Pleasanton Unified School District

Local Control Advisory Committee Meeting
Tuesday, March 17, 2015
6:00 – 8:00 p.m.
District Office – Board Room
4665 Bernal Avenue
Pleasanton, CA 94566

AGENDA

1. Welcome and Introductions

2. FY14/15 LCAP Update

   - Response to Intervention/Instruction Steering Committee
   - SBAC Update
   - District Communication Plan – Key Messages
   - March 24th Draft Board Report
   - Budget Update
   - Upcoming Presentations Schedule

3. FY15/16 LCAP Planning

   - New Programs & Services
     o Foster/Kinship Youth Outreach
     o Program Evaluations
     o Extended Day Academic Intervention Programs
   - Listening Campaign Feedback
     o Major Themes/Areas of Focus
   - LCAP Metrics

4. Adjournment

2015-16 LCAP Mandated Metrics Checklist

| LCAP Priority Area	This LCAP addresses:
Conditions of Learning (8)	
Priority 1: Basic Services (3)	☐ Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; ☐ Every pupil in the school district has sufficient access to the standards-aligned instructional materials; and ☐ The LCAP addresses the degree to which school facilities are maintained in good repair.
Priority 2: State Standards (2)	☐ The implementation of state board adopted academic content and performance standards for all students; and ☐ How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
Priority 7: Course Access (3)	☐ A broad course of study including courses described under sections 51210 and 51220(a)-(i), as applicable; ☐ Program and services developed and provided to unduplicated pupils; and ☐ Program and services developed and provided to individuals with exceptional needs.
Pupil Outcomes (8)	
Priority 4: Pupil Achievement (7)	☐ Statewide assessments, ☐ The Academic Performance Index, ☐ The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or the programs of study that align with state board approved career technical educational standards and frameworks, ☐ The percentage of English learner pupils who make progress toward English proficiency as measured by CELDT, ☐ The English learner reclassification rate, ☐ The percentage of pupils who have passed an Advanced Placement examination with a score of 3 or higher, and ☐ The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.
Priority 8: Other Student Outcomes (1)	☐ If available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Developed based on CDE LCAP Review Checklist.

2015-16 LCAP Mandated Metrics Checklist

Engagement (11)	
Priority 3: Parent Involvement (3)	☐ The efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite; ☐ How the school district will promote parental participation in programs for unduplicated pupils; and ☐ How the school district will promote parental participation in programs for individuals with exceptional needs.
Priority 5: Pupil Engagement (5)	☐ School attendance rates*, ☐ Chronic absenteeism rates, ☐ Middle school drop out rates*, ☐ High school drop out rates*, and ☐ High school graduation rates*
Priority 6: School Climate (3)	☐ Pupil suspension rates*, ☐ Pupil expulsion rates*, and ☐ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

* Note required calculation referenced on pages 23-24 of the LCAP template.

Total Score: _____ out of 27 Mandated Metrics included in current LCAP.

What mandated metrics are missing if any?
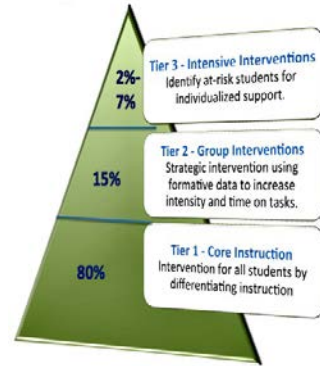
Q: How will this process be implemented at the classroom level?

A: Teachers continue to provide high quality core, differentiated instruction at the Tier 1 classroom level. Sites develop an integrated and systematic way to provide students who struggle with additional support in small groups based on grade-level needs.
(i.e. platooning) This intervention support happens during the school day, not after school.

Q: Is RTI an effective strategy for properly intervening with students with Developmental Disabilities such as ADD, ADHD, Autism, Dyslexia, et al.?

A: RTI is highly effective for students with ADD/ADHD, and dyslexia. If a student receives IEP services for a developmental disability, like Autism, then he/she is part of Tier 3 - Special Education.

Q: How will the RTI process be used in concert with IDEA instead of potentially delaying/denying assessment for Special Education?

A: We cannot use RTI to delay Special Education referrals. Additionally, we hope that our Special Education referral process changes for the better, because of RTI Tier 2 implementation.

Q: How will RTI student progress be monitored and in what timeline?

A: Progress Monitoring is an essential component of RTI. We use the measures that come with our Universal Screener, along with classroom measures (DLA) to ensure students are making progress toward goals. If students are not making progress, we are compelled to change our approach to interventions until we find a successful approach. Because of progress monitoring, these changes happen over a series of weeks, not months, allowing us to respond quickly and effectively to student need.

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

Introduction:

LEA: Pleasanton Unified School District   LCAP Year: 2015/2016

Contact: Lisa Hague, Coordinator of Special Projects and Program Improvement, lhague@pleasantonusd.net, 925-426-4330

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions,

Pleasanton Unified School District
Local Control Advisory Committee (LCAC)
2014-15 School Year
Meeting Dates

All meetings will be held at the Pleasanton Unified School District Office
Located at 4665 Bernal Avenue, Pleasanton, CA

Time: 6:00 – 8:00 p.m. – Board Room

For the presentations below that are LCAP supplemental funded, please include quantitative and/or qualitative data results highlighting your program's progress underway. Be prepared to share why funding should be continued during the 2015-16 school year.

Upcoming Meetings	Presentations	Presenters
Tuesday, February 17, 2015	2015-16 Budget Update	Luz Cazares
	Counseling Master Plan	Kevin Johnson
	LCAP Tutoring Program Update	Odie Douglas
Tuesday, March 17, 2015	RTI (Response to Intervention) Steering Committee	Kristen Koeller
	District Communication Plan – Key Messages	Nicole Stewart
	SBAC Planning	Mike Kuhfal
Tuesday, April 21, 2015	Foster and Kinship Youth Outreach Update	Brenda Montgomery
	Lending Devices Guidelines	Chris Hobbs
Tuesday, May 19, 2015	English Learners Systemic Program Delivery Planning Committee	Christine Helmer
	College and Career Specialists Action Plan Update	Heather Morrelli
	District Parent Liaisons Key Focus Areas and Outreach	Susana Lopez-Krulevitch and Kristen Dwyer
Tuesday, June 16, 2015		

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 52055(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
Annual Update:	**Annual Update:**

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, school site-level advisory groups, as applicable (e.g., school site 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites 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 school site.

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 schools sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

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

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

Scope of Service: Describe the scope of each action/service by identifying the school sites 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 school sites been evaluated to inform the development of meaningful district and/or individual school site 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 school sites?
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 school sites, 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:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify
Identified Need :		
Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	
LCAP Year 2: 2014-15		
Expected Annual Measurable Outcomes:		

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

		__Other Subgroups:(Specify)_____	
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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

Annual Update

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

Guiding Questions:

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

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

GOAL:	All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify **State priorities:** 1, 2, 4, 5, 7, 8 **District Strategic Plan goals**: 1,2, 3, 4, 5

Identified Need :		
Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All students, with targeted assistance for EL, SED, special education, and other identified subgroups of students.

Expected Annual **Measurable** Outcomes:		Actual Annual **Measurable** Outcomes:	

LCAP Year 2: 2014-15

Expected Annual Measurable Outcomes:	

Planned Actions/Services	**Budgeted Expenditures**	**Actual Actions/Services**	**Estimated** Actual **Annual** Expenditures
Action: Continue to provide students with highly qualified teachers. Engage in focused recruitment of highly-qualified teachers who share our District vision.	**Expense:** Certificated salaries and benefits: $54,709,196 **Source:** General Fund - LCFF	**Actual Action:** Highly qualified teachers recruited.	Awaiting amount **Expense:** Certificated salaries and benefits: $x **Source:** General Fund - LCFF
Scope of service: | LEA-wide __ALL		Scope of service: | LEA - Wide __ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Summer school will be offered as an intervention to students who are identified as in need of additional support Grades 1-12 | Scope of service:	LEA-wide		**Expense:** Certificated and classified salaries and benefits; supplies and materials: $218,247 **Source:** General Fund - LCFF	Summer school offered. | Scope of service:	LEA -wide		Awaiting amount **Expense:** Certificated and classified salaries and benefits; supplies and materials: $x **Source:** General Fund - LCFF
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Sound Partners will continue to be offered as an intervention to students K – 2 who are identified as in need of additional literacy skills | Scope of service:	Elementary sites LEA-wide		**Expense:** Materials $45,000 **Source:** CCSS One time	Sound Partners offered as intervention to X students. | Scope of service:			Awaiting amount **Expense:** Materials $x **Source:** CCSS One time
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Increase resources for site libraries to provide greater access to materials and content, particularly high-interest non-fiction to support CCSS.	**Expense:** $61,305 **Source:** General Fund - LCFF	Funding provided to sites for expansion of site library resources. Village High School to be further supported by X	Awaiting amount **Expense:** $x **Source:** General Fund - LCFF

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Action: Hire EL Instructional Coach		**Expense:** Certificated Salary and Benefits: $90,000 **Source**: General Fund – LCFF Supplemental	EL Instructional Coach hired		**Expense:** Certificated Salary and Benefits: $95,213 **Source**: General Fund – LCFF Supplemental
Scope of service:	LEA-Wide, with targeted support for English Learners and Reclassified Fluent English Proficient Students		Scope of service:	LEA-Wide, with targeted support for English Learners and Reclassified Fluent English Proficient Students	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Action: Provide tutoring services through hourly services of credentialed teachers and classified instructional staff		**Expense:** Certificated and Classified Salary and Benefits: $167,307 **Source:** General Fund – LCFF Supplemental	Tutoring provided at all sites through hourly services of credentialed and classified staff, as well as student assistance.		**Expense:** Certificated and Classified Salary and Benefits: $167,307 **Source:** General Fund – LCFF Supplemental
Scope of service:	LEA-Wide, with targeted support for English Learners and Socio-economically disadvantaged Students		Scope of service:	LEA-Wide, with targeted support for English Learners and Socio-economically disadvantaged Students	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other		

Subgroups:(Specify)_____		Subgroups:(Specify)_____	
Action: Site counselors will continue to monitor underserved students for access and success.	**Expense:** no additional funding necessary	**Action:** Site counselors monitoring underserved students for access and success.	**Expense:** no additional funding necessary
Scope of service:	LEA-wide at secondary sites	Scope of service:	LEA-wide at secondary sites	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: College Boot Camp Academy instituted at both Comprehensive High Schools.	**Expense:** Certificated Salary and Benefits: $20,000 for increased counseling hours **Source:** General Fund – LCFF Supplemental	**Action:** Counseling Master Plan, combined with College and Career Specialists, serving this purpose.	**Expense:** Certificated Salary and Benefits: $5,000 **Source:** General Fund – LCFF Supplemental
Scope of service:	At both comprehensive high schools, with outreach beginning in middle schools LEA-wide, for students who are not enrolled in AVID.	Scope of service:	At both comprehensive high schools, with outreach beginning in middle schools LEA-wide, for students who are not enrolled in AVID.	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Increase hours of College and Career Education Specialist to provide targeted service to identified targeted groups.	**Expense:** Classified Salary and Benefits: $45,000 **Source:** General Fund – LCFF Supplemental	**Action:** Increased hours of College and Career Education Specialist (hired through ROP) to provide targeted service to identified targeted groups.	**Expense:** Classified Salary and Benefits: $55,142 **Source:** General Fund – LCFF Supplemental
Scope of service:	At both comprehensive high schools, LEA-wide	Scope of service:	At both comprehensive high schools, LEA-wide	

__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

		Related State and/or Local Priorities: 1__ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8__ COE only: 9__ 10__ Local : Specify **District Strategic Plan goals**: 1, 2. 3, 4, 5, 6, 7
GOAL:	We will optimize learning by utilizing innovative technologies.	

Identified Need :		
Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All students, with targeted support for EL and SED students in order to better address the need for improved access to technology identified in these subgroups.

Expected Annual **Measurable** Outcomes:		Actual Annual **Measurable** Outcomes:	

LCAP Year 2: 2014-15

Expected Annual Measurable Outcomes:	

Planned Actions/Services	**Budgeted Expenditures**	**Actual Actions/Services**	**Estimated** Actual **Annual** Expenditures

Action	Expense	Action	Expense
Action: Technology Instructional Content Coaches will continue to provide support for teachers, classified instructional staff, and students Scope of service: LEA- wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Certificated salaries and benefits: $180,000 **Source:** $90,000 - General Fund - LCFF $90,000 – PPIE donations	**Action:** Technology Instructional Content Coaches provide support for teachers, classified instructional staff, and students Scope of service: LEA- wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Certificated salaries and benefits: $X **Source:** $X - General Fund - LCFF $90,000 – PPIE donations
Action: OARS Data System will continue to allow data collection and analysis for teachers Scope of service: LEA- wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Operating Expense (License): $60,417 **Source:** General Fund – LCFF	**Action:** OARS Data System allows data collection and analysis for teachers Scope of service: LEA- wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Operating Expense (License): $x **Source:** General Fund – LCFF
Action: OARS Experts will continue to provide training and support for system use at sites. Scope of service: LEA- wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Materials: $35,000 **Source:** General Fund - LCFF	**Action:** OARS Experts provide training and support for system use at sites. Scope of service: LEA- wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Materials: $x **Source:** General Fund - LCFF
Action: Survey students to discover which do not have access to computers in their home. Provide	**Expense:** Equipment:	**Action:** Students surveyed to discover which do not have access to computers in their home. Technology provided on	**Expense:** Equipment: $x

technology on loan as needed.	$100,000 **Source:** CCSS One-time	loan as needed. EL Coach and Parent Liaison outreach to families. Posters at all sites advertising this program. Internet connected ChromeBooks purchased for loan to allow for connectivity as needed.	**Source:** CCSS One-time
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: *Project Lead the Way* will continue at both comprehensive high schools.	**Expense:** Professional Development, Equipment, Materials and Supplies, Operating Expense (License): $184,955 **Source:** General Fund – LCFF; Building Fund; County School Facilities Fund	**Action:** *Project Lead the Way* continues at both comprehensive high schools.	**Expense:** Professional Development, Equipment, Materials and Supplies, Operating Expense (License): $x **Source:** General Fund – LCFF; Building Fund; County School Facilities Fund
Scope of service: Both comprehensive High Schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Both comprehensive High Schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: *Gateway to Technology* will be offered at all three middle schools.	**Expense:** Professional Development, Equipment, Materials and Supplies, Operating Expense (License):	**Action:** *Gateway to Technology* offered at all three middle schools.	**Expense:** Professional Development, Equipment, Materials and Supplies, Operating Expense (License): $x
Scope of service: All three middle schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent		**Scope of service:** All three middle schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English	

English proficient __Other Subgroups:(Specify)_____	$68,517 **Source:** General Fund - LCFF	proficient __Other Subgroups:(Specify)_____	
Action: *Launch* will be offered at Mohr Elementary School as a pilot.	**Expense:** Professional Development, Equipment, Materials and Supplies, Operating Expense (License): $12,000 **Source:** General Fund - LCFF	**Action:** *Launch* offered at Mohr Elementary School as a pilot.	**Expense:** Professional Development, Equipment, Materials and Supplies, Operating Expense (License): $x **Source:** General Fund - LCFF
Scope of service: ⟨Mohr Elementary⟩ __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ⟨Mohr Elementary⟩ __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: *Naviance* will offer career and college assistance to all high school students.	**Expense:** Operating Expense: $31,196 **Source:** General Fund – LCFF; Local Donations	*Naviance* used as career and college assistance to all high school students.	**Expense:** Operating Expense: $x **Source:** General Fund – LCFF; Local Donations
Scope of service: ⟨All LEA High Schools⟩ __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: ⟨All LEA High Schools⟩ __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Provide childcare during parent technology education sessions to facilitate attendance by parents.	**Expense:** Classified Salary and Benefits: $5,000 **Source:** General Fund - LCFF Supplemental	**Action:** Childcare provided during parent technology education sessions to facilitate attendance by parents.	**Expense:** Classified Salary and Benefits: $300 Materials: $500 **Source:** General Fund - LCFF Supplemental
Scope of service: ⟨LEA – wide, with technology training⟩		Scope of service: ⟨LEA – wide, with technology training offered in locations⟩	

	offered in locations selected to meet need, with outreach to parents/guardians of targeted subgroups. Childcare will be provided		selected to meet need, with outreach to parents/guardians of targeted subgroups. Childcare will be provided	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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

GOAL:	Every student will feel safe, respected, and enjoy positive connections.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify **District Strategic Plan goals**: 1, 3, 5

Identified Need :	

Goal Applies to:	Schools:	All schools LEA wide	
	Applicable Pupil Subgroups:	All students, with targeted support for EL and SED students, as well as Foster Youth.	

Expected Annual **Measurable** Outcomes:		Actual Annual **Measurable** Outcomes:	

LCAP Year 2: 2014-15

Expected Annual Measurable Outcomes:	

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	**Estimated** Actual **Annual** Expenditures
Action: Classified and Certificated Professional Development regarding strategies to further enhance effective student engagement and cultural competency will be offered. Scope of service: ____ LEA - wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Certificated and Classified Salaries and Benefits, Professional Services: $65,000 for these two strategies, incorporated within $512,000 allocated for Staff Development (below) **Source:** General Fund – LCFF	**Action:** Classified and Certificated Professional Development regarding strategies to further enhance effective student engagement and cultural competency offered. SEED Scope of service: ____ LEA - wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Certificated and Classified Salaries and Benefits, Professional Services: $x for these two strategies, incorporated within $512,000 allocated for Staff Development (below) **Source:** General Fund – LCFF
Action: Restorative Justice Program will continue to be offered at Foothill High School. Scope of service: ____ Foothill High School with possible extension into Amador Valley High School in 2015-16 __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Certificated Salaries and Benefits, Supplies and Materials: $20,000 **Source:** General Fund - LCFF	**Action:** Restorative Justice Program offered at Foothill High School. Scope of service: ____ Foothill High School with possible extension into Amador Valley High School in 2015-16 __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Certificated Salaries and Benefits, Supplies and Materials: $x **Source:** General Fund - LCFF

Action: Hire Child Welfare and Attendance Specialist	Expense: Classified Salary and Benefits: $45,000 Source: General Fund – LCFF Supplemental	Action: Hired Child Welfare and Attendance Specialist	Expense: Classified Salary and Benefits: $29,251 Source: General Fund – LCFF Supplemental
Scope of service:	LEA-wide to serve Foster Youth		Scope of service:	LEA-wide to serve Foster Youth/Kinship	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: College Boot Camp Academy Program (see above)		Action: College Boot Camp Academy Program (see above) Counseling Master Plan, combined with College and Career Specialists, serving this purpose.	
Scope of service:	Secondary sites throughout LEA, with targeted outreach beginning in Middle School	Scope of service:	Secondary sites throughout LEA, with targeted outreach beginning in Middle School	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Music tutor will be hired to work with targeted students at grades 4 and 5.	Expense: Certificated Salary and Benefits: $5,397 Source: General Fund - LCFF Supplemental	Action: Music teacher provided at Summer School to work with targeted students. at grades 1 - 5	Expense: Certificated Salary and Benefits: $x Source: General Fund - LCFF Supplemental
Scope of service:	LEA wide in elementary grades.	Scope of service:	

__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Action: Funds for instrument rental will be allocated to support student need. (Est. $300 per student per year.)	**Expense:** Operating Expense (Rental): $9,000 **Source:** General Fund – LCFF Supplemental	**Action:** Funds were not used		**Expense:** Operating Expense (Rental): $x **Source:** General Fund – LCFF Supplemental
Scope of service:	LEA wide			Scope of service:	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Action: Hire K - 12 Response to Intervention (RTI) Instructional Coach	**Expense:** Certificated Salary and Benefits: $90,000 **Source:** General Fund – LCFF Supplemental	**Action:** Hired K - 12 Response to Intervention (RTI) Instructional Coach		**Expense:** Certificated Salary and Benefits: $95,213 **Source:** General Fund – LCFF Supplemental
Scope of service:	LEA wide, with prioritized support for targeted subgroups.	Scope of service:	LEA wide, with prioritized support for targeted subgroups.	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				
GOAL:	All teachers and classified instructional staff will have an opportunity to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS.		Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_	

	6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify **District Strategic Plan goals**: 1, 2, 4, 5
Identified Need :	

Goal Applies to:	Schools:	All schools
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:		**Actual Annual Measurable Outcomes:**	

LCAP Year 2: 2014-15	
Expected Annual Measurable Outcomes:	

Planned Actions/Services	**Budgeted Expenditures**	**Actual Actions/Services**	**Estimated Actual Annual Expenditures**
Action: Eight Instructional Coach positions that were established beginning in the 2013-14 school year will continue to provide classroom support for CCSS implementation for teachers and parent CCSS education opportunities. An additional Instructional Technology Coach will be added for 2014/15 as a result of donations from Pleasanton Partners in Education (PPIE)	**Expense:** Certificated Salaries and Benefits: $720,000 plus $90,000 **Source:** 720,000, General Fund - LCFF; $90,000, PPIE donations for 2014/15 (see above)	**Action:** Eight Instructional Coach positions that were established beginning in the 2013-14 school year continued to provide classroom support for CCSS implementation for teachers and parent CCSS education opportunities. An additional Instructional Technology Coach was added for 2014/15 as a result of donations from Pleasanton Partners in Education (PPIE)	**Expense:** Certificated Salaries and Benefits: $720,000 plus $90,000 **Source:** 720,000, General Fund - LCFF; $90,000, PPIE donations for 2014/15 (see above)
Scope of service: LEA –wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** LEA –wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Action: Professional development focusing on Common Core for Certificated and Classified Instructional Support Staff	Expense: Certificated and Classified Salaries and Benefits: $514,000 plus $360,000 one-time funding Source: General Fund – LCFF; CCSS one time funding	Action: Professional development focusing on Common Core for Certificated and Classified Instructional Support Staff	Expense: Certificated and Classified Salaries and Benefits: $x plus $x one-time funding Source: General Fund – LCFF; CCSS one time funding
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Hire EL Coach (see above)		Action: Hired EL Coach (see above)	
Scope of service: LEA wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Hire Response to Intervention (RTI) coach (see above)		Action: Hire Response to Intervention (RTI) coach (see above)	
Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			
GOAL: Parents/guardians will be able to support the learning of their children in the new standards and the 21st			Related State and/or Local

	Century classrooms.	**Priorities:** 1__ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify **District Strategic Plan goals**: 1,2, 5,

Identified Need :	

Goal Applies to:	Schools:	All schools with specific focus on Valley View Elementary and Pleasanton Middle School
	Applicable Pupil Subgroups:	All students, with targeted emphasis on English learner, students receiving special education support, and underserved subgroups,

Expected Annual **Measurable** Outcomes:		Actual Annual **Measurable** Outcomes:	

LCAP Year 2: 2014-15

Expected Annual Measurable Outcomes:	

Planned Actions/Services	**Budgeted Expenditures**	**Actual Actions/Services**	**Estimated** Actual **Annual** Expenditures
Action: District staff will continue to provide training and parent outreach on transition to CCSS Scope of service: — LEA-Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Certificated and Classified Salaries and Benefits, Materials**:** $5,000 **Source:** General Fund - LCFF	**Action:** District staff continue to provide training and parent outreach on transition to CCSS Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**Expense:** Certificated and Classified Salaries and Benefits, Materials: $x **Source:** General Fund - LCFF
Action: Train and implement *School Smarts* program at all eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students.	**Expense:** $21,500, with requested matching funding from site	**Action:** Train and implement *School Smarts* program at three eligible elementary sites, including offering it in Spanish for parents of EL and RFEP students.	**Expense:** $x, with requested matching funding from site donations **Source:** General Fund -

Scope of service:	All eligible PTA affiliated elementary schools LEA-wide	donations **Source:** General Fund - LCFF	Scope of service:		LCFF
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Action: Train facilitators and implement *Loving Solutions* program at elementary level and *Parent Project* at secondary level, including presentations of these programs in Spanish.		**Expense:** Classified Salaries and Benefits, Professional Development, Materials: $8,000 **Source:** General Fund - LCFF	**Action:** Trained facilitators and implement *Loving Solutions* program at elementary level and *Parent Project* at secondary level, including presentations of these programs in Spanish.		**Expense:** Classified Salaries and Benefits, Professional Development, Materials: $x **Source:** General Fund - LCFF
Scope of service:	LEA-wide, with *Loving Solutions* at elementary and *Parent Project* at secondary sites		Scope of service:	LEA-wide, with *Loving Solutions* at elementary and *Parent Project* at secondary sites	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Action: Expand the District and Site-specific parent liaison services		**Expense:** Classified Salary and Benefits: $67,500 **Source:** General Fund – LCFF Supplemental	**Action:** Expanded the District and Site-specific parent liaison services by an additional 2.50 FTE		**Expense:** Classified Salary and Benefits: $134,186 **Source:** General Fund – LCFF Supplemental
Scope of service:	LEA-wide, with site support at Valley View Elementary, Pleasanton Middle School, Amador Valley and Foothill High Schools		Scope of service:		

__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Action: Provide parent education, including child care services, in Spanish for Spanish-speaking parents of EL and RFEP students.	**Expense:** Classified Salary and Benefits: $5,000 **Source:** General Fund – LCFF Supplemental	**Action:** Provide parent education, including child care services, in Spanish for Spanish-speaking parents of EL and RFEP students.	**Expense:** Classified Salary and Benefits: $2,161 Supplies, material, conferences: $29,539 **Source:** General Fund – LCFF Supplemental
Scope of service: / LEA-wide, with targeted outreach to most impacted sites		Scope of service: / LEA-wide, with targeted outreach to most impacted sites	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site 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:	$_____

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.

_____ %

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).

8-22-14 [California Department of Education]

A: Universal Screening for all students occurs three times per year. Screening assessments are designed to be quick and effective. *(1-5 minutes per student, depending on the grade)* If properly designed, a typical classroom is disrupted for about 30-40 minutes, three times per year.

Q: Will RTI also help in the problem of over identification of certain populations of students in Special Education?

A: Yes. RTI helps us look at student performance through the lens of data, and challenges us to set aside unintended bias. We look at striving learners from a very early age and provide intervention right away. English Language Learners are also encompassed in RTI. This is appropriate because it provides a systematic way for ELLs to learn early reading skills in English.

Q: How will the intervention of Tier 3 and Tier 2 students in RTI be implemented, and by whom?

A: One cost implication of RTI is the challenge of making small intervention groups; typically no more than a 1-5 ratio. We will need staff to assist with day-to-day small group instruction, and staff to to guide teachers/administrators through data interpretation, and grouping, and staff to coordinate RTI on a District-wide level.

Q: We would like to know a detailed plan that has the outcomes, the criteria of success, and the assessment data for this program.

A: The steering committee will recommend detailed qualification criteria, cut points for entry and exit, and outcome goals to the Assessment Coordinator. RTI data is tied to outcome-based data that we collect in OARS. Our "palette of assessment data" will be crafted in the coming year with the Assessment Coordinator, including input from our various stakeholders.

Q: At what point will parents be notified?

A: A parent education plan should be part of our RTI rollout. Parents will be informed of RTI services at their school. It is vital that parents have full confidence in RTI and trust in its function and delivery. Parents/guardians will always be kept informed of their child's movement into and out of intervention services. Because RTI is responsive and dynamic, it is typically

reassuring to families that their student will receive help when needed, but not be "stuck, tracked, or labeled" as a particular type of learner on a long term basis.

***Note**: Students who are tested, but do not qualify for Special Education services, continue to receive RTI support for as long as needed. Again, for parents/guardians, this is typically a well-received and happy outcome of implementing RTI.*