

Introduction:

LEA: Gateway Unified School District **Contact (Name, Title, Email, Phone Number):** James M. Harrell, Superintendent, jharrell@gwusd.org, 530-245-7908 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>1. Gathering input for all stakeholders began with presentations to the Gateway Board during both board meetings and work sessions. Community meetings were held at all school sites: Grand Oaks (3/18/15), Shasta Lake School (4/1/15), Buckeye School of the Arts (3/30/15), Mountain Lakes High School (3/24/15), and Central valley High School (3/31/15). We had parents, students, grandparents, and community members attend the meetings. Site administration was responsible for inviting stakeholders from their particular sites. The District Advisory Council (DAC) discussed the LCAP throughout the</p>	<p>The information that has been obtained throughout the year and during the stakeholder meetings has really impacted the development of the LCAP. The strong focus on professional development and behavior is a direct reflection of what has been stated by various stakeholders. The continued use of instructional coaches and the newly added reading intervention and technology coach came from stakeholder input.</p>

year looking at metrics and action steps in the LCAP. School site councils discussed aspects of the LCAP as they monitored their school plans. Gateway Teachers Association(GTA) participated in a LCAP meeting on May 18th and the Classified School Employees Association (CSEA) held an LCAP Meeting on June 2nd. All stakeholders were given the opportunity to respond with LCAP considerations on a response form that was provided.

2. The meetings were held beginning in March and continued through June. This allowed time to produce a draft that was shared with the DAC and will be presented to the Board on June 10th. All final response or input will be considered prior to the June 24th board meeting where the board will take final action to approve the LCAP.

3. This year there is a strong focus on reading throughout the district. During the presentations, data was shared from some of the local metrics in relation to the progress of students in the area of reading. Information was also shared about college readiness based on the ACT Explore. Additional Data was discussed in relation to the reading levels of students at the high school. We did not have some data available as this was a benchmark year in some areas.

4. Now in the second year developing the LCAP, the plan was developed based on not only the information gained during the meetings, but throughout the year. These suggestions were discussed during the school site meetings which allowed those stakeholders to have a better picture of the planning process not happening at just one time during the year. Responses from the feedback forms given during site meeting suggested items like ongoing professional development for teachers, lowering the number of students in the CDS classes, additional shaded areas at specific sites, tutoring for children, reading support for students, professional development and coaching for the use of technology. Also noted was the need for a school resource officer and an increase in teacher salary across the board.

5. This year with the LCAP meetings taking place at the school sites, each principal was responsible to invite stakeholders from each identified group of the LCAP regulations. Some sites had better participation than others.

6. Specific actions taken were board meetings and workshops, District Advisory Council meetings, School Site Councils, School Site Stakeholder meetings, both GTA and CSES meetings, PLC Leadership meeting, Gateway Teacher Induction Meetings.

All stakeholder feedback was obtained prior to and during the writing of the draft. Themes were identified and considered as the LCAP is being completed. Again I will state that there have been ongoing discussions related to the current LCAP and new considerations for the 2015-2016 LCAP. I believe there was a far greater influence from the ongoing discussions during the year than there was from the information gained from last years community meetings.

At this writing, we have shared the benchmark data that we have available. We have continued to share data that reflects where the district is at based on some data that is in some cases a year behind.

Again, the impact from the year long discussions in relation to the LCAP and it's implementation and continued development has had a larger impact as to the action steps and the use of resources.

Specifically we have representation from each identified area on our DAC. Each school site has representation on their Site Councils for the identified areas. Additionally site administration invited stakeholders for each identified group to participate in the site level meetings.

As previously stated, the use of the DAC and Site Councils was to target the identified pupils to ensure that there is ongoing conversations about the LCAP and the actions contained with in. Additionally discussing and obtaining feedback during board meetings, board workshops and community site

<p>7. As mentioned before, the LCAP has been an ongoing discussion throughout the year. These discussions have lead actions such as the development of a K-3 opportunity class to help with ongoing behavior issues. Continued discussion and development of District specific metrics to monitor progress of students in the identified actions. The increased monitoring of school attendance has been an ongoing discussion at leadership meetings.</p>	<p>meetings were all conducted. Basically the year long discussions have largely shaped this years LCAP. A number of the suggestions for the site meetings were the same as the discussions that were taking place throughout the year. As stated before this has been an ongoing process not just one that took place this spring so that we could meet the terms of Ed code.</p>
<p>Annual Update: in addition to the stakeholders meetings that were held in the Spring of 2014 we have continued to provide information to stakeholders throughtout the year during the monthly board meetings during the administration share time, board workshop presentations, District Advisory Council(DAC) meetings, site council meetings, leadership team meetings, PLC leadership meetings, and the Gateway Teacher Induction Program(GTIP).</p>	<p>Annual Update: The understanding level of stakeholders and District personnel has increased throughout the year. The District has been collecting information throughout the year based on feedback and discussions with stakeholders. Examples from sdiscussions and feedback addressed in the 2015-2016 LCAP include increased services for behavior intervention/placment for students in the K-3 grades. Additonal suppport for Students With Disabilities. Increasing the number of courses that meet the A-G requirments. Increasing attendance across the district.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Goal 1; Gateway Unified School District will work in partnership with parents and the community to assure that all students meet or exceed state standards. Developing and sustaining high performing schools for all PreK-12 students to graduate career and college ready without remediation.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<p>1.1 Need: Increase the number of students that demonstrate proficiency in core subjects, and continue to provide every student with sufficient access to standards-aligned materials.</p> <p>Metric: Smarter Balanced Assessment Consortium (SBAC), district core benchmark assessments, the Academic Performance Index (API) (N/A for year 1); curriculum audit and Williams Act</p> <p>1.2 Need: Increase the number of student graduates college and career ready. (A-G completion rate 39.5% 2014-2015; AP Test Participation 17.3% 2014-2015; AP Course pass rate 17% 2013-2014)</p> <p>Metric: A-G requirements completion rate; Advanced Placement (AP) enrollment & course passing rates; AP exam passing rate --score of three or better; graduation rate; student industry certification rate; American College Testing (ACT) & CAASPP English language arts/literacy (EAP--Early Assessment Program) and mathematics performance level outcomes for grade eleven students; post graduate college data.</p> <p>Need: Continue to offer a broad course of study as outlined in Ed.Code Section 51220.</p> <p>Metric: Middle School & High School class schedules</p> <p>1.3 Need: Increase the number of students reading at or above grade level. (K-8 students at or above: Fluency 62% Comprehension 53% May 2015)</p> <p>Metric: Reading Assessment tool (Aimsweb), district writing benchmark assessments.</p>
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1.4

Need:

Through the Professional Learning Community (PLC) process: assure a broad course of study that includes all subject areas, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs; improve collaborative decision making, align best instructional practices, and build collegial support. (41% of Certificated Staff have received formal training in the PLC process May 2015)

Metric:

Number of staff receiving PLC professional development, Instructional Review data collection.

1.5

Need:

Improve the proficiency of English Learner pupils by using adopted English language development standards. (English learner reclassification rate: 6.9% 2013-14)

Metric:

Maintain above-state average percentages for proficiency as measured by the California English Language Development Test, and above-state average English learner reclassification rate. Teachers will receive Professional Development for implementing ELD strategies and new ELD standards.

1.6

Need:

Ensure that all Students with Special Needs have services that are provided for those students identified in the program throughout the year.

Metric:

Special Education Self Review (SESR), CDE Non-Compliance Report, [The CDE Non-Compliance Report showed 'no errors'; 37.2% of the students are in the general education classes 80% or more of the time according to the most recent state data (Dec. 2012).]

1.7

Need:

Improve the proficiency of Native American pupils using best practices and instructional materials related to Native American culture.

Metric:

Increase the number of Native American students that demonstrate proficiency in core subjects, using district targeted measures.

Goal Applies to:

Schools: Buckeye School of the Arts, Grand Oaks Elementary, Shasta Lake School, Gateway Educational Options, Mountain Lakes High School, Central Valley High School, Community Day School

Applicable Pupil Subgroups:

All students; significant subgroups will be monitored for growth--assuring no major discrepancies in proficiency levels for English Learners, Native Americans, Foster Youth, Children with Special Needs, and children of Low Income.

LCAP Year 1: 2015 -2016

Expected Annual Measurable Outcomes:

- 1.1
The number of students scoring proficient and above in core subject areas as measured by district benchmark assessments, and Smarter Balanced Assessment will increase by 5%;

Pupils will benefit from Common Core aligned materials with text and e-Text sufficiency being maintained at 100%;
- 1.2
The A-G requirement completion rate will increase by 5% annually;

The number of students enrolled in and passing Advanced Placement (AP) courses will increase by 5% annually;

The passing rate on AP exams will increase by 5% annually;

The number of students demonstrating College readiness as measured by CAASPP English language arts/literacy (EAP--Early Assessment Program) and mathematics performance level outcomes for grade eleven students will increase by 5%;

Students will continue to have access to a broad course of study which includes but not limited to Foreign Language classes, CTE courses, Visual and Performing Arts courses.
- 1.3
The number of students reading at or above grade level at the start of the year will increase by 5% at the end of the school year, as measured by the district adopted reading assessment, AIMSWEB;
- 1.4
A minimum of 15 teachers will attend the PLC professional development conference annually—with an eventual goal of all certificated staff participating in PLC training;
- 1.5
Pupils will benefit from teachers who are trained in ELD strategies and implementing new ELD standards. Our goal is to maintain above-state averages for English learner reclassification rates and students showing progress as measured on the CELDT;
- 1.6
CDE Non-Compliance Report, SEIS percentage of time student are in general education classes will increase, student performance will increase as measured by district and state targeted measure;
- 1.7
Students in this subgroup and their teachers will have a clear understanding of an established baseline for students scoring proficient and above in core subject areas as measured by district benchmark assessments, and Smarter Balanced Assessment; a goal for a 5% increase in the number of Native American students demonstrating proficiency in core subjects will be established after baseline data is collected.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 All students will receive high quality Common Core classroom instruction, curriculum and assessment practices, promoting college and career readiness, while increasing the number of students that demonstrate proficiency in core subjects through the following actions:</p> <p>1.1a Employ certificated teacher and administrator workforce sufficient to staff classrooms based on enrollment. (The scope of services is for all students.)</p> <p>1.1b Provide professional development on implementing Common Core Standards, Instructional Strategies, RTI strategies, student assessment and the use of one to one technology to best enhance the quality of services and learning for all. Increase certificated calendar working days to include two additional professional development days, for a total of 4 calendared professional development days.</p> <p>1.1c Purchase/lease of one to one technology devices for each student grades 2-12 and each instructor, with sets of 10 student devices in each K-1 classroom. Purchased wireless lease to support infra-structure of one to one initiative. Purchase a Learning Management System (LMS).</p> <p>1.1d Hire an itinerant district technology instructional coach to provide professional development to help teachers align best instructional practices with the use of technology.</p> <p>1.1e Provide stipends to site lead technology support positions.</p> <p>1.1f Purchase assessment materials to support State mandated assessments, and adopted district benchmark assessments for core subjects, scheduling assessment and data analysis dates. Employ an itinerant Project Technician to support sites with assessment data.</p> <p>1.1g Adopt and purchase common core materials K-12;</p>	<p>LEA-Wide</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>1.1a Continue to employ certificated teacher and administrator workforce Projected need of 130.61 FTE certificated staff. 1000-3999 Personnel Salaries And Benefits Base \$10,613,000</p> <p>1.1b Professional Development (also obj. 5000-5999) 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$225,000</p> <p>1.1c Technology Devices and Wireless (also use Title Res. 3010 \$165,000, also obj. 7000-7999) 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$231,970</p> <p>1.1d Technology Instructional Coach 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$71,700</p> <p>1.1e Stipend for site lead technology support position 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$22,695</p> <p>1.1f Project Technician & assessment materials (also Res 0174 obj. 4000-4999 also) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$48,000</p> <p>1.1g Common Core Materials 0105 Regular Education: 4000-4999 Books & Supplies Base \$250,000</p> <p>1.1h S.T.E.A.M. materials and teacher stipends (also obj. 4000-4999) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$30,000</p>

<p>1.1h Purchase materials for Science, Technology, Engineering, Art and Math (STEAM) activities [including Gifted and Talented Education (GATE)]; provide stipends for lead teachers to organize MakerSpaces</p>			
<p>1.2 Increase the number of student graduates college and career ready.</p> <p>1.2a Sites will develop individual plans to promote a culture of college and career readiness that includes opportunities for students to visit college campuses, technical institutes, and private business.</p> <p>1.2b Provide sections for Advanced Placement (AP) courses on the High School Master Schedule.</p> <p>1.2c Provide Advancement Via Individual Determination (AVID) course opportunities to include grades 6-8; provide ongoing training for teachers and administrators in the AVID process.</p> <p>1.2d The district will pay portions of the AP exam fees for all students not qualifying for state fee waivers, and pay for all 11th graders to take the Academic College Testing (ACT) exams.</p> <p>1.2e The district will provide opportunities for credit recovery using Plato; including summer school credit recovery.</p>	<p>LEA-Wide</p>	<p><u> </u> 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 <u> </u> Other Subgroups: (Specify)</p>	<p>1.2a Promote a culture of college and career readiness 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$15,000</p> <p>1.2b Maintain sections for Advanced Placement (AP) courses on the High School Master Schedule. see 1.1a</p> <p>1.2c AVID Courses & AVID PD Supplemental/Concentration \$30,000</p> <p>1.2d AP & ACT exam fees (also obj. 1000-3999) 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$24,077</p> <p>1.2e Credit Recovery 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$12,000</p>
<p>1.3 Increase the number of students reading at or above grade level.</p> <p>1.3a Continue to support FTE 2.0 instructional coaching positions to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching.</p> <p>1.3b Select and purchase district reading assessment tool(s) to be used K-12; schedule reading assessment dates and data analysis dates.</p>	<p>LEA-Wide</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>1.3a Instructional Coaching Positions 1000-3999 Title II, \$144,680 0129 Remedial/Intensive Programs: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$21,930</p> <p>1.3b Reading Assessment 0129 Remedial/Intensive Programs: 4000-4999 Books & Supplies Supplemental/Concentration \$50,000</p> <p>1.3c Reading Specialist</p>

<p>1.3c Hire a reading specialist/instructional coach to help teachers analyze student reading needs and target reading instruction.</p> <p>1.3d Each site will develop an academic and behavioral intervention plan to address the needs of all students.</p>			<p>0129 Remedial/Intensive Programs: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$90,000</p> <p>1.3d 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$15,000</p>
<p>1.4 Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.</p> <p>1.4a Minimum Day Mondays allow for scheduled collaborative time (PLCs).</p> <p>1.4b Continue to provide stipends to District PLC team leaders (25).</p> <p>1.4c Provide Professional Learning Community (PLC) time for vertical and horizontal alignment of essential standards, materials, and formative assessments.</p> <p>1.4d Provide PLC professional development to additional staff members and provide ongoing training for the PLC process and PLC leadership.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.4a Minimum Monday PLC time 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$221,615</p> <p>1.4b PLC Leader stipends 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$25,000</p> <p>1.4c PLC additional time 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$25,000</p> <p>1.4d PLC Professional Development 0602 Instructional Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$40,000</p>
<p>1.5 Improve the proficiency of English Learner pupils using best practices, adopted English language development standards, and state approved instructional materials.</p> <p>1.5a Provide continued services for English Learner pupils in grades TK-12.</p> <p>1.5b Provide English Learner instructional materials.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.5a Provide continued services for English Learner 0130 English Language Learners: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$172,370</p> <p>1.5b Provide instructional materials. 0130 English Language Learners: 4000-4999 Books & Supplies Supplemental/Concentration \$20,000</p>
<p>1.6 Ensure that all students with disabilities have services that are provided for those students identified in the program throughout the year. This is inclusive of Low Income & English Learner Students with Disabilities, which make up the majority of this subgroup.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>1.6a The Special Education Dept. will continue to oversee the responsibilities for developing and implementing annual action plans and services within the Special Education Program. Resource 3310-Federal Spec. Ed. \$586,574 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Special Education \$1,344,900</p>

<p>1.6a The Special Education Dept. will oversee the responsibilities for developing and implementing annual action plans and services within the Special Education Program.</p> <p>1.6b Hire an additional Resource (RSP) Teacher to maintain an appropriate teacher to pupil ratio.</p> <p>1.6c Increase Speech Pathologist services for students in the Gateway District.</p> <p>1.6d Increase School Psychologist services in the Gateway District.</p> <p>1.6e Increase Special Education Teaching Staff (RSP/SDC) and Speech and Language Pathologists working days by 5 working days.</p>		<p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>1.6b Resource Teachers -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$69,300</p> <hr/> <p>1.6c Speech Pathologist FTE 0.7 -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$56,065</p> <hr/> <p>1.6c Speech Pathologist FTE 0.3 -- District contribution of Suppl./Con. funds to the GREAT Partnership program 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$24,000</p> <hr/> <p>1.6d School Psychologist FTE 0.5 -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$45,600</p> <hr/> <p>1.6d School Psychologist FTE 0.5 -- District contribution of Suppl./Con. funds to the GREAT Partnership program 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$45,600</p> <hr/> <p>1.6e Extended calendar work schedule -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$36,300</p>
<p>1.7 Native American pupils will be exposed to best instructional practices and instructional materials related to Native American culture.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American students of all groups</u></p>	<p>1.7 Provide continued services and instructional materials for Native American Program Res. 4510. District contributes to the restricted program for personnel cost and also obj. 4000-4999 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$56,827</p>

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	<p>1.1 The number of students scoring proficient and above in core subject areas as measured by district benchmark assessments, and Smarter Balanced Assessment will increase by 5%;</p> <p>Pupils will benefit from Common Core aligned materials with text and e-Text sufficiency being maintained at 100%;</p> <p>1.2 The A-G requirement completion rate will increase by 5% annually;</p> <p>The number of students enrolled in and passing Advanced Placement (AP) courses will increase by 5% annually;</p> <p>The passing rate on AP exams will increase by 5% annually;</p> <p>The number of students demonstrating College readiness as measured by CAASPP English language arts/literacy (EAP--Early Assessment Program) and mathematics performance level outcomes for grade eleven students will increase by 5%;</p> <p>Students will continue to have access to a broad course of study which includes but not limited to Foreign Language classes, CTE courses, Visual and Performing Arts courses.</p> <p>1.3 The number of students reading at or above grade level at the start of the year will increase by 5% at the end of the school year, as measured by the district adopted reading assessment, AIMSWEB;</p> <p>1.4 A minimum of 15 teachers will attend the PLC professional development conference annually—with an eventual goal of all certificated staff participating in PLC training;</p> <p>1.5 Pupils will benefit from teachers who are trained in ELD strategies and implementing new ELD standards. Our goal is to maintain above-state averages for English learner reclassification rates and students showing progress as measured on the CELDT;</p> <p>1.6 CDE Non-Compliance Report, SEIS percentage of time student are in general education classes will increase, student performance will increase as measured by district and state targeted measure;</p> <p>1.7 Students in this subgroup and their teachers will have a clear understanding of an established baseline for students scoring proficient and above in core subject areas as measured by district benchmark assessments, and Smarter Balanced Assessment; a goal for a 5% increase in the number of Native American students demonstrating proficiency in core subjects will be established after baseline data is collected.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 All students will receive high quality Common Core classroom instruction, curriculum and assessment practices, promoting college and career readiness, while increasing the number of students that demonstrate proficiency in core subjects through the following actions:</p> <p>1.1a Employ certificated teacher and administrator workforce sufficient to staff classrooms based on enrollment. (The scope of services is for all students.)</p> <p>1.1b Provide professional development on implementing Common Core Standards, Instructional Strategies, RTI strategies, student assessment and the use of one to one technology to best enhance the quality of services and learning for all. Continue with the increased certificated calendar working days for a total of 4 calendared professional development days.</p> <p>1.1c Purchase/lease of one to one technology devices for each student grades 2-12 and each instructor, with sets of 10 student devices in each K-1 classroom. Purchased wireless lease to support infra-structure of one to one initiative. Purchase a Learning Management System (LMS).</p> <p>1.1d Continue funding an itinerant district technology instructional coach position to provide professional development to help teachers align best instructional practices with the use of technology.</p> <p>1.1e Provide stipends to site lead technology support positions.</p> <p>1.1f Purchase assessment materials to support State mandated assessments, and adopted district benchmark assessments for core subjects, scheduling assessment and data analysis dates. Employ an itinerant Project Technician to support sites with assessment data.</p> <p>1.1g Adopt and purchase common core materials K-12;</p>		<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>1.1a Continue to employ certificated teacher and administrator workforce Projected need of 130.61 FTE certificated staff. 1000-3999 Personnel Salaries And Benefits Base \$10,915,000</p> <p>1.1b Professional Development (also obj. 5000-5999) 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$231,410</p> <p>1.1c Technology Devices and Wireless (also use Title Res. 3010 \$165,000, also obj. 7000-7999) 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$231,970</p> <p>1.1d Technology Instructional Coach 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$73,740</p> <p>1.1e Stipend for site lead technology support position 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$23,610</p> <p>1.1f Project Technician & assessment materials (also Res 0174 obj. 4000-4999 also) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$48,770</p> <p>1.1g Common Core Materials 0105 Regular Education: 4000-4999 Books & Supplies Base \$250,000</p> <p>1.1h S.T.E.A.M. materials and teacher stipends (also obj. 4000-4999) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$30,161</p>

<p>1.1h Purchase materials for Science, Technology, Engineering, Art and Math (STEAM) activities [including Gifted and Talented Education (GATE)]; provide stipends for lead teachers to organize MakerSpaces</p>			
<p>1.2 Increase the number of student graduates college and career ready.</p> <p>1.2a Sites will develop individual plans to promote a culture of college and career readiness that includes opportunities for students to visit college campuses, technical institutes, and private business.</p> <p>1.2b Provide sections for Advanced Placement (AP) courses on the High School Master Schedule.</p> <p>1.2c Provide Advancement Via Individual Determination (AVID) course opportunities to include grades 6-8; provide ongoing training for teachers and administrators in the AVID process.</p> <p>1.2d The district will pay portions of the AP exam fees for all students not qualifying for state fee waivers, and pay for all 11th graders to take the Academic College Testing (ACT) exams.</p> <p>1.2e The district will provide opportunities for credit recovery using Plato; including summer school credit recovery.</p>		<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>1.2a Promote a culture of college and career readiness 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$15,000</p> <p>1.2b Maintain sections for Advanced Placement (AP) courses on the High School Master Schedule. see 1.1a</p> <p>1.2c AVID Courses & AVID PD Supplemental/Concentration \$30,000</p> <p>1.2d AP & ACT exam fees (also obj. 1000-3999) 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$24,077</p> <p>1.2e Credit Recovery 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$12,000</p>
<p>1.3 Increase the number of students reading at or above grade level.</p> <p>1.3a Continue to support FTE 2.0 instructional coaching positions to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching.</p> <p>1.3b Select and purchase district reading assessment tool(s) to be used K-12; schedule reading assessment dates and data analysis dates.</p>		<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with Disabilities</u></p>	<p>1.3a Instructional Coaching Positions 1000-3999 Title II, \$144,680 0129 Remedial/Intensive Programs: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$22,560</p> <p>1.3b Reading Assessment 0129 Remedial/Intensive Programs: 4000-4999 Books & Supplies Supplemental/Concentration \$50,000</p>

<p>1.3c Continue funding a reading specialist/instructional coach position to help teachers analyze student reading needs and target reading instruction.</p> <p>1.3d Each site will develop an academic and behavioral intervention plan to address the needs of all students.</p>			<p>1.3c Reading Specialist 0129 Remedial/Intensive Programs: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$92,570</p> <p>1.3d 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$15,000</p>
<p>1.4 Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.</p> <p>1.4a Minimum Day Mondays allow for scheduled collaborative time (PLCs).</p> <p>1.4b Continue to provide stipends to District PLC team leaders (25).</p> <p>1.4c Provide Professional Learning Community (PLC) time for vertical and horizontal alignment of essential standards, materials, and formative assessments.</p> <p>1.4d Provide PLC professional development to additional staff members and provide ongoing training for the PLC process and PLC leadership.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.4a Minimum Monday PLC time 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$227,930</p> <p>1.4b PLC Leader stipends 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$25,710</p> <p>1.4c PLC additional time 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$25,000</p> <p>1.4d PLC Professional Development 0602 Instructional Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$40,000</p>
<p>1.5 Improve the proficiency of English Learner pupils using best practices, adopted English language development standards, and state approved instructional materials.</p> <p>1.5a Provide continued services for English Learner pupils in grades TK-12.</p> <p>1.5b Provide English Learner instructional materials.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.5a Provide continued services for English Learner 0130 English Language Learners: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$176,680</p> <p>1.5b Provide instructional materials. 0130 English Language Learners: 4000-4999 Books & Supplies Supplemental/Concentration \$20,000</p>
<p>1.6 Ensure that all students with disabilities have services that are provided for those students identified in the program throughout the year. This is inclusive of Low Income & English Learner Students with Disabilities, which make up the majority of this subgroup.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>1.6a The Special Education Dept. will continue to oversee the responsibilities for developing and implementing annual action plans and services within the Special Education Program. Resource 3310-Federal Spec. Ed. \$586,574 6500 Special Education: 1000-3999 Personnel Salaries &</p>

<p>1.6a The Special Education Dept. will oversee the responsibilities for developing and implementing annual action plans and services within the Special Education Program.</p> <p>1.6b Continue funding the Resource (RSP) Teacher position to maintain an appropriate teacher to pupil ratio.</p> <p>1.6c Continue funding increased Speech Pathologist services for students in the Gateway District.</p> <p>1.6d Continue funding increased School Psychologist services in the Gateway District.</p> <p>1.6e Continue funding the 5 increased working days for Special Education Teaching Staff (RSP/SDC) and Speech and Language Pathologists.</p>		<p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>Benefits Special Education \$1,361,600</p> <p>1.6b Resource Teachers -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$71,280</p> <p>1.6c Speech Pathologist FTE 0.7 -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$57,660</p> <p>1.6c Speech Pathologist FTE 0.3 -- District contribution of Suppl./Con. funds to the GREAT Partnership program 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$24,690</p> <p>1.6d School Psychologist FTE 0.5 -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$46,900</p> <p>1.6d School Psychologist FTE 0.5 -- District contribution of Suppl./Con. funds to the GREAT Partnership program 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$46,900</p> <p>1.6e Extended calendar work schedule -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$37,340</p>
<p>1.7 Native American pupils will be exposed to best instructional practices and instructional materials related to Native American culture.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American students of all groups</u></p>	<p>1.7 Provide continued services and instructional materials for Native American Program Res. 4510. District contributes to the restricted program for personnel cost and also obj. 4000-4999 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$58,080</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>1.1 The number of students scoring proficient and above in core subject areas as measured by district benchmark assessments, and Smarter Balanced Assessment will increase by 5%;</p> <p>Pupils will benefit from Common Core aligned materials with text and e-Text sufficiency being maintained at 100%;</p> <p>1.2 The A-G requirement completion rate will increase by 5% annually;</p> <p>The number of students enrolled in and passing Advanced Placement (AP) courses will increase by 5% annually;</p> <p>The passing rate on AP exams will increase by 5% annually;</p> <p>The number of students demonstrating College readiness as measured by CAASPP English language arts/literacy (EAP--Early Assessment Program) and mathematics performance level outcomes for grade eleven students will increase by 5%;</p> <p>Students will continue to have access to a broad course of study which includes but not limited to Foreign Language classes, CTE courses, Visual and Performing Arts courses.</p> <p>1.3 The number of students reading at or above grade level at the start of the year will increase by 5% at the end of the school year, as measured by the district adopted reading assessment, AIMSWEB;</p> <p>1.4 A minimum of 15 teachers will attend the PLC professional development conference annually—with an eventual goal of all certificated staff participating in PLC training;</p> <p>1.5 Pupils will benefit from teachers who are trained in ELD strategies and implementing new ELD standards. Our goal is to maintain above-state averages for English learner reclassification rates and students showing progress as measured on the CELDT;</p> <p>1.6 CDE Non-Compliance Report, SEIS percentage of time student are in general education classes will increase, student performance will increase as measured by district and state targeted measure;</p> <p>1.7 Students in this subgroup and their teachers will have a clear understanding of an established baseline for students scoring proficient and above in core subject areas as measured by district benchmark assessments, and Smarter Balanced Assessment; a goal for a 5% increase in the number of Native American students demonstrating proficiency in core subjects will be established after baseline data is collected.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 All students will receive high quality Common Core classroom instruction, curriculum and assessment practices, promoting college and career readiness, while increasing the number of students that demonstrate proficiency in core subjects through the following actions:</p> <p>1.1a Employ certificated teacher and administrator workforce sufficient to staff classrooms based on enrollment. (The scope of services is for all students.)</p> <p>1.1b Provide professional development on implementing Common Core Standards, Instructional Strategies, RTI strategies, student assessment and the use of one to one technology to best enhance the quality of services and learning for all. Continue with the increased certificated calendar working days for a total of 4 calendared professional development days.</p> <p>1.1c Purchase/lease of one to one technology devices for each student grades 2-12 and each instructor, with sets of 10 student devices in each K-1 classroom. Purchased wireless lease to support infra-structure of one to one initiative. Purchase a Learning Management System (LMS).</p> <p>1.1d Continue funding an itinerant district technology instructional coach position to provide professional development to help teachers align best instructional practices with the use of technology.</p> <p>1.1e Provide stipends to site lead technology support positions.</p> <p>1.1f Purchase assessment materials to support State mandated assessments, and adopted district benchmark assessments for core subjects, scheduling assessment and data analysis dates. Employ an itinerant Project Technician to support sites with assessment data.</p> <p>1.1g Adopt and purchase common core materials K-12;</p>		<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>1.1a Continue to employ certificated teacher and administrator workforce Projected need of 130.61 FTE certificated staff. 1000-3999 Personnel Salaries And Benefits Base \$11,226,000</p> <p>1.1b Professional Development (also obj. 5000-5999) 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$238,000</p> <p>1.1c Technology Devices and Wireless (also use Title Res. 3010 \$165,000, also obj. 7000-7999) 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$231,970</p> <p>1.1d Technology Instructional Coach 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$75,850</p> <p>1.1e Stipend for site lead technology support position 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$24,290</p> <p>1.1f Project Technician & assessment materials (also Res 0174 obj. 4000-4999 also) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$50,400</p> <p>1.1g Common Core Materials 0105 Regular Education: 4000-4999 Books & Supplies Base \$250,000</p> <p>1.1h S.T.E.A.M. materials and teacher stipends (also obj. 4000-4999) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$30,580</p>

<p>1.1h Purchase materials for Science, Technology, Engineering, Art and Math (STEAM) activities [including Gifted and Talented Education (GATE)]; provide stipends for lead teachers to organize MakerSpaces</p>			
<p>1.2 Increase the number of student graduates college and career ready.</p> <p>1.2a Sites will develop individual plans to promote a culture of college and career readiness that includes opportunities for students to visit college campuses, technical institutes, and private business.</p> <p>1.2b Provide sections for Advanced Placement (AP) courses on the High School Master Schedule.</p> <p>1.2c Provide Advancement Via Individual Determination (AVID) course opportunities to include grades 6-8; provide ongoing training for teachers and administrators in the AVID process.</p> <p>1.2d The district will pay portions of the AP exam fees for all students not qualifying for state fee waivers, and pay for all 11th graders to take the Academic College Testing (ACT) exams.</p> <p>1.2e The district will provide opportunities for credit recovery using Plato; including summer school credit recovery.</p>		<p><u>_ All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>_ Other Subgroups:</u> (Specify)</p>	<p>1.2a Promote a culture of college and career readiness 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$15,000</p> <p>1.2b Maintain sections for Advanced Placement (AP) courses on the High School Master Schedule. see 1.1a</p> <p>1.2c AVID Courses & AVID PD Supplemental/Concentration \$30,000</p> <p>1.2d AP & ACT exam fees (also obj. 1000-3999) 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$24,077</p> <p>1.2e Credit Recovery 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$12,000</p>
<p>1.3 Increase the number of students reading at or above grade level.</p> <p>1.3a Continue to support FTE 2.0 instructional coaching positions to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching.</p> <p>1.3b Select and purchase district reading assessment tool(s) to be used K-12; schedule reading assessment dates and data analysis dates.</p>		<p><u>_ All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>1.3a Instructional Coaching Positions 1000-3999 Title II, \$144,680 0129 Remedial/Intensive Programs: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$23,200</p> <p>1.3b Reading Assessment 0129 Remedial/Intensive Programs: 4000-4999 Books & Supplies Supplemental/Concentration \$50,000</p>

<p>1.3c Continue funding a reading specialist/instructional coach position to help teachers analyze student reading needs and target reading instruction.</p> <p>1.3d Each site will develop an academic and behavioral intervention plan to address the needs of all students.</p>			<p>1.3c Reading Specialist 0129 Remedial/Intensive Programs: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$95,200</p> <p>1.3d 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$15,000</p>
<p>1.4 Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.</p> <p>1.4a Minimum Day Mondays allow for scheduled collaborative time (PLCs).</p> <p>1.4b Continue to provide stipends to District PLC team leaders (25).</p> <p>1.4c Provide Professional Learning Community (PLC) time for vertical and horizontal alignment of essential standards, materials, and formative assessments.</p> <p>1.4d Provide PLC professional development to additional staff members and provide ongoing training for the PLC process and PLC leadership.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.4a Minimum Monday PLC time 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$234,430</p> <p>1.4b PLC Leader stipends 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$26,440</p> <p>1.4c PLC additional time 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$25,000</p> <p>1.4d PLC Professional Development 0602 Instructional Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$40,000</p>
<p>1.5 Improve the proficiency of English Learner pupils using best practices, adopted English language development standards, and state approved instructional materials.</p> <p>1.5a Provide continued services for English Learner pupils in grades TK-12.</p> <p>1.5b Provide English Learner instructional materials.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.5a Provide continued services for English Learner 0130 English Language Learners: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$183,320</p> <p>1.5b Provide instructional materials. 0130 English Language Learners: 4000-4999 Books & Supplies Supplemental/Concentration \$20,000</p>
<p>1.6 Ensure that all students with disabilities have services that are provided for those students identified in the program throughout the year. This is inclusive of Low Income & English Learner Students with Disabilities, which make up the majority of this subgroup.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>1.6a The Special Education Dept. will continue to oversee the responsibilities for developing and implementing annual action plans and services within the Special Education Program. Resource 3310-Federal Spec. Ed. \$586,574 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Special Education \$1,405,200</p>

<p>1.6a The Special Education Dept. will oversee the responsibilities for developing and implementing annual action plans and services within the Special Education Program.</p> <p>1.6b Continue funding the Resource (RSP) Teacher position to maintain an appropriate teacher to pupil ratio.</p> <p>1.6c Continue funding increased Speech Pathologist services for students in the Gateway District.</p> <p>1.6d Continue funding increased School Psychologist services in the Gateway District.</p> <p>1.6e Continue funding the 5 increased working days for Special Education Teaching Staff (RSP/SDC) and Speech and Language Pathologists.</p>		<p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>1.6b Resource Teachers -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$73,300</p> <p>1.6c Speech Pathologist FTE 0.7 -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$59,300</p> <p>1.6c Speech Pathologist FTE 0.3 -- District contribution of Suppl./Con. funds to the GREAT Partnership program 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$25,390</p> <p>1.6d School Psychologist FTE 0.5 -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$48,240</p> <p>1.6d School Psychologist FTE 0.5 -- District contribution of Suppl./Con. funds to the GREAT Partnership program 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$48,240</p> <p>1.6e Extended calendar work schedule -- District contribution of Suppl./Con. funds to the Sp. Ed. Program 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$38,290</p>
<p>1.7 Native American pupils will be exposed to best instructional practices and instructional materials related to Native American culture.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American students of all groups</u></p>	<p>1.7 Provide continued services and instructional materials for Native American Program Res. 4510. District contributes to the restricted program for personnel cost and also obj. 4000-4999 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$60,720</p>

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

<p>GOAL 2:</p>	<p>Goal 2; Gateway Unified School District students/staff will learn and work in a safe, supportive, and caring environment.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>2.1 Need: Decrease the number of student suspensions and expulsions..</p> <p>Metric: CALPADS reporting: CDE Data Reporting Office 2013-14 number of Gateway USD students suspended 329, Suspension Rate 7.3, Expulsion Rate 0.1</p> <p>2.2. Need: Increase attendance rates. Decrease Middle School and High School Dropout rates. Decrease Chronic Absenteeism rates.</p> <p>Metric: P2 reporting data (P2 attendance for 2015: 93.2%) Data Quest & Aeries Reports: middle school dropout rate of 2.3% and a high school dropout rate of 2.8% (2012-2013) Aeries & A2A Reports: chronic absenteeism rate 14.8% 2014-2015 High School graduation rates: CVHS had a graduation rate of 95.40% and MLHS had a rate of 87.80% for 2013-2014</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Buckeye School of the Arts, Grand Oaks Elementary, Shasta Lake School, Gateway Educational Options, Mountain Lakes High School, Central Valley High School, Community Day School</p> <hr/> <p>Applicable Pupil Subgroups:</p> <p>All students; significant subgroups will be monitored for growth--assuring no major discrepancies in suspension, expulsion and attendance levels for English Learners, Native Americans, Foster Youth, Children with Special Needs, and Children of Low-Income. Dropout rates for both middle school and high school will also be monitored. Chronic absenteeism, middle school and high school rates will be monitored for all sub groups.</p>

LCAP Year 1: 2015 -2016

Expected Annual Measurable Outcomes:	<p>2.1 Gateway Unified School District will continue to reduce the number of suspensions by 3% (2013-14 329 students) and continue to meet the state and county expulsion rate of 0.10.</p> <p>2.2 Gateway Unified School District will see an increase in attendance as measured by the P2 reporting. The goal will be to maintain the 95% rate or show an increase on the P2 for the 2015-2016 school year. Additionally we will reduce the chronic absenteeism rate district wide by 3%. Students that struggle in these areas will have additional resources (counselors) specifically working on intervention strategies to aid the teachers, parents, and students with behavior/attendance issues. Each school site will develop strategies to work with their students and parents to meet these goals.</p> <p>Gateway had a middle school dropout rate of 2.3% and a high school dropout rate of 2.8% (2012-2013) according to Data Quest. The district will continue to work to decrease both the middle school and high school dropout rate percentages by a minimum of 0.5%. Based on Data Quest (2012-2013).</p> <p>CVHS had a graduation rate of 95.40% and MLHS had a rate of 87.80%. Each program will continue to work on increases their graduation rates by 0.5% as measured by the state data obtained from Data Quest.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Decrease the number of student suspensions, expulsions and truancy rates.</p> <p>2.1a Hire two qualified teachers for K-3 REACH and 4-6 REACH opportunity classes. Hire 3 paraprofessional to assist in the two classes.</p> <p>2.1b System Application Tech will ensure that all data is accurate and will provide all needed data to track progress.</p> <p>2.1c Hire 3 paraprofessional to assist with student supervision, behavioral plans and promoting positive behavior interventions.</p> <p>2.1d Install video surveillance. Complete a needs analysis of all sites and develop a three-year plan to have systems at all school sites.</p> <p>2.1e Employ campus monitors at each high school.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1a Staff Reach Opportunity classes (also obj. 4000-5999) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$260,000</p> <hr/> <p>2.1b System Application Tech position 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$64,110</p> <hr/> <p>2.1c Behavioral Paraprofessional positions 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$63,000</p> <hr/> <p>2.1d Video Surveillance 8150 Maintenance: 6000-6999 Capital Outlay Supplemental/Concentration \$120,000</p> <hr/> <p>2.1e 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$61,986</p>

<p>2.2 Each site will increase attendance rates</p> <p>2.2a Purchase and implement Attention2Attendace (A2A) software--A2A is an attendance intervention and parent communication program</p> <p>2.2b Site Counseling staff will collaborate on intervention strategies to aid teachers, parents and students attendance problems.</p> <p>2.2c Employ Attendance Clerks at the elementary, K-8 schools, Central Valley High School and G.R.E.A.T. Partnership.</p>	<p>LEA- WIDE</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.2a Purchase Attention2Attendace (A2A) software 5000-5999 Services And Other Operating Expenditures Supplemental/Concentration \$24,500</p> <p>2.2b Site Counseling Staff 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$595,088</p> <p>2.2c Attendance Clerks (also Res. 9010 obj. 1000-3999) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$189,960</p>
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LCAP Year 2: 2016 - 2017

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Gateway Unified School District will continue to reduce the number of suspensions by 3% and meet the state and county expulsion rate of 0.10 which will be a decrease of 0.10.</p> <p>2.2 Gateway Unified School District will see an increase in attendance as measured by the P2 reporting. The goal will be to maintain the 95% rate or show an increase on the P2 for the 2015-2016 school year. Additionally we will reduce the chronic absenteeism rate district wide by 3%. Students that struggle in these areas will have additional resources (counselors) specifically working on intervention strategies to aid the teachers, parents, and students with behavior/attendance issues. Each school site will develop strategies to work with their students and parents to meet these goals.</p> <p>Gateway had a middle school dropout rate of 2.3% and a high school dropout rate of 2.8% (2012-2013) according to Data Quest. The district will continue to work to decrease both the middle school and high school dropout rate percentages by a minimum of 0.5%. Based on Data Quest (2012-2013).</p> <p>CVHS had a graduation rate of 95.40% and MLHS had a rate of 87.80%. Each program will continue to work on increases their graduation rates by 0.5% as measured by the state data obtained from Data Quest.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Decrease the number of student suspensions, expulsions and truancy rates.</p> <p>2.1a Maintain funding two qualified teachers for K-3 REACH and 4-6 REACH opportunity classes, and 3 paraprofessional to assist in the two classes.</p> <p>2.1b System Application Tech will ensure that all data is accurate and will provide all needed data to track progress.</p>	<p>LEA- WIDE</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1a Staff Reach Opportunity classes (also obj. 4000-5999) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$267,410</p> <p>2.1b System Application Tech position 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$65,520</p>

<p>2.1c Maintain funding 3 paraprofessional to assist with student supervision, behavioral plans and promoting positive behavior interventions.</p> <p>2.1d Install video surveillance. Complete a needs analysis of all sites and develop a three-year plan to have systems at all school sites.</p> <p>2.1e Employ campus monitors at each high school.</p>			<p>2.1c Behavioral Paraprofessional positions 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$64,390</p> <p>2.1d Video Surveillance 8150 Maintenance: 6000-6999 Capital Outlay Supplemental/Concentration \$120,000</p> <p>2.1e 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$63,350</p>
<p>2.2 Each site will increase attendance rates</p> <p>2.2a Purchase and implement Attention2Attendace (A2A) software--A2A is an attendance intervention and parent communication program</p> <p>2.2b Site Counseling staff will collaborate on intervention strategies to aid teachers, parents and students attendance problems.</p> <p>2.2c Employ Attendance Clerks at the elementary, K-8 schools, Central Valley High School and G.R.E.A.T. Partnership.</p> <p>2.2d Employ assistant principals who's primary function is to promote a safe, caring and supportive campus.</p>	<p>LEA- WIDE</p>	<p><u> </u> All OR: <input checked="" type="checkbox"/> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>2.2a Purchase Attention2Attendace (A2A) software 5000-5999 Services And Other Operating Expenditures Supplemental/Concentration \$24,500</p> <p>2.2b Site Counseling Staff 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$612,050</p> <p>2.2c Attendance Clerks (also Res. 9010 obj. 1000-3999) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$194,140</p> <p>2.2d Employ Assistant Principals 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$316,425</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>2.1 Gateway Unified School District will continue to reduce the number of suspensions by 3% and meet the state and county expulsion rate of 0.10 which will be a decrease of 0.10.</p> <p>2.2 Gateway Unified School District will see an increase in attendance as measured by the P2 reporting. The goal will be to maintain the 95% rate or show an increase on the P2 for the 2015-2016 school year. Additionally we will reduce the chronic absenteeism rate district wide by 3%. Students that struggle in these areas will have additional resources (counselors) specifically working on intervention strategies to aid the teachers, parents, and students with behavior/attendance issues. Each school site will develop strategies to work with their students and parents to meet these goals.</p> <p>Gateway had a middle school dropout rate of 2.3% and a high school dropout rate of 2.8% (2012-2013) according to Data Quest. The district will continue to work to decrease both the middle school and high school dropout rate percentages by a minimum of 0.5%. Based on Data Quest (2012-2013).</p> <p>CVHS had a graduation rate of 95.40% and MLHS had a rate of 87.80%. Each program will continue to work on increases their graduation rates by 0.5% as measured by the state data obtained from Data Quest.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Decrease the number of student suspensions, expulsions and truancy rates.</p> <p>2.1a Maintain funding two qualified teachers for K-3 REACH and 4-6 REACH opportunity classes, and 3 paraprofessional to assist in the two classes.</p> <p>2.1b System Application Tech will ensure that all data is accurate and will provide all needed data to track progress.</p> <p>2.1c Maintain funding 3 paraprofessional to assist with student supervision, behavioral plans and promoting positive behavior interventions.</p> <p>2.1d Install video surveillance. Complete a needs analysis of all sites and develop a three-year plan to have systems at all school sites.</p> <p>2.1e Employ campus monitors at each high school.</p>	LEA-WIDE	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.1a Staff Reach Opportunity classes (also obj. 4000-5999) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$275,970</p> <hr/> <p>2.1b System Application Tech position 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$68,500</p> <hr/> <p>2.1c Behavioral Paraprofessional positions 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$67,320</p> <hr/> <p>2.1d Video Surveillance 8150 Maintenance: 6000-6999 Capital Outlay Supplemental/Concentration \$120,000</p> <hr/> <p>2.1e 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$66,320</p>

<p>2.2 Each site will increase attendance rates</p> <p>2.2a Purchase and implement Attention2Attendace (A2A) software--A2A is an attendance intervention and parent communication program</p> <p>2.2b Site Counseling staff will collaborate on intervention strategies to aid teachers, parents and students attendance problems.</p> <p>2.2c Employ Attendance Clerks at the elementary, K-8 schools, Central Valley High School and G.R.E.A.T. Partnership.</p> <p>2.2d Employ assistant principals who's primary function is to promote a safe, caring and supportive campus.</p>	<p>LEA- WIDE</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.2a Purchase Attention2Attendace (A2A) software 5000-5999 Services And Other Operating Expenditures Supplemental/Concentration \$24,500</p> <hr/> <p>2.2b Site Counseling Staff 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$629,490</p> <hr/> <p>2.2c Attendance Clerks (also Res. 9010 obj. 1000-3999) 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$202,970</p> <hr/> <p>Employ Assistant Principals 1000-3999 Personnel Salaries And Benefits Supplemental/Concentration \$320,966</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Goal 3; Gateway Unified School District will engage with the community to meet the District's Mission and Vision.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	3.1 Need: Increase the participation of stakeholders in ongoing district organizations and committees. Metric: Records of participation in district and site meetings. Annual results of district and site surveys.
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Goal Applies to:	Schools:	Buckeye School of the Arts, Grand Oaks Elementary, Shasta Lake School, Gateway Educational Options, Mountain Lakes High School, Central Valley High School, Community Day School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015 -2016

Expected Annual Measurable Outcomes:	3.1 Monitor the opportunities for stakeholders that are available and documentation as to participation levels will be tracked. Continue to use surveys to gather input form stakeholders. The District along with sites will continue to implement and use current methods available to communicate with stakeholders, including like resources (i.e., Radio Station, Facebook, email, text messaging, auto dial system and Twitter). Parents, students and other stakeholders will be better informed of the progress academically and have better communication about activities that are taking place on our campuses. This will bring about a stronger working relationship between the school and all stakeholders. The district office will assist in the development of site surveys for the purpose of collecting measurable data regarding stakeholder improvement.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Communication and participation of stakeholders will increase through ongoing district organizations and committees. 3.1a Each site will ensure site council meets on a monthly basis and has representation from each identified sub group. 3.1b Continue with the district auto dial system (School Messenger) to notify students and parents of activities and events.	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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	3.1a Monthly site council meetings (No associated cost.) no cost 3.1b Auto dial system 5000-5999 Services And Other Operating Expenditures Supplemental/Concentration \$5,516 3.1c Maintain District web page 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$10,010

3.1c Upgrade District and site web pages for better communication and information.			
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LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	<p>3.1 Monitor the opportunities for stakeholders that are available and documentation as to participation levels will be tracked. Continue to use surveys to gather input from stakeholders. The District along with sites will continue to implement and use current methods available to communicate with stakeholders, including like resources (i.e., Radio Station, Facebook, email, text messaging, auto dial system and Twitter). Parents, students and other stakeholders will be better informed of the progress academically and have better communication about activities that are taking place on our campuses. This will bring about a stronger working relationship between the school and all stakeholders.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Communication and participation of stakeholders will increase through ongoing district organizations and committees.</p> <p>3.1a Each site will ensure site council meets on a monthly basis and has representation from each identified sub group.</p> <p>3.1b Continue with the district auto dial system (School Messenger) to notify students and parents of activities and events.</p> <p>3.1c Upgrade District and site web pages for better communication and information.</p>	LEA-Wide	<p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Students with Disabilities</u></p>	<p>3.1a Monthly site council meetings (No associated cost.) no cost</p> <hr/> <p>3.1b Auto dial system 5000-5999 Services And Other Operating Expenditures Supplemental/Concentration \$5,516</p> <hr/> <p>3.1c Maintain District web page 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$10,010</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>3.1 Monitor the opportunities for stakeholders that are available and documentation as to participation levels will be tracked. Continue to use surveys to gather input from stakeholders. The District along with sites will continue to implement and use current methods available to communicate with stakeholders, including like resources (i.e., Radio Station, Facebook, email, text messaging, auto dial system and Twitter). Parents, students and other stakeholders will be better informed of the progress academically and have better communication about activities that are taking place on our campuses. This will bring about a stronger working relationship between the school and all stakeholders.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Communication and participation of stakeholders will increase through ongoing district organizations and committees.</p> <p>3.1a Each site will ensure site council meets on a monthly basis and has representation from each identified sub group.</p> <p>3.1b Continue with the district auto dial system (School Messenger) to notify students and parents of activities and events.</p> <p>3.1c Upgrade District and site web pages for better communication and information.</p>	LEA-Wide	<p><u>_ All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>3.1a Monthly site council meetings (No associated cost.) no cost</p> <hr/> <p>3.1b Auto dial system 5000-5999 Services And Other Operating Expenditures Supplemental/Concentration \$5,516</p> <hr/> <p>3.1c Maintain District web page 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$10,010</p>

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

GOAL 4:	Goal 4; Gateway Unified School District will ensure that the work force is highly qualified and well trained.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	<p>4.1 Need: Ensure that all teachers have proper credentials and meet Highly Qualified Teachers (HQT) and No Child Left Behind (NCLB) requirements.</p> <p>Metric: CALPADS reporting.</p> <p>4.2 Need: Ensure teachers are well trained in the PLC process, Common Core State Standards, next generation science standards, and the use of one to one technology. (41% if certificated staff have had formal training 2014-2015)</p> <p>Metric: Monitor participation in professional development activities.</p> <p>4.3 Ensure that all new 'beginning' teachers will participate in the BTSA and all new teachers will participate in Gateway Teacher Induction Program (G-TIP).</p> <p>Metric: Evaluations at the end of the program.</p>		
Goal Applies to:	Schools:	Buckeye School of the Arts, Grand Oaks Elementary, Shasta Lake School, Gateway Educational Options, Mountain Lakes High School, Central Valley High School, Community Day School	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015 -2016

Expected Annual Measurable Outcomes:	<p>4.1 All teachers will meet No Child Left Behind (NCLB) and Highly Qualified Teachers (HQT) requirements.</p> <p>4.2 All teachers will participate in a minimum of two professional development activities throughout the year. Having teachers and support personnel better trained will help to ensure that "all students" are learning at high levels.</p> <p>4.3 New teachers will be enrolled in the Beginning Teacher Support and Assessment (BTSA) and Gateway-Teacher Induction Program (G-TIP) programs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1a The Human Resources Dept. will ensure that all teachers have proper credentials and meet Highly Qualified Teachers (HQT) and No Child Left Behind (NCLB) requirements. Human Resource department will track and monitor credentials of current and new employees hired in the district. (The scope of services is for all students.)</p> <p>4.1b Human Resource department will continue to participate in professional development opportunities to stay current on changes in law and best practices to ensure a highly qualified staff is maintained.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1a Human Resource department staff will ensure Highly Qualified Teacher status 0614 District Admin: 1000-3999 Personnel Salaries & Benefits Base \$247,800</p> <p>4.1b Human Resources department professional development 0614 District Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$5,000</p>
<p>4.2 All teachers will participate in a minimum of 2 professional development activities during the school year.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.2 Professional Development see goal/action 1.1b See section 1.1b</p>
<p>4.3 New teachers will be enrolled in the Beginning Teacher Support and Assessment (BTSA) program and the Gateway Teacher Induction Program (G-TIP).</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.3 BTSA & G-TIP 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$50,000</p>

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	<p>4.1 All teachers will meet No Child Left Behind (NCLB) and Highly Qualified Teachers (HQT) requirements.</p> <p>4.2 All teachers will participate in a minimum of two professional development activities throughout the year. Having teachers and support personnel better trained will help to ensure that "all students" are learning at high levels.</p> <p>4.3 New teachers will be enrolled in the Beginning Teacher Support and Assessment (BTSA) and Gateway-Teacher Induction Program (G-TIP) programs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1a The Human Resources Dept. will ensure that all teachers have proper credentials and meet Highly Qualified Teachers (HQT) and No Child Left Behind (NCLB) requirements. Human Resource department will track and monitor credentials of current and new employees hired in the district. (The scope of services is for all students.)</p> <p>4.1b Human Resource department will continue to participate in professional development opportunities to stay current on changes in law and best practices to ensure a highly qualified staff is maintained.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1a Human Resource department staff will ensure Highly Qualified Teacher status 0614 District Admin: 1000-3999 Personnel Salaries & Benefits Base \$254,860</p> <p>4.1b Human Resources department professional development 0614 District Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$5,000</p>
<p>4.2 All teachers will participate in a minimum of 2 professional development activities during the school year.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.2 Professional Development see goal/action 1.1b See section 1.1b</p>
<p>4.3 New teachers will be enrolled in the Beginning Teacher Support and Assessment (BTSA) program and the Gateway Teacher Induction Program (G-TIP).</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.3 BTSA & G-TIP 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$50,000</p>

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>4.1 All teachers will meet No Child Left Behind (NCLB) and Highly Qualified Teachers (HQT) requirements.</p> <p>4.2 All teachers will participate in a minimum of two professional development activities throughout the year. Having teachers and support personnel better trained will help to ensure that "all students" are learning at high levels.</p> <p>4.3 New teachers will be enrolled in the Beginning Teacher Support and Assessment (BTSA) and Gateway-Teacher Induction Program (G-TIP) programs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1a The Human Resources Dept. will ensure that all teachers have proper credentials and meet Highly Qualified Teachers (HQT) and No Child Left Behind (NCLB) requirements. Human Resource department will track and monitor credentials of current and new employees hired in the district. (The scope of services is for all students.)</p> <p>4.1b Human Resource department will continue to participate in professional development opportunities to stay current on changes in law and best practices to ensure a highly qualified staff is maintained.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.1a Human Resource department staff will ensure Highly Qualified Teacher status 0614 District Admin: 1000-3999 Personnel Salaries & Benefits Base \$263,020</p> <hr/> <p>4.1b Human Resources department professional development 0614 District Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$5,000</p>
<p>4.2 All teachers will participate in a minimum of 2 professional development activities during the school year.</p>	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.2 Professional Development see goal/action 1.1b See section 1.1b</p>

<p>4.3 New teachers will be enrolled in the Beginning Teacher Support and Assessment (BTSA) program and the Gateway Teacher Induction Program (G-TIP).</p>	<p>LEA-Wide</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4.3 BTSA & G-TIP 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$50,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 5:</p>	<p>Goal 5; Gateway Unified School District will provide and maintain facilities and grounds that enhance student learning and accommodate student capacity.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>5.1 Need: The physical learning environment is a key component to student achievement. Having well maintained facilities will contribute to the positive learning environment for all students. Continue to ensure that all facilities are maintained to meet the educational needs of all students. The goal for the 2015-2016 school year is to maintain an overall rating "Good" status as measured by the SARCS. Metric: SARC reports, insurance inspections, 10 year maintenance plan.</p> <p>5.2 Need: Ensure the district maintains a highly secure technology infrastructure. Metric: District Technology Committee Self-Review using California Education Technology Plan Criteria.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Buckeye School of the Arts, Grand Oaks Elementary, Shasta Lake School, Gateway Educational Options, Mountain Lakes High School, Central Valley High School, Community Day School</p> <p>Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2015 -2016

Expected Annual Measurable Outcomes:	<p>5.1 100% of school sites will maintain an overall "Good" status on the School Accountability Report Card in terms of the School facility good repair status report.</p> <p>5.2 Using the California Education Technology Plan Criteria, all criterion components will receive a finding of being "Adequately Addressed" with no criterion component finding of "Not Adequately Addressed"</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue with the development and implementation of the 10 year facilities plan. Maintenance Dept. District employs maintenance, grounds, and custodial staffing, and purchases supplies to maintain and repair facilities. Site inspections to be performed monthly. Facilities will be maintained to meet the educational needs of all students. All facilities will be maintained in good repair, inspected with results reported in School Accountability Report Cards (SARCs).	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)	5.1 Continue with the development and implementation of the 10 year facilities plan. Maintenance Dept. Objects 4000-5999 8150 Maintenance: 1000-3999 Personnel Salaries & Benefits Base \$815,000
5.2 The Technology Department will maintain a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students. 5.2a The Director of Technology will oversee the supervision of the technology technicians and implement the district technology plan. (The scope of services is for all students.) 5.2b Maintain highly trained & skillful technology technicians. (The scope of services is for all students.) 5.2c Hire 2 support Informational Technology Technicians. 5.2d Provide professional development to technology technicians	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.2a Director of Technology 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Base \$116,334 5.2b Technology technicians. 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Base \$186,356 5.2c Informational Technology Technicians 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$95,200 5.2d Professional Development 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$20,000

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	<p>5.1 100% of school sites will maintain an overall "Good" status on the School Accountability Report Card in terms of the School facility good repair status report. The goal for the 2015-2016 school year is to maintain this overall rating as measured by the SARCS.</p> <p>5.2 Using the California Education Technology Plan Criteria, all criterion components will receive a finding of being "Adequately Addressed" with no criterion component finding of "Not Adequately Addressed"</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue with the development and implementation of the 10 year facilities plan. Maintenance Dept. District employs maintenance, grounds, and custodial staffing, and purchases supplies to maintain and repair facilities. Site inspections to be performed monthly. Facilities will be maintained to meet the educational needs of all students. All facilities will be maintained in good repair, inspected with results reported in School Accountability Report Cards (SARCs).	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)	5.1 Continue with the development and implementation of the 10 year facilities plan. Maintenance Dept. Objects 4000-5999 8150 Maintenance: 1000-3999 Personnel Salaries & Benefits Base \$832,930
5.2 The Technology Department will maintain a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students. 5.2a The Director of Technology will oversee the supervision of the technology technicians and implement the district technology plan. (The scope of services is for all students.) 5.2b Maintain highly trained & skillful technology technicians. (The scope of services is for all students.) 5.2c Continue to fund 2 Informational Technology Technician positions. 5.2d Provide professional development to technology technicians	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.2a Director of Technology 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Base \$118,890 5.2b Technology technicians. 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Base \$190,460 5.2c Informational Technology Technicians 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$97,200 5.2d Professional Development 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$20,000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<p>5.1 100% of school sites will maintain an overall "Good" status on the School Accountability Report Card in terms of the School facility good repair status report. The goal for the 2015-2016 school year is to maintain this overall rating as measured by the SARCS.</p> <p>5.2 Using the California Education Technology Plan Criteria, all criterion components will receive a finding of being "Adequately Addressed" with no criterion component finding of "Not Adequately Addressed"</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Continue with the development and implementation of the 10 year facilities plan. Maintenance Dept. District employs maintenance, grounds, and custodial staffing, and purchases supplies to maintain and repair facilities. Site inspections to be performed monthly. Facilities will be maintained to meet the educational needs of all students. All facilities will be maintained in good repair, inspected with results reported in School Accountability Report Cards (SARCs).	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)	5.1 Continue with the development and implementation of the 10 year facilities plan. Maintenance Dept. Objects 4000-5999 8150 Maintenance: 1000-3999 Personnel Salaries & Benefits Base \$870,830
5.2 The Technology Department will maintain a highly secure technology infrastructure and thorough security processes to take advantage of the power of technology to improve learning outcomes for all students. 5.2a The Director of Technology will oversee the supervision of the technology technicians and implement the district technology plan. (The scope of services is for all students.) 5.2b Maintain highly trained & skillful technology technicians. (The scope of services is for all students.) 5.2c Continue to fund 2 Informational Technology Technician positions. 5.2d Provide professional development to technology technicians	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.2a Director of Technology 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Base \$124,300 5.2b Technology technicians. 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Base \$199,130 5.2c Informational Technology Technicians 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$101,720 5.2d Professional Development 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$20,000

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

GOAL 6:	Goal 6; Gateway Unified School District will be fiscally accountable to the public and will allocate resources based on Board goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	6.1 Need : To operate from a balanced budget that allows the District to meet all of the established and prioritized goals set to ensure learning for all students at high levels. Metric: 1st and 2nd Interim reports, audited actuals.
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Goal Applies to:	Schools:	Buckeye School of the Arts, Grand Oaks Elementary, Shasta Lake School, Gateway Educational Options, Mountain Lakes High School, Central Valley High School, Community Day School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015 -2016

Expected Annual Measurable Outcomes:	6.1 Receive a 'Positive Certification' on the Interim 1 & 2 Reports.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 The school district will operate from a balanced budget that allows the District to meet all of the established and prioritized goals to ensure learning for all students at high levels. The Business Dept. will implement a long range fiscal plan.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Business Dept. will implement a long range fiscal plan with a balanced budget. Business Dept. 0614 Sub Program 270 Objects 1000-5999 Base \$478,368

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	6.1 Receive a 'Positive Certification' on the Interim 1 & 2 Reports.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 The school district will operate from a balanced budget that allows the District to meet all of the established and prioritized goals to ensure learning for all students at high levels. The Business Dept. will implement a long range fiscal plan.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Business Dept. will implement a long range fiscal plan with a balanced budget. Business Dept. Objects 4000-5999 0614 District Admin: 1000-3999 Personnel Salaries & Benefits Base \$481,770

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	6.1 Receive a 'Positive Certification' on the Interim 1 & 2 Reports.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 The school district will operate from a balanced budget that allows the District to meet all of the established and prioritized goals to ensure learning for all students at high levels. The Business Dept. will implement a long range fiscal plan.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Business Dept. will implement a long range fiscal plan with a balanced budget. Business Dept. Objects 4000-5999 0614 District Admin: 1000-3999 Personnel Salaries & Benefits Base \$503,690

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Goal 1; Gateway Unified School District will work in partnership with parents and the community to assure that all students meet or exceed state standards. Developing and sustaining high performing schools for all PreK-12 students to graduate career and college ready without remediation.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All students; significant subgroups will be monitored for growth--assuring no major discrepancies in proficiency levels for English Learners, Native Americans, Foster Youth, Children with Special Needs, and children of Low Income.
Expected Annual Measurable Outcomes:	<p>1.1 Students and teachers will have a clear understanding of an established baseline for students scoring proficient and above in core subject areas as measured by district benchmark assessments, and Smarter Balanced Assessment;</p> <p>Pupils will benefit from Common Core aligned materials with text and e-Text sufficiency being maintained at 100%</p> <p>1.2</p> <p>a) The A-G requirement completion rate will increase by 5% annually;</p> <p>b) The number of students enrolled in and passing Advanced Placement (AP) courses will increase by 5% annually;</p> <p>c) The passing rate on AP exams will increase by 5% annually;</p> <p>d) The number of students demonstrating College readiness as measured by the Early Assessment Program (EAP) assessment will increase by 5%;</p> <p>e) Students will continue to have access to a broad course of study which includes but not limited to Foreign Language classes, CTE courses, Visual and Performing Arts courses.</p> <p>1.3 The number of students reading at or above grade level at the start of the year will increase by 5% at the end of the school year,</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1.1 Baselines for SBAC will be release by July 31. District benchmark assessments will not identify target scores for each trimester until results from SBAC can be analyzed and backward mapped. Sixth grade through second year high school math classes have Common Core aligned math materials. Grades K-5 and third year high school math classes will have Common Core aligned math materials beginning 2015-16 school year.</p> <p>1.2 a) A-G completion rate increased by 6.5% to 39.5% b) The number of students enrolled Advanced Placement (AP) classes and passing AP courses c) The passing rate data on the AP exams will not be available until July d) The Early Assessment Program (EAP) assessment was not given --will wait to establish baseline with SBAC grade 11 assessment; e) Foreign Language classes, CTE courses, Visual and Performing Arts courses are available for all student schedules.</p> <p>1.3 The number of students reading at or above grade level at the start of the year will increase by 5% at the end of the school year, as measured by AIMSWEB. Our established baselines per grade level for at or above grade level on the Winter Assessment plus the percentage of increase or decrease from the fall assessment. Spring assessment data is not complete. TK / K: LN (letter name) 60% no change -- LS (letter sound) 69% no change Grade 1 Phonemic Segmentation 26% decline of 43% -- Fluency 46% decrease of 5%</p>

<p>as measured by the district adopted reading assessment, AIMSWEB;</p> <p>1.4 A minimum of 15 teachers will attend the PLC professional development conference annually—with an eventual goal of all certificated staff participating in PLC training;</p> <p>1.5 Pupils will benefit from teachers who are trained in ELD strategies and implementing new ELD standards. Our goal is to maintain above-state averages for English learner reclassification rates and students showing progress as measured on the CELDT;</p> <p>1.6 CDE Non-Compliance Report, SEIS percentage of time student are in general education classes will increase, student performance will increase as measured by district and state targeted measure;</p> <p>1.7 Students in this subgroup and their teachers will have a clear understanding of an established baseline for students scoring proficient and above in core subject areas as measured by district benchmark assessments, and Smarter Balanced Assessment; a goal for a 5% increase in the number of Native American students demonstrating proficiency in core subjects will be established after baseline data is collected.</p>	<p>Grade 2 Fluency 57% increase of 4% -- Comprehension 49% increase of 4%</p> <p>Grade 3 Fluency 56% decrease of 4% -- Comprehension 46% increase of 3%</p> <p>Grade 4 Fluency 50% decrease of 3% -- Comprehension 55% decrease of 1%</p> <p>Grade 5 Fluency 68% increase of 4% -- Comprehension 55% decrease of 6%</p> <p>Grade 6 Fluency 66% no change -- Comprehension 57% decrease of 3%</p> <p>Grade 7 Fluency 68% increase of 1% -- Comprehension 52% decrease of 6%</p> <p>Grade 8 Fluency 68%% increase of 1% -- Comprehension 46% increase of 3%</p> <p>Grade 9 At-Risk (42 students) Fluency 28% baseline -- Comp. 27% baseline</p> <p>1.4 34 certificated staff members attended the PLC professional development conferences. (41% of certificated staff now trained)</p> <p>1.5 English learner reclassification rate: 6.9% 2013-14 baseline-- currently testing students for 2014-15</p> <p>1.6 The CDE Non-Compliance Report showed 'no errors'; 37.2% of the students are in the general education classes 80% or more of the time according to the most recent state data (Dec. 2012).</p> <p>1.7 Baselines for district and SBAC assessments will be determined this summer. Native American subgroup will be disaggregated to create a baseline at that time.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.1 All students will receive high quality Common Core classroom instruction, curriculum and assessment practices, promoting college and career readiness, while increasing the number of students that demonstrate proficiency in core subjects through the following actions:</p>	<p>1.1a Projected need of 135.15 FTE certificated staff. 1000-3999 Personnel Salaries And Benefits Base \$8,137,682</p> <p>1.1b 5000-5999 Common Core \$40,000; 5000-5999, Title I \$5,000; 0000 Misc Unrestricted: 1000-3999 Personnel Salaries & Benefits</p>	<p>1.1a Gateway USD employed 132.35 certificated teacher and administrator workforce. (The scope of services is for all students.)</p>	<p>1.1a 0000 Misc Unrestricted: 1000-3999 Personnel Salaries & Benefits Base \$10,017,067</p> <p>1.1b 5000-5999 Common Core \$49,323; Title I \$13,357 0000 Misc Unrestricted: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$109,723</p>

<p>1.1a Employ certificated teacher and administrator workforce sufficient to staff classrooms based on enrollment. (The scope of services is for all students.)</p>	<p>Supplemental/Concentration \$73,703</p>	<p>1.1b Professional development on implementing Common Core Standards and Instructional Strategies was provided using Lesson Study design (SCOE), various SCOE led PD, release time for PLCs, Northern California Writing Project, Common Formative Assessment training with Cassandra Erkins and site-led PD.</p>	<p>1.1c 5000-5999 Common Core \$28,400 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$9,100</p>
<p>1.1b Provide professional development on implementing Common Core Standards and Instructional Strategies.</p>	<p>1.1c 5000-5999 Common Core \$20,000 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$2,500</p>	<p>1.1c Staff training on the use of the one to one technology was provided during the summer of 2014 and on 'Tech Tuesdays' throughout the school year.</p>	<p>1.1d 5000-5999 Title I \$125,000 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$311,465</p>
<p>1.1c Provide staff training on the use of the one to one technology to best enhance the quality of services and learning for all.</p>	<p>1.1d 5000-5999, Title I \$125,000; 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$374,720</p>	<p>1.1d Purchased (leased) one to one technology devices for each student grades 2-12 and each instructor, with sets of 10 student devices in each K-1 classroom. Purchased wireless lease to support infra-structure of one to one initiative.</p>	<p>1.1e 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$3,478</p>
<p>1.1d Purchase/lease of one to one technology devices for each student grades 2-12 and each instructor, with sets of 10 student devices in each K-1 classroom. Purchased wireless lease to support infra-structure of one to one initiative.</p>	<p>1.1e 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$13,000</p>	<p>1.1e Gave state mandated assessments, and proceeded to adopt district benchmark assessments for core subjects and scheduled assessments. An analysis of the assessment data in grades 3-8 demonstrated a need for changes in the benchmark assessment questions--a task force will revise benchmark assessment during the summer.</p>	<p>1.1f 5000-5999 Title I \$3,232 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$0</p>
<p>1.1e State mandated assessments, and adopted district benchmark assessments for core subjects, scheduling assessment and data analysis dates.</p>	<p>1.1f 5000-5999, Title I \$5,000; 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$7,500</p>	<p>1.1f Additional staff development was provided on Smarter Balanced Assessment and the use of Illuminate assessment and data system.</p>	<p>1.1g 0602 Instructional Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$14,539</p>
<p>1.1f Provide additional staff development on Smarter Balanced Assessment and the use of Illuminate assessment and data system.</p>	<p>1.1g 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$12,500</p>	<p>1.1g Professional Learning Community (PLC) time was provided for vertical and horizontal alignment of essential reading and math standards, materials, and formative assessments.</p>	<p>1.1h 4000-4999 Restricted Lottery \$0 0105 Regular Education: 4000-4999 Books & Supplies Supplemental/Concentration \$115,983</p>
<p>1.1g Provide Professional Learning Community (PLC) time for vertical and horizontal alignment of essential reading and math standards, materials, and formative assessments.</p>	<p>1.1h 4000-4999 Restricted Lottery \$25,000; 0105 Regular Education: 4000-4999 Books & Supplies Supplemental/Concentration \$200,000</p>		<p>1.1i Next Generation Science Standards No extra cost</p>
	<p>1.1i 5000-5999 Title II \$5,000; 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$7,500</p>		<p>1.1j 4000-4999 Title I \$5,478 7140 Gifted & Talented Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$8,066</p>
	<p>1.1j GATE. 4000-4999 Title I \$5,000; 7140 Gifted & Talented Education: 1000-3999 Personnel Salaries &</p>		

<p>1.1h Pilot and adopt common core math materials K-12; purchase common core support materials for other core subjects.</p> <p>1.1i Implementation of the Next Generation Science Standards (NGSS), providing professional development for teachers and administrators.</p> <p>1.1j Provide opportunities for Science, Technology, Engineering and Math (STEM) activities; Gifted and Talented Education (GATE) & Guest of GATE</p>	<p>Benefits Supplemental/Concentration \$10,000</p>	<p>1.1h Common core math materials were adopted and purchased for grade 6-11. Adoption and purchase of K-5 common core math materials is planned for this summer.</p> <p>1.1i Began implementation of the Next Generation Science Standards (NGSS), through professional development for teachers and administrators.</p> <p>1.1j Provided a stipend to 5 teachers to create opportunities for Science, Technology, Engineering and Math (STEM) after school activities for Gifted and Talented Education (GATE) & Guest of GATE students.</p>													
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<p>1.2 Increase the number of student graduates college and career ready.</p> <p>1.2a Sites will develop individual plans to promote a culture of college and career readiness that includes opportunities for students to visit college campuses, technical institutes, and private business. Scope of Service is for ALL</p>	<p>1.2a 1000-3999 Title I \$2,000 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$5,000</p> <p>1.2b No additional cost to projected FTE certified staff</p> <p>1.2c 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration</p>	<p>1.2a Sites developed action plans which included promoting a culture of college and career readiness with opportunities for students to visit college campuses, technical institutes, and private business.</p> <p>1.2b Offered more sections for Honors and Advanced Placement (AP) courses on the High School Master Schedule. Extended some AP courses from a semester course to a year-long course.</p>	<p>1.2a 1000-3999 Title I \$2,250 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$1,457</p> <p>1.2b cost included in 1.1a</p> <p>1.2c 5000-5999 Title I \$7,331; 5000-5999 Title II \$1,466 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$4,921</p>												

<p>1.2b Offer more sections for Honors and Advanced Placement (AP) courses on the High School Master Schedule. Extend some AP courses from a semester course to a year-long course.</p> <p>1.2c Extend Advancement Via Individual Determination (AVID) course opportunities to include grades 6-10; provide ongoing training for teachers and administrators in the AVID process.</p> <p>1.2d The district will pay a portion of the AP exam fees for all students not qualifying for state fee waivers.</p> <p>1.2e The district will pay for all 11th graders to take the Academic College Testing (ACT) exams.</p> <p>1.2f Provide opportunities for summer school credit recovery using Plato</p> <p>1.2g Provide support for summer school credit recovery.</p>	<p>\$30,000</p> <p>1.2d 4000-4999, Base \$5,000 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$5,000</p> <p>1.2e 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$8,000</p> <p>1.2f 0167 Summer School: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$6,800</p> <p>1.2g 0167 Summer School: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$5,200</p>	<p>1.2c Advancement Via Individual Determination (AVID) courses were maintain but not extended into additional grade levels; provided ongoing training for teachers and administrators in the AVID process.</p> <p>1.2d The district paid the AP exam fees for all students not qualifying for state fee waivers--less \$12.</p> <p>1.2e The district paid any 11th grader's Academic College Testing (ACT) exam fees.</p> <p>1.2f Provided opportunities for summer school credit recovery</p> <p>1.2g Provided support for summer school credit recovery.</p>	<p>1.2d 4000-4999 Base \$0 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$10,354</p> <p>1.2e 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$0</p> <p>1.2f 0174 Computer Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$0</p> <p>1.2g 0167 Summer School: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$6,242</p>				
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<p>1.3 Increase the number of students reading at or above grade level.</p> <p>1.3a Create two instructional coaching positions to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching.</p> <p>1.3b Select district reading assessment tool(s) to be used K-12; schedule reading assessment dates and data analysis dates.</p> <p>1.3c Align Tier 1 reading instructional strategies across the district (vertically and horizontally).</p> <p>1.3d Identify Tier 2 reading instructional strategies and develop a plan & schedule for implementation at all sites for all students of need.</p>	<p>1.3a 1000-3999 Title II \$135,000; 0129 Remedial/Intensive Programs: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$17,500</p> <p>1.3b 0121 Pupil Testing: 4000-4999 Books & Supplies Supplemental/Concentration \$24,000</p> <p>1.3c 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$10,000</p> <p>1.3d 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$5,000</p>	<p>1.3a Created one full-time instructional coaching position for K-5 and two instructional coaching positions for 6-12 that are 50% classroom teacher / 50% instructional coach to help teachers analyze assessment data, align best instructional practices, and receive instructional coaching.</p> <p>1.3b Purchased AIMSWEB reading assessment to be used K-9; scheduled reading assessment dates and data analysis dates.</p> <p>1.3c Aligned Tier 1 reading essential standards across the district (vertically and horizontally).</p> <p>1.3d In progress to identify Tier 2 reading instructional strategies and develop a plan & schedule for implementation at all sites for all students of need--expected completion is 2015-16.</p>	<p>1.3a 1000-3999 Title II \$166,185 0129 Remedial/Intensive Programs: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$21,502</p> <p>1.3b 0121 Pupil Testing: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$15,099</p> <p>1.3c 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$0</p> <p>1.3d 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$0</p>
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<p>1.4 Teachers and administration will participate in collaborative decision making, aligning best instructional practices, and building collegial support through the Professional Learning Community (PLC) process.</p> <p>1.4a Minimum Day Mondays allow for scheduled collaborative time (PLCs). Scope of Service is for ALL</p> <p>1.4b Provide additional planning and work days for PLCs.</p> <p>1.4c Provide PLC professional development to additional staff members and provide ongoing training for the PLC process and PLC leadership.</p>	<p>1.4a (No associated cost -- PLC time is built into district calendar and school schedules for certified staff.)</p> <p>1.4b 1000-3999 Title 1 \$5,000 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$20,540</p> <p>1.4c 5000-5999 Common Core \$20,000; 0602 Instructional Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$40,000</p>	<p>1.4a Two Minimum Day Mondays per month scheduled for collaborative time (PLCs).</p> <p>1.4b Provided additional planning and work days for PLCs.</p> <p>1.4c Provided PLC professional development to 59 additional staff members and provided ongoing training for the PLC process and PLC leadership.</p>	<p>1.4b 1000-3999 Title I \$348 0105 Regular Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$17,337</p> <p>1.4c 5000-5999 Common Core 0602 Instructional Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$35,524</p>				
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<p>1.5 Improve the proficiency of English Learner pupils using best practices, adopted English language development standards, and state approved instructional materials.</p>	<p>1.5a 0130 English Language Learners: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$152,000</p> <p>1.5b 0130 English Language</p>	<p>1.5a Provided continued services for English Learner pupils in grades TK-12; one full-time certificated teacher and 3 paraprofessionals.</p>	<p>1.5a 0130 English Language Learners: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$167,624</p> <p>1.5b 0130 English Language Learners: 4000-4999 Books & Supplies</p>				

<p>1.5a Provide continued services for English Learner pupils in grades TK-12.</p> <p>1.5b Provide state approved instructional materials.</p>	<p>Learners: 4000-4999 Books & Supplies Supplemental/Concentration \$18,381</p>	<p>1.5b Provided state approved instructional materials.</p>	<p>Supplemental/Concentration \$6,222</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.6 Ensure that all students with disabilities have services that are provided for those students identified in the program throughout the year. This is inclusive of Low Income & English Learner Special Needs students, which make up the majority of this subgroup.</p> <p>1.6a The Special Education Dept. will oversee the responsibilities for developing and implementing annual action plans and services within the Special Education Program. Scope of Service is for ALL</p> <p>1.6b Increase the the number of working days for the Director of Special Education to ensure supervision of the program through the Extended School Year (ESY).</p> <p>1.6c Increase Speech Pathologist services for students in the Gateway District.</p>	<p>1.6a 1000-3999 Resource 3310-Federal Spec. Ed. \$517,829 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Base \$1,277,520</p> <p>1.6b 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$5,460</p> <p>1.6c 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$32,144</p> <p>1.6d 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$32,144</p> <p>1.6e 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$42,027</p> <p>1.6f 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits</p>	<p>1.6a The Special Education Dept. will oversee the responsibilities for developing and implementing annual action plans and services within the Special Education Program.</p> <p>1.6b Increase the the number of working days for the Director of Special Education to ensure supervision of the program through the Extended School Year (ESY).</p> <p>1.6c Increase Speech Pathologist services for students in the Gateway District.</p> <p>1.6d Increase Speech Pathologist services for students in the Great Partnership.</p>	<p>1.6a 1000-3999 IDEA \$524,391 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Base \$1,332,441</p> <p>1.6b 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$6,412</p> <p>1.6c 6500 Special Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$46,935</p> <p>1.6d 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$22,436</p> <p>1.6e 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$0</p> <p>1.6f 9010 GREAT Partnership: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$0</p>

<p>1.6d Increase Speech Pathologist services for students in the Great Partnership.</p> <p>1.6e Increase School Psychologist services in the Gateway District.</p> <p>1.6f Increase School Psychologist services in the Great Partnership.</p>	<p>Supplemental/Concentration \$42,027</p>	<p>1.6e A School Psychologist position was advertised throughout the school year but no candidate with the appropriate credentials applied--the position remains unfilled.</p> <p>1.6f A School Psychologist position was advertised throughout the school year but no candidate with the appropriate credentials applied--the position remains unfilled.</p>													
<table border="1"> <tr> <td data-bbox="86 618 233 695">Scope of Service</td> <td data-bbox="233 618 562 695">LEA Wide</td> </tr> <tr> <td colspan="2" data-bbox="86 695 562 760"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="86 760 562 976"> 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) </td> </tr> </table>	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)			<table border="1"> <tr> <td data-bbox="1031 618 1178 695">Scope of Service</td> <td data-bbox="1178 618 1520 695">LEA Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 695 1520 760"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1031 760 1520 976"> 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) </td> </tr> </table>	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)		
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<p>1.7 Native American pupils will be exposed to best instructional practices and instructional materials related to Native American culture.</p>	<p>1.7 also obj. 4000-4999 1000-3999 Personnel Salaries And Benefits ECE \$50,491</p>	<p>1.7 Provided services (1 Indian Education Coordinator and 1 paraprofessional) and purchased instructional materials for Native American pupils.</p>	<p>1.7 also obj. 4000-4999 1000-3999 Personnel Salaries And Benefits ECE \$28,924</p>												
<table border="1"> <tr> <td data-bbox="86 1138 233 1214">Scope of Service</td> <td data-bbox="233 1138 562 1214">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="86 1214 562 1279"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="86 1279 562 1490"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American Students of all groups</u> </td> </tr> </table>	Scope of Service	LEA-Wide	<input type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American Students of all groups</u>			<table border="1"> <tr> <td data-bbox="1031 1138 1178 1214">Scope of Service</td> <td data-bbox="1178 1138 1520 1214">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 1214 1520 1279"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1031 1279 1520 1490"> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American Students of all groups</u> </td> </tr> </table>	Scope of Service	LEA-Wide	<input type="checkbox"/> All		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Native American Students of all groups</u>		
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Scope of Service	LEA Wide Targeted Subgroups: LI, EL/RFEP and FY		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Scope of Service	LEA Wide Targeted Subgroups: LI, EL/RFEP and FY			
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing and assessing the effectiveness of sub-goals and action steps, the following highlights and changes have been taken into consideration for the 2015-16 LCAP goals, actions, services and expenditures. 1.1 <ul style="list-style-type: none"> • -With the Deployment of 1:1 devices, there is a need for greater support in the way of professional development and coaching for teachers, as well as technical support personnel. • -The District benchmark assessments provided through Illuminate software were ineffective. The district will focus on using NWEA assessments this coming year. • -Providing detailed staff development on Smarter Balanced Assessment and the use of Illuminate assessment was difficult. The newness of the SBAC and not having previous experiences with the actual assessment made it difficult to establish the proper staff development. • -Teachers were able to pilot and make recommendations for Math adoption, which will be presented to the school board in August. • -The district began implementing NGSS as well as building MakerSpace room for STEM and STEAM activities. 			

	<p>1.2 The high school was successful in offering more AP courses and using funds to pay a portion of the AP exam fees—as a result more students took the AP exam than in past years and more students passed the exams than in past years.</p> <p>1.3 With the purchase of AIMSWEB as a reading assessment tool, the focus was to increase the number of students reading at or above grade level, and help all students gain more than a year’s growth. This was not accomplished in part because the AIMSWEB tool is not diagnostic. We have decided to purchase the use of Northwestern Education Assessments and no longer use AIMSWEB. We will also be sending site teams to RTI training to develop each sites’ intervention plan to be fully implemented by 2016-17 school year.</p> <p>1.4 PLC process is providing a layer of collaborative support and professionalism that has not existed in the district—the process is our most effective tool for implementing meaningful Common Core Standards lessons.</p> <p>1.5 Our overall success with English Learner students continues. It is difficult to look at data for one year because our numbers are low. This is an area that we measure over a few year and results have been positive.</p> <p>1.6 We were able to increase Speech and Pathologist services to our students with special needs. However, we were unsuccessful at hiring an additional School Psychologist. We will continue to advertise the position for this coming year.</p>
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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	Goal 2; Gateway Unified School District students/staff will learn and work in a safe, supportive, and caring environment.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All students; significant subgroups will be monitored for growth--assuring no major discrepancies in suspension, expulsion and attendance levels for English Learners, Native Americans, Foster Youth, Children with Special Needs, and Children of Low-Income. Dropout rates for both middle school and high school will also be monitored. Chronic absenteeism, middle school and high school rates will be monitored for all sub groups.	
Expected Annual Measurable Outcomes:	<p>2.1 Will see a reduction of at least 3% in the number of suspensions and meet the state and county expulsion rate of 0.10 which will be a decrease of 0.10.</p> <p>2.2 Will see an increase in attendance as measured by the P2 reporting. This increase will be approximately 2.4% for the 2014-2015 school year. additionally we will reduce the chronic absenteeism rate district wide from 23.43% 2013-2014 by at least 3% for the 2014-2015 school year. Students that struggle in these areas will have additional resources (i.e., behavioral specialist and counselors) specifically working on intervention strategies to aid the teachers, parents, and students with behavior/attendance issues. Each school site will develop strategies to work with their students and parents to meet these goals. Currently Gateway has a middle school dropout rate of 2.3% and a high school dropout rate of 2.8% (2012-2013) according to Data Quest. The district will work to decrease both the middle school and high school dropout percentages by a minimum of 0.5% over the next three years. Currently CVHS has a graduation rate of 95.40% and MLHS has a rate of 87.80%. Each program will increase their graduation rates by 0.5% over the next three years as measured by the state data obtained from Data Quest.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>2.1 Suspension and expulsion data for 2014-15 is not yet available . (2013-14 -- district suspension rate 7.3 and district expulsion rate 0.1)</p> <p>2.2 Based on A2A program metrics, Gateway USD 'Total Absence Summary' shows a marginal increase of students considered Excellent and Satisfactory from 57.5% last year to 57.6% for 2014-15, students considered Manageable increased from 25.2% to 27.7%, Chronic absences dropped from 17.3% to 14.8%</p> <p>Cohort drop out and graduation rates for 2014-15 are not yet available. (2013-14 -- Central Valley HS cohort graduation rate 93.8 & cohort dropout rate 4.8; Mountain Lakes HS cohort graduation rate 86.6 & cohort dropout rate 11.0)</p>

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.0 Each site will increase school connectedness by providing a socially, physically and emotionally safe environment that is culturally responsive to all students and families.	2.0a Object codes 4000-5999 Base \$125,000 2.0b Bond Funded Object codes 6000-6999 \$915,000	2.0a Deferred maintenance projects, included safety repairs on existing structure, tennis courts, dry rot, repainting safety zones, and ADA path of travel upgrades. 2.0b Modernization projects included a bell and paging system, exploring keyless entry, and campus monitoring (video) systems.	2.0a Object Codes 4000-5999 Base \$154,302 2.0b Bond Funded Object Codes 6000-6999 Base \$554,805
2.0a Deferred maintenance projects, including safety repairs on existing structure, tennis courts, dry rot, repainting safety zones, and ADA path of travel upgrades.			
2.0b Modernization projects include a bell and paging system, exploring keyless entry, and campus monitoring (video) systems.			
Scope of Service	LEA Wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> 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)	
2.1 Decrease the number of student suspensions, expulsions and truancy rates.	2.1a 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$81,111 2.1b 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$59,909	2.1a A Behavioral Specialist position was advertised throughout the school year but no candidate with the appropriate credentials applied--the position remains unfilled. 2.1b System Application Tech provided services to ensure that all data was accurate and provided needed data to track progress.	2.1a 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$0 2.1b 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$63,019
2.1a Hire a Behavioral Specialist to assist with developing positive behavior plans for students. Develop parent programs to assist parents and students with behavior issues. Participate in Student Study Team			

<p>(SST) meetings to assist with establishing good behavior intervention plans. Assist with teacher training on effective classroom strategies for behavior intervention.</p> <p>2.1b System Application Tech will ensure that all data is accurate and will provide all needed data to track progress.</p>															
<table border="1"> <tr> <td data-bbox="86 467 233 545">Scope of Service</td> <td data-bbox="233 467 562 545">LEA Wide</td> </tr> <tr> <td colspan="2" data-bbox="86 545 562 610"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="86 610 562 857"> 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) </td> </tr> </table>	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)			<table border="1"> <tr> <td data-bbox="1031 467 1178 545">Scope of Service</td> <td data-bbox="1178 467 1520 545">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 545 1520 610"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1031 610 1520 857"> 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) </td> </tr> </table>	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)		
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<p>2.2 Each site will increase attendance rates</p> <p>2.2a Purchase and implement Attention2Attendace (A2A) software-- A2A is an attendance intervention and parent communication program Scope of Service is for ALL</p> <p>2.2b Each site will develop strategic plans that will focus on raising the attendance of students. (No associated cost -- existing certified and classified staff will participate in an attendance improvement plan.) For K-8, these strategies may include direct calls home and SST meetings. Scope of Service is for ALL</p>	<p>2.2a 5000-5999 Services And Other Operating Expenditures Base \$23,765</p> <p>2.2b 1000-3999 Personnel Salaries And Benefits Title I \$15,000</p> <p>2.2c 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$500,482</p>	<p>2.2a Purchased and implemented Attention-2 Attendace (A2A) software-- A2A is an attendance intervention and parent communication program</p> <p>2.2b Each site began to develop strategic plans focused on raising the attendance of students. Planning and implementation will continue through the next school year.</p> <p>2.2c Site Counselors collaborated and implemented intervention strategies to aid teachers, parents and students attendance problems.</p>	<p>2.2a 5000-5999 Services And Other Operating Expenditures Base \$24,500</p> <p>2.2b 1000-3999 Personnel Salaries And Benefits Title I \$15,799</p> <p>2.2c 0654 Guidance/Counselors: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$497,798</p>												

2.2c Site Counselors and Behavioral Specialist will collaborate on intervention strategies to aid teachers, parents and students attendance problems.				
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 _ 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 _ Other Subgroups: (Specify)	
Scope of Service	LEA Wide Targeted Subgroups: LI, EL/RFEP and FY		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing and assessing the effectiveness of sub-goals and action steps, the following highlights and changes have been taken into consideration for the 2015-16 LCAP goals, actions, services and expenditures. The district was unsuccessful at hiring a Behavioral Specialist with appropriate experience and credentials. We have decided to fund a K-3 teaching position for students that require extra support to learn appropriate behavior. The district purchased an attendance software program that provides detailed attendance data that will help sites target specific areas for improving student attendance. An analysis of the cohort graduation rates, cohort dropout rates, suspension rates and expulsion rates will take place when the 2014-15 data becomes available.			

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

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

Original GOAL 3 from prior year LCAP:	Goal 3; Gateway Unified School District will engage with the community to meet the District's Mission and Vision.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools:	LEA Wide
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	3.1 Opportunities for stakeholders will be made available and documentation as to participation levels will be tracked. Both District and possible site based surveys will be used to gather input from stakeholders. The District along with sites will use current methods available to communicate with stakeholders, but will also begin to use additional resources (i.e., Radio Station, Facebook and Twitter). Parents, students and other stakeholders will be better informed of the progress academically and have better communication about activities that are taking place on our campuses. This will bring about a stronger working relationship between the school and all stakeholders.	Actual Annual Measurable Outcomes:	Sites submitted site council agendas, minutes and sign-in sheets. The district web page was improved and updated more often. Sites conducted stakeholder surveys.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Communication and participation of stakeholders will increase through ongoing district organizations and committees. 3.1a Each site will ensure site council meets on a monthly basis and has representation from each identified sub group. 3.1b Continue with the district auto dial system to notify students and parents of activities and events.	3.1a (No associated cost.)	3.1a Each site submitted site council agendas, minutes and sign-in sheets on a monthly basis. 3.1b Continue with the district auto dial system to notify students and parents of activities and events.	3.1b 5000-5999 Services And Other Operating Expenditures Base \$5,516
	3.1b 5000-5999 Services And Other Operating Expenditures Base \$5,516		3.1c Unrestricted Lottery Resource 1100 Object 5000-5999 \$6,050
	3.1c Unrestricted Lottery Resource 1100 Object 5000-5999 \$6,050		3.1d Perkins Grant 4000-5999 \$1,655
	3.1d Perkins Grant 4000-5999 \$2,000		3.1e 0614 District Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$300
	3.1e 0614 District Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$300		

<p>3.1c Upgrade District and site web pages for better communication and information.</p> <p>3.1d Maintain and promote the high school radio station.</p> <p>3.1e Each site will conduct annual perception surveys of students, parents, and community. Survey Monkey will be used for the surveys. (The scope of services is for LI, EL & Foster Youth students.)</p>		<p>3.1c Upgraded District and site web pages for better communication and information.</p> <p>3.1d Maintain and promote the high school radio station.</p> <p>3.1e Sites conducted annual perception surveys of students, parents, and community. Survey Monkey will be used for the surveys. (The scope of services is for LI, EL & Foster Youth students.)</p>													
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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)															
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)															
<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>In reviewing and assessing the effectiveness of sub-goals and action steps, the following highlights and changes have been taken into consideration for the 2015-16 LCAP goals, actions, services and expenditures. The district office now monitors each site's level of stakeholder involvement and the opportunities site's provide for involvement. This is a positive step toward gathering stakeholder involvement information with a focus for improvement, however the information is subject to generalizations and doesn't provide concrete measurable data. The district office will assist in the development of site surveys for the purpose of collecting measurable data regarding stakeholder improvement.</p>														

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

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

Original GOAL 4 from prior year LCAP:	Goal 4; Gateway Unified School District will ensure that the work force is highly qualified and well trained.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:		Schools: LEA Wide	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>4.1 All teachers will meet No Child Left Behind (NCLB) and Highly Qualified Teachers (HQT) requirements, currently 96%.</p> <p>4.2 Teachers will participate in professional development activities throughout the year. Having teachers and support personnel better trained will help to ensure that "all students" are learning at high levels.</p> <p>4.3 New teachers will be enrolled in the Beginning Teacher Support and Assessment (BTSA) and Gateway-Teacher Induction Program (G-TIP) programs.</p>		Actual Annual Measurable Outcomes:	<p>4.1 Gateway was unable to hire a qualified math teacher for a 6th grade position. Along with some other course offering that did not allow for the hiring of full-time staff, the percentage of qualified teachers dropped to 92%.</p> <p>4.2 All teachers participated in the two professional development days scheduled on the district calendar--any teachers absent on those days made up the PD under the supervision of the Director of Instructional Services and the site administrator. Over 70% of the certificated staff participated in PD offered within the county or were sent to PD workshop outside the county.</p> <p>4.3 All beginning teachers were enrolled and completed their assigned BTSA goals, and all teachers new to Gateway USD were enrolled in and completed their assigned first or second year of the Gateway-Teacher Induction Program (G-TIP).</p>
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
4.1 The Human Resources Dept. will ensure that all teachers have proper credentials and meet Highly Qualified Teachers (HQT) and No Child Left Behind (NCLB) requirements.	4.1a 0614 District Admin: 1000-3999 Personnel Salaries & Benefits Base \$244,212	4.1a Human Resource department will track and monitor credentials of new employees hired in the district.	4.1a 0614 District Admin: 1000-3999 Personnel Salaries & Benefits Base 251,304	
4.1a Human Resource department will track and monitor credentials of new employees hired in the district.	4.1b (see above for Human Resource Dept. staff cost)	4.1b Human Resource department will track and monitor credentials of current teachers in the district.	4.1b (see above for Human Resource Dept. staff cost)	
	4.1c 5000-5999 Title II, \$2,000 0614 District Admin: 5000-5999 Services & Other Operating Expenditures Base \$8,000		4.1c 5000-5999 Title II, \$618 0614 District Admin: 5000-5999 Services & Other Operating Expenditures Base \$2,308	

<p>4.1b Human Resource department will track and monitor credentials of current teachers in the district.</p> <p>4.1c Human Resource department will continue to participate in professional development opportunities to stay current on changes in law and best practices to ensure a highly qualified staff is maintained.</p>		<p>4.1c Human Resource department will continue to participate in professional development opportunities to stay current on changes in law and best practices to ensure a highly qualified staff is maintained.</p>					
<table border="1"> <tr> <td data-bbox="86 477 233 545">Scope of Service</td> <td data-bbox="233 477 562 545">LEA Wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA Wide		<table border="1"> <tr> <td data-bbox="1031 477 1178 545">Scope of Service</td> <td data-bbox="1178 477 1520 545">LEA Wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA Wide	
Scope of Service	LEA Wide						
Scope of Service	LEA Wide						
<p>4.2 Ensure that new teachers will participate in BTSA and the Gateway Teacher Induction Program (G-TIP).</p> <p>4.2a New teachers will be enrolled in the Beginning Teacher Support and Assessment (BTSA) program.</p> <p>4.2b New teachers will be enrolled in the Gateway Teacher Induction Program (G-TIP).</p>	<p>4.2a 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$64,000</p> <p>4.2b ; 5000-5999 Title II, \$500 0614 District Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$5,000</p>	<p>4.2a New teachers will be enrolled in the Beginning Teacher Support and Assessment (BTSA) program.</p> <p>4.2b New teachers will be enrolled in the Gateway Teacher Induction Program (G-TIP).</p>	<p>4.2a 0105 Regular Education: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$41,600</p> <p>4.2b ; 5000-5999 Title II, \$0 0614 District Admin: 5000-5999 Services & Other Operating Expenditures Supplemental/Concentration \$0</p>				
<table border="1"> <tr> <td data-bbox="86 1180 233 1248">Scope of Service</td> <td data-bbox="233 1180 562 1248">LEA-Wide</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td data-bbox="1031 1180 1178 1248">Scope of Service</td> <td data-bbox="1178 1180 1520 1248">LEA-Wide</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						

Scope of Service	LEA Wide Targeted Subgroups: LI, EL/RFEP and FY		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing and assessing the effectiveness of sub-goals and action steps, the following highlights and changes have been taken into consideration for the 2015-16 LCAP goals, actions, services and expenditures. Gateway has recently made changes to advertising open positions in an effort to increase a larger number of candidates.. The BTSA and Gateway Teacher Induction Program (G-TIP) were useful support programs for beginning teachers and teachers new to our district. Through end-of-the-year surveys we will be making improvements to the Gateway Teacher Induction Program.			

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

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

Original GOAL 5 from prior year LCAP:	Goal 5; Gateway Unified School District will provide and maintain facilities and grounds that enhance student learning and accommodate student capacity.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools:	LEA Wide
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	5.1 The physical learning environment is a key component to student achievement. Having well maintained facilities will contribute to the positive learning environment for all students. Additional revenue will be used to upgrade security and facilities. Currently 100% of school sites have an overall "Good" status on the 2013-2014 School Accountability Report Card in terms of the School facility good repair status report. The goal is to maintain this rating for the 2014-15 school year as measured by the SARCS.	Actual Annual Measurable Outcomes:	Maintained a "Good" status for the 2014-15 SARC report. Develop a 10-year maintenance plan. Allocate resources for improvements as a result of insurance inspection recommendations.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
5.1 Facilities will be maintained to meet the educational needs of all students. All facilities will be maintained in good repair, inspected with results reported in School Accountability Report Cards (SARCs).	5.1a Objects 4000-5999 8150 Maintenance: 1000-3999 Personnel Salaries & Benefits Base \$602,570	5.1a Continued with the development and implementation of the 10 year facilities plan. Maintenance Dept.	5.1a Objects 4000-5999 8150 Maintenance: 1000-3999 Personnel Salaries & Benefits Base \$638,209	
	5.1b (See Maintenance Dept. cost above)		5.1b District employed maintenance, grounds, and custodial staffing, and purchased supplies to maintain and repair facilities.	5.1b (See Maintenance Dept. cost above)
	5.1c (No associated cost)		5.1c Site inspections were performed monthly.	5.1c (No associated cost)
5.1a Continue with the development and implementation of the 10 year facilities plan. Maintenance Dept.				
5.1b District employs maintenance, grounds, and custodial staffing, and purchases supplies to maintain and repair facilities.				

<p>5.1c Site inspections to be performed monthly.</p>			
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.1d Increase the number of working days for the food/maintenance secretary from 204 days to 261 days to match the same working schedule of the supervisor of maintenance.</p>	<p>5.1d 8150 Maintenance: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$8,736</p>	<p>5.1d Increased the number of working days for the food/maintenance secretary from 204 days to 261 days to match the same working schedule of the supervisor of maintenance.</p>	<p>5.1d 8150 Maintenance: 1000-3999 Personnel Salaries & Benefits Supplemental/Concentration \$11,028</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.2 The Technology Department will maintain a highly secure technology infrastructure and the sound security processes to take advantage of the power of technology to improve learning outcomes for all students.</p>	<p>The Director of Technology will oversee the supervision of the technology technicians and implement the district technology plan. 0174 Computer Education: 1000-3999 Personnel Salaries &</p>		<p>0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Base \$110,754</p> <p>0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Base \$174,554</p>

	Benefits Base \$107,168 Maintain highly trained & skillful technology technicians. 0174 Computer Education: 1000-3999 Personnel Salaries & Benefits Base \$168,795		
Scope of Service: LEA Wide <hr/> <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)		Scope of Service: LEA Wide <hr/> <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)	
Scope of Service: LEA Wide Targeted Subgroups: LI, EL/RFEP and FY <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	In reviewing and assessing the effectiveness of sub-goals and action steps, the following highlights and changes have been taken into consideration for the 2015-16 LCAP goals, actions, services and expenditures. Beginning the 2015-16 school year, base funding would be a more appropriate funding source for the increased number of working days for the food/maintenance secretary. The Technology Department will need more resources to support the one-to-one technology initiative of the district. School sites maintained a "Good" status for the 2014-15 SARC report. The Facilities Director retired during the school year before the 10-year maintenance plan was completed. the new director will complete the plan this next year. The insurance inspection did not make any major recommendations for facilities improvements.		

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

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

Original GOAL 6 from prior year LCAP:	Goal 6; Gateway Unified School District will be fiscally accountable to the public and will allocate resources based on Board goals.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	LEA Wide		
Expected Annual Measurable Outcomes:	6.1 Allocating resources with student's achievement and needs of students as the focus will ensure that all students will have the best learning environment to be successful.		Actual Annual Measurable Outcomes:	Received a 'Positive Certification' on the Interim 1 & 2 reports, and audited actuals. Deficit spending was indicated in the budget but current budget information shows it will be much lower than projected or there will be no deficit spending.
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
6.1 The school district will operate from a balanced budget that allows the District to meet all of the established and prioritized goals to ensure learning for all students at high levels. 6.1a Develop and implement a long range fiscal plan. Business Dept.	6.1a Objects 4000-5999 0614 District Admin: 1000-3999 Personnel Salaries & Benefits Base \$463,185		6.1a Developed and implemented a long range fiscal plan. Business Dept. 6.1a Objects 4000-5999 0614 District Admin: 1000-3999 Personnel Salaries & Benefits Base \$464,196	
Scope of Service	LEA Wide		Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

In reviewing and assessing the effectiveness of sub-goals and action steps, the following highlights and changes have been taken into consideration for the 2015-16 LCAP goals, actions, services and expenditures.
If deficit spending does occur, the district reserve will be used. A long-range fiscal plan must be completed this following year, and include a detailed plan for staffing needs based on projected enrollment and attendance data, with potential 'triggers' for spending cuts.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,283,483</u>
The district’s unduplicated population represents 75% of students. The district plans to use the supplemental/concentration funds generated by these students as outlined in Section 2. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support the 1:1 Digital Learning Initiative, professional learning communities (PLC’s) and staff professional development. The district also plans to expand the Reach Program to serve students grade K – 6 and add Behavioral Para Professionals to support the RTI plan. Reading improvement is a central focus with plans to hire a Reading Specialist to provide instructional support. The district will offer a summer tutoring program primarily targeting the unduplicated pupils but offered to all low performing students. Also, the district will use funds to provide districtwide counseling services.	

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.

18.7	%
The district plans to spend \$3,289,419 to provide the services described above. These services will be provided districtwide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted as they exceed the targeted amount of \$3,283,483.	

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).

01-13-15 [California Department of Education]