, implementing and supporting a focus on Developmental Assets, implementing site-based community liaisons and school officers to prevent truancy and drop-out rates, installing security equipment district-wide, increased health and nurse services, promoting healthy school communities through targeted intervention and support, and providing customer service training to all school staff to ensure a welcoming, community-friendly environment (Formerly section B).</p> <ul style="list-style-type: none"> The reason for the difference in expenses is because the sites did not focus on student incentives and equipment during 2014-15 as this year was a planning year. The site teams decided to save those funds for 2015-16. 	<p>Sites did not utilize this 2014-15 year, but will use in 2015-16.</p>
<p>Scope of service:</p>	<p>LEA-WIDE</p>	<p>Scope of service:</p>	<p>LEA-WIDE</p>
<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><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>6. Supporting and extending learning opportunities for low-income pupils such as, but not limited to, providing training on student informational services and a healthy school community. (Formerly section B)</p>	<p>\$10,000 additional funds by site</p>	<p>6. Supporting and extending learning opportunities for low-income pupils such as, but not limited to, providing training on student informational services and a healthy school community. (Formerly section B)</p> <ul style="list-style-type: none"> The reason for the difference in expenses is because the sites did not focus on student extended learning opportunities during 2014-15 as this year was a planning year. The site teams decided to save those funds for 2015-16. 	<p>Sites did not utilize this 2014-15 year, but will use in 2015-16.</p>	
<p>Scope of service:</p>	<p>LEA-WIDE</p>	<p>Scope of service:</p>	<p>LEA-WIDE</p>	
<p>_ALL ----- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>_ALL ----- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		
<p>7. Establishing connections to ensure student success for low-income pupils such as, but not limited to, family services (parent workshops, social and emotional services, and links to healthy community resources), implementing school-based parent/community liaisons including home visits, offering health fairs and school climate/culture-building opportunities, and providing finger printing to school volunteers. (Formerly section B)</p>	<p>\$5,000 additional funds by site</p>	<p>7. Establishing connections to ensure student success for low-income pupils such as, but not limited to, family services (parent workshops, social and emotional services, and links to healthy community resources), implementing school-based parent/community liaisons including home visits, offering health fairs and school climate/culture-building opportunities, and providing finger printing to school volunteers. (Formerly section B)</p> <ul style="list-style-type: none"> The reason for the difference in expenses is because the sites did not focus on family services during 2014-15 as this year was a planning year. The site teams decided to save those funds for 2015-16. 	<p>Sites did not utilize this 2014-15 year, but will use in 2015-16.</p>	
<p>Scope of service:</p>	<p>LEA-WIDE</p>	<p>Scope of service:</p>	<p>LEA-WIDE</p>	
<p>_ALL ----- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>_ALL ----- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		

8. In addition to the services offered to low-income students, EL students will receive services to support their acquisition and maintenance of English, translation services, newcomer, Long-Term EL services, and English classes for parents. (Formerly section B)		EL Interventions identified and Calculated in Goal 1	8. In addition to the services offered to low-income students, EL students will receive services to support their acquisition and maintenance of English, translation services, newcomer, Long-Term EL services, and English classes for parents. (Formerly section B)		EL Interventions identified and Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
_ALL ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			_ALL ----- OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
9. Foster Youth students will receive services offered to low-income students. (Formerly section B)		FY Interventions identified and Calculated in Goal 1	9. Foster Youth students will receive services offered to low-income students. (Formerly section B)		FY Interventions identified and Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
_ALL ----- OR: __ Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			_ALL ----- OR: __ Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
10. Reclassified Fluent English Proficient (R-FEP) students will receive support services offered to low-income students.(Formerly section B)		FEP Interventions identified and Calculated in Goal 1	10. Reclassified Fluent English Proficient (R-FEP) students will receive support services offered to low-income students. (Formerly section B)		FEP Interventions identified and Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	
_ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			_ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
11. In addition to services provided to low-income students, students receiving Special Education services will receive services and supports consistent with student Individualized Education Plans (IEPs), as well as, transportation services. (Formerly section B)		SPED Interventions identified and Calculated in Goal 1	11. In addition to services provided to low-income students, students receiving Special Education services will receive services and supports consistent with student Individualized Education Plans (IEPs), as well as, transportation services. (Formerly section B)		SPED Interventions identified and Calculated in Goal 1
Scope of service:	LEA-WIDE		Scope of service:	LEA-WIDE	

<p>_____ _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) __Special Education Students</p>		<p>_____ _ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify) __Special Education Students</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>Our district created actions that were general enough to follow this 2014-15 school year; however, in reflecting this past year with stakeholders, we were able to clearly identify areas of focus and have been able to fine tune our LCAP vision more so this year. These added changes have produced a much better plan for implementation. Actions that became much more specific in this goal area by each stakeholder are as follows:</p> <p><u>Internal Stakeholders</u></p> <ol style="list-style-type: none"> 1. Increase safety personnel 2. Increase health personnel 3. Increase food service focus 4. Increase K-4 music and PE staff 5. Focus on PBIS implementation 6. Need to provide customer service PD this 2015-16 school year <p><u>Parent and Community Stakeholders</u></p> <ol style="list-style-type: none"> 7. Increase parent education workshops and expand topics to include positive student behavior and school success topics 8. Increase secondary courses so that students have options for college or career 9. Increase parent and community partnerships so that we increase opportunities to become involvement 10. Increase student field trips, college visits, and fun activities so they learn to love school at an early age <p><u>Student Stakeholders</u></p> <ol style="list-style-type: none"> 11. Increase PD on Good Teaching for ALL teachers 12. Increase PD on classroom management for ALL teachers 13. Increase fun, lunch time activities and student incentives and reinforcements 14. Offer things for students to do afterschool as activities and support programs that build self-esteem 		

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:	\$ 6,174,295.00
<p>Gonzales Unified School District believes that a strong research-based, instructional program should be the foundation to support all students and especially at-risk students. We believe that the strategies and actions identified in each of our LCAP Goals, provide sound pedagogical and methodical approaches to student learning and staff professional development that have proven to offer results in researched cohorts. For this reason, Gonzales Unified School District has chosen to use the majority of the total of the 2015-16 LCFF increase in supplemental and concentration funds for a total of \$6,382,272 for the current LCAP year to strengthen core instructional, supplemental, and concentration programs. Resources will be focused on funding class size reduction, increased technology aligned with Common Core State Standards, services to support the social and emotional health of Foster Youth, and professional development for all staff to support Low Income and English Learner students. A complete and detailed explanation of resources and budgetary allocations can be found in Goal sections 1, 2 and 3.</p> <ul style="list-style-type: none"> • In 2016-17, the estimated LCFF increase in supplemental and concentration funds will be \$ 6,338,874. • In 2017-18, the estimated LCFF increase in supplemental and concentration funds will be \$ 6,495,906. • In 2018-19, the estimated LCFF increase in supplemental and concentration funds will be \$ 6,682,438. <p>Gonzales Unified meets requirements of providing services district-wide due to our unduplicated student count of 90% (2245 out of 2482).</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.

39.73	%
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Currently, in Gonzales Unified School District, the increase in proportionality for English Learners, Fluent English Proficient students, Low Income students and Foster Youth over the next few years was/is 49% in 2014-15 (\$6,387,537); 39.73% in 2015-16 (\$6,382,272); 36.85% in 2016-17 (\$6,338,874); 36.19% in 2017-18 (\$6,495,906); and 36.63% in 2018-19 (\$6,682,438). Resources will be focused on ensuring academic access for these special populations through a variety of student and family services. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students, which comprise 90% of our student population. The close monitoring of our metrics identified in each goal will be used each year in our annual update to either continue or change our service offerings. Beginning in the 2015-16 school year, the Gonzales Unified School District will:

- **Expand early literacy opportunities for student sin grades TK-2 with early literacy software and interventions for EL, LI, FY, and FEP students;**
- **Specialize in offering English Language Development (ELD) courses at all TK-12 levels for EL and FEP students,**
- **Offer language and math interventions both during the classroom and outside the instructional day for EL, LI, FY, and FEP students;**
- **Increase extended day services for students to be part of a safe and secure learning environment for EL, LI, FY, and FEP students;**
- **Offer Newcomer support courses and staffing personnel to make sure they reach English proficiency levels for EL students;**
- **Offer Saturday and Summer Enrichment programs for EL, LI, FY, and FEP students;**
- **Offer specialized Transitional Writing courses for secondary students needing support in English for EL and FEP students;**
- **Offer Science Technology, Engineering and Mathematics (STEM) and Mathematics, Engineering, and Science Achievement (MESA) student courses during the instructional day and extended-day competition opportunities for EL, LI, FY, and FEP students;**
- **Offer parent education workshops on topics of parent interest for EL, LI, FY, and FEP student families;**
- **Expand technology devices and staffing services to ensure 21st century skills are adopted by students, staff, and our community of EL, LI, FY, and FEP students;**
- **Expand our outreach services to EL, LI, FY, and FEP students and give them priority enrollment in the aforementioned services.**

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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)