

Introduction:

LEA: New Hope Elementary School District **Contact (Name, Title, Email, Phone Number):** Janet Stemier, Superintendent, jstemier@sjcoe.net, 209-794-2376 **LCAP Year:** 2016-17

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>New Hope Elementary is a single school District located in the rural town of Thornton. New Hope Elementary is represented by approximately 127 families, with an unduplicated pupil count of 100%. The demographics of the student body are: 96% FRMP, 55% EL, 14.8% Disabilities, and 1.4% Foster Youth.</p> <p>Monthly parent involvement events are held for the purpose of providing parents with ways to assist their child’s academic success and increase parent</p>	

engagement. at the school site. New Hope Elementary also houses the Thornton Community Center, which is funded by the Human Services Agency of San Joaquin County. The Thornton Community Center offers assistance to families in need, and provides student centered activities throughout the year, including a Summer enrichment program.

- Staff Meetings

- A. September 16
- B. December 2
- C. December 9
- D. January 13
- E. February 10
- F. April 6

- School Site Council

- A. November 12
- B. January 20
- C. February 10
- D. March 9
- E. April 20

- District English Learner Advisory Committee

- A. January 20
- B. February 10
- C. March 9
- D. April 20

- Board Meetings

- A. September 8
- B. October 12

- Staff Meetings - Certificated and Classified Staff, including members of the local bargaining unit were involved in the development of the LCAP

- A. Budget and Chromebooks
- B. Staff Looked at past and revised "Goal Statements"
- C. Went over 2015-16 Goals (in depth) and what they mean as a school
- D. Discussed budget items that fall within the goal statements
- E. Worked on Needs Assessments
- F. Summer school and professional learning week in July

- School Site Council - Parents and Community involved in the development of the LCAP

- A. Introduction of the LCAP, and what is to come in future meetings
- B. Review the plan and discuss budget items that fall within that goal
- C. Worked on Needs Assessments
- D. Reviewed Needs Assessments and collected further suggestions
- E. Discussed budget items and Chromebook purchase

- District English Learner Advisory Committee - Parents of English learners involved in the development of the LCAP

- A. Review the plan and discuss budget items that fall within that goal
- B. Worked on Needs Assessments
- C. Reviewed Needs Assessments and collected further suggestions
- D. Discussed budget items and Chromebook purchase

- Board Meetings

- A. Update on LCAP with SJCOE
- B. Discussion of possible needs and current budget items
- C. Present revision of goals, solicit input
- D. Confirm goals and what that could look like

<p>C. November 16 D. December 7 E. January 11 F. February 10 G. March 7 H. April 11 I. June 6 J. June 7</p> <ul style="list-style-type: none"> • Student Engagement <p>A. May 5 – 7th grade B. May 6 - 6th grade</p>	<p>E. Review budget and future input F. Worked on Needs Assessments G. Review Needs Assessments and input from stakeholders H. Report out current status and future expenditures I. LCAP and Budget Review and Comment J. LCAP and Budget approval</p> <ul style="list-style-type: none"> • Student Engagement - 7th and 8th grade students involved in the development of the LCAP <p>A. Discussion of upcoming school year and suggestions of what they would like to see happen B. Discussion of upcoming school year and suggestions of what they would like to see happen</p>
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<p>Annual Update: The LCAP process began with Stakeholders reviewing student data linked to the 15-16 state priority metrics and actions/services. Based on achievement data and the need for students to be proficient in technology, new goals and metric statements were developed.</p> <p>Twenty-seven Stakeholder engagement opportunities were offered during the 15-16 school year, giving committee members the opportunity to contribute ideas towards Goal 1 - Student Achievement, Goal 2 - Technology and Goal 3 - Parent Involvement/School Climate.</p> <p>Six staff meetings, certificated (bargaining unit) and classified staff (unrepresented) were led through the review and update process. Information and ideas discussed were shared with the parent advisory committees.</p> <p>Students in 6th and 7th grades were involved in the LCAP process, sharing ideas and suggestions for additional programs and services</p>	<p>Annual Update: Through Stakeholder engagement, three new goals were developed with a primary focus on student technology in goal 2. With Smarter Balanced testing and the need for students to be proficient in keyboarding, goal 2 commits \$136,000 for technology upgrades and services. A local measure was developed and a Scope and Sequence Scale will be used in K-8 grades to determine student proficiency in technology. Weekly keyboarding will be offered to students and a computer lab will be designed to give both students and parents the opportunity to access technology during and after school.</p> <p>In an effort to continue student progress towards English language proficiency, Stakeholders agreed that the contract with SJCOE's Language and Literacy Department will continue. The services provided will consist of professional development for staff and instructional coaching within the classroom.</p> <p>New Hope will continue to review and pilot new curriculum ensuring students have access to standards-aligned materials.</p> <p>In an effort to boost parent engagement on campus a new parent/teacher</p>
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conference sign up system was put into place and will continue in the 16-17 LCAP.

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?

<p>GOAL 1:</p>	<p>New Hope District will provide educational services to meet the academic needs of all students to prepare for college and career readiness.</p>	<p>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 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>New Hope students need:</p> <ul style="list-style-type: none"> • Qualified and trained teachers Data Source: Stakeholder discussions, CALPADS reports • Qualified and trained Paraprofessionals Data Source: Stakeholder and Paraprofessional discussions • Proficiency in the English Language Data Source: Stakeholder discussions, CELDT and Reclassification reports • Career Pathway Opportunities Data Source: Stakeholder discussions • Grade Level Proficiency in English Language Arts, Mathematics and Science Data Source: Stakeholder discussions, CAASPP and CST reports • After School Enrichment Activities Data Source: Stakeholder discussions 	
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups: All Pupils</p>	

LCAP Year 1: 2016-2017

Expected Annual
Measurable
Outcomes:

- State Priority 1: Basic Services

A 100% of teachers appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching, verified by CALPADS. 14-15 baseline data: 100%

B 100% of pupils will have sufficient access to standards-aligned instructional materials, verified by the District Textbook Sufficiency Resolution. 14-15 baseline data: 100%

C 100% of facilities will be maintained in good repair, verified by the Facilities Inspection Tool. 14-15 baseline data: 100%

- State Priority 2: Implementation of State Standards

A 100% of all 8th grade students will receive new College Preparatory Mathematics (Integrated Math Curriculum) to align with the Math curriculum at Galt Joint Union High School District, verified by District Textbook Sufficiency Resolution.

A Pilot and adopt new English Language Arts/English Language Development curriculum for 100% of K-8 classrooms, verified by District Textbook Sufficiency Resolution.

A Teachers will attend training in Common Core Math, verified by Professional learning schedule

B English learners are provided both integrated and 30 minutes of designated English Language Development instruction, using standards-aligned materials which are specifically designed and appropriate to their English proficiency level. GLAD strategies are used during K-4 classroom instruction, verified by EL Master Plan.

B Continue providing ELA/ELD in-class coaching and Professional learning for staff, verified by SJCOE MOU.

- State Priority 4: Pupil Achievement

A 14-15 Smarter Balanced Student Test Results indicate:

Hispanic/Latino subgroups: 29% Met or Exceeds Standards for ELA, verified by CAASPP reports. Students meeting or exceeding standards in ELA will increase by 5%

Hispanic/Latino subgroups: 19% Met or Exceeds Standards for Mathematics, verified by CAASPP reports. Students meeting or exceeding standards in Mathematics will increase by 5%

(88% of Students are of Hispanic or Latino ethnicity, verified through Data Quest)

B The Academic Performance Index was suspended.

C New Hope is a K-8 District and does not participate in UC, CSU or Career Technical programs.

D AMAO 1 - The percent of English learners learning English will increase to 62%, in order to move toward state defined growth expectations of 62%, verified by Title III Accountability Data - CDE.. 14-15 baseline data: 59.6% met AMAO 1

D AMAO 2 - The percent of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will continue to meet or exceed the CELDT criterion for English language proficiency, verified by Title III Accountability Data - CDE. 14-15 baseline data: 31.7% met AMAO 2

D AMAO 2 - The percent of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase to 48%, in order to move toward state defined expectations of 52.8% for meeting the CELDT criterion for English-language proficiency, verified by Title III Accountability Data - CDE. 14-15 baseline data: 46.2% met AMAO 2.

E 10% more English learners will be reclassified using the New Hope re-designation form.. 14-15 baseline data: 0% of English learners were reclassified.

F New Hope is a K-8 District and does not participate in Advanced Placement Exams.

G New Hope is a K-8 District and does not participate in Early Assessment Programs

- State Priority 7: Course Access

A Continue to offer all students access to a broad course of study, including a course in technology and visual and performing arts, verified by CALPADS.

B Continue to offer Unduplicated students access to a broad course of study, including a course in technology and visual and performing arts. English learners are provided daily, designated English Language Development Instruction and students not meeting grade level proficiency are offered academic Intervention programs, verified by CALPADS and the EL Master Plan.

C Students with Exceptional Needs are offered a broad course of study, including a course in technology and visual and performing arts and may also qualify to receive daily, designated English Language Development and academic Intervention programs. Special Education services are provided for qualifying students, verified by SEIS.

- State Priority 8: Other Pupil Outcomes

All students, including the After School Program, will participate in Read Across America. The 2015-16 data indicates that students read 110,000 pages. New Hope students will increase the number of pages read.

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
1.1 Core services to provide/support student education	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	All unrest. Expend. Not incl. in other A/S 1000-1999: Certificated Personnel Salaries Base 1,427,527 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures
1.2 Provide Professional learning in support of student learning which acknowledges and respects cultural and economic diversity. Continue developing and supporting teacher's instructional practices that ensure all students can read text in a manner that promotes a deeper understanding of print as called for in the CCSS and ELD standards. Comprehensive Literacy Developing, implementing and studying CCSS, Technology and NGSS units of study.	Districtwide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Assistants & Professional Development 1000-1999: Certificated Personnel Salaries Supp/Conc 31,249 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures
1.3 Professional learning in support of student learning, which acknowledges and respects cultural and economic diversity. Multilingual MOU, ELD Institute, CLAD certification.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers and Professional Development/Multilingual MOU 1000-1999: Certificated Personnel Salaries Supp/Conc 26,141 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures
1.4 Teachers will continue to provide tutoring connected with the after school program based upon student needs	Districtwide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Supp/Conc 13,232 3000-3999: Employee Benefits

<p>1.5 Summer School Intervention services for targeted students.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teachers and Instructional Aides Materials and Supplies</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supp/Conc 30,145</p> <hr/> <p>2000-2999: Classified Personnel Salaries</p> <hr/> <p>3000-3999: Employee Benefits</p> <hr/> <p>4000-4999: Books And Supplies</p>
<p>1.6 Maintain additional teacher to keep class size ratio</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher 1000-1999: Certificated Personnel Salaries Supp/Conc 60,649</p> <hr/> <p>3000-3999: Employee Benefits</p>
<p>1.7 Provide Intervention specialist to support student interventions and ELD services, coaching support for teachers, and coordination of parent involvement activities.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)</p>	<p>Intervention Specialist 1000-1999: Certificated Personnel Salaries Supp/Conc 89,374</p> <hr/> <p>3000-3999: Employee Benefits</p>
<p>1.8 Instructional Aides will provide targeted assistance to English learners and Low Income students during the school day, under the direction of the classroom teacher, intervention specialist or the site administrator</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries Supp/Conc 115,156</p> <hr/> <p>3000-3999: Employee Benefits</p>
<p>1.9 Pilot and purchase state-adopted curriculum and standards-aligned supplemental materials.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils</p>	<p>Materials and Training 4000-4999: Books And Supplies Supp/Conc 33,000</p>

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

- State Priority 1: Basic Services
 - A 100% of teachers appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching, verified by CALPADS. 14-15 baseline data: 100%
 - B 100% of pupils will have sufficient access to standards-aligned instructional materials, verified by the District Textbook Sufficiency Resolution. 14-15 baseline data: 100%
 - C 100% of facilities will be maintained in good repair, verified by the Facilities Inspection Tool. 14-15 baseline data: 100%

- State Priority 2: Implementation of State Standards
 - A 100% of all 8th grade students will receive new College Preparatory Mathematics (Integrated Math Curriculum) to align with the Math curriculum at Galt Joint Union High School District, verified by District Textbook Sufficiency Resolution.
 - A Pilot and adopt new English Language Arts/English Language Development curriculum for 100% of K-8 classrooms, verified by District Textbook Sufficiency Resolution.
 - A Teachers will attend training in Common Core Math, verified by Professional learning schedule
 - B English learners are provided both integrated and 30 minutes of designated English Language Development instruction, using standards-aligned materials which are specifically designed and appropriate to their English proficiency level. GLAD strategies are used during K-4 classroom instruction, verified by EL Master Plan.
 - B Continue providing ELA/ELD in-class coaching and Professional learning for staff, verified by SJCOE MOU.

- State Priority 4: Pupil Achievement
 - A 14-15 Smarter Balanced Student Test Results indicate:
 - Hispanic/Latino subgroups: 29% Met or Exceeds Standards for ELA, verified by CAASPP reports. Students meeting or exceeding standards in ELA will increase by 5%
 - Hispanic/Latino subgroups: 19% Met or Exceeds Standards for Mathematics, verified by CAASPP reports. Students meeting or exceeding standards in Mathematics will increase by 5% (88% of Students are of Hispanic or Latino ethnicity, verified through Data Quest)
 - B The Academic Performance Index was suspended.
 - C New Hope is a K-8 District and does not participate in UC, CSU or Career Technical programs.

D AMAO 1 - The percent of English learners learning English will increase to 62%, in order to move toward state defined growth expectations of 62%, verified by Title III Accountability Data - CDE.. 14-15 baseline data: 59.6% met AMAO 1

D AMAO 2 - The percent of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will continue to meet or exceed the CELDT criterion for English language proficiency, verified by Title III Accountability Data - CDE. 14-15 baseline data: 31.7% met AMAO 2

D AMAO 2 - The percent of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase to 48%, in order to move toward state defined expectations of 52.8% for meeting the CELDT criterion for English-language proficiency, verified by Title III Accountability Data - CDE. 14-15 baseline data: 46.2% met AMAO 2.

E 10% more English learners will be reclassified using the New Hope re-designation form.. 14-15 baseline data: 0% of English learners were reclassified.

F New Hope is a K-8 District and does not participate in Advanced Placement Exams.

G New Hope is a K-8 District and does not participate in Early Assessment Programs

- State Priority 7: Course Access

A Continue to offer all students access to a broad course of study, including a course in technology and visual and performing arts, verified by CALPADS.

B Continue to offer Unduplicated students access to a broad course of study, including a course in technology and visual and performing arts. English learners are provided daily, designated English Language Development Instruction and students not meeting grade level proficiency are offered academic Intervention programs, verified by CALPADS and the EL Master Plan.

C Students with Exceptional Needs are offered a broad course of study, including a course in technology and visual and performing arts and may also qualify to receive daily, designated English Language Development and academic Intervention programs. Special Education services are provided for qualifying students, verified by SEIS.

- State Priority 8: Other Pupil Outcomes

All students, including the After School Program, will participate in Read Across America. The 2015-16 data indicates that students read 110,000 pages. New Hope students will increase the number of pages read.

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
1.1 Core services to provide/support student education	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	All unrest. Expend. Not incl. in other A/S 1000-1999: Certificated Personnel Salaries Base 1,448,252 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures
1.2 Provide Professional learning in support of student learning which acknowledges and respects cultural and economic diversity. Continue developing and supporting teacher's instructional practices that ensure all students can read text in a manner that promotes a deeper understanding of print as called for in the CCSS and ELD standards. Comprehensive Literacy Developing, implementing and studying CCSS, Technology and NGSS units of study.	Districtwide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Assistants & Professional Development 1000-1999: Certificated Personnel Salaries Supp/Conc 32,164 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures
1.3 Professional learning in support of student learning, which acknowledges and respects cultural and economic diversity. Multilingual MOU, ELD Institute, CLAD certification.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers and Professional Development/Multilingual MOU 1000-1999: Certificated Personnel Salaries Supp/Conc 26,156 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures
1.4 Teachers will continue to provide tutoring connected with the after school program based upon student needs	Districtwide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Supp/Conc 15,253 3000-3999: Employee Benefits

<p>1.5 Summer School Intervention services for targeted students.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teachers and Instructional Aides Materials and Supplies</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supp/Conc 30,642</p> <hr/> <p>2000-2999: Classified Personnel Salaries</p> <hr/> <p>3000-3999: Employee Benefits</p> <hr/> <p>4000-4999: Books And Supplies</p>
<p>1.6 Maintain additional teacher to keep class size ratio</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher 1000-1999: Certificated Personnel Salaries Supp/Conc 62,999</p> <hr/> <p>3000-3999: Employee Benefits</p>
<p>1.7 Provide Intervention specialist to support student interventions and ELD services, coaching support for teachers, and coordination of parent involvement activities.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Intervention Specialist 1000-1999: Certificated Personnel Salaries Supp/Conc 92,082</p> <hr/> <p>3000-3999: Employee Benefits</p>
<p>1.8 Instructional Aides will provide targeted assistance to English learners and Low Income students during the school day, under the direction of the classroom teacher, intervention specialist or the site administrator</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries Supp/Conc 116,673</p> <hr/> <p>3000-3999: Employee Benefits</p>
<p>1.9 Pilot and purchase state-adopted curriculum and standards-aligned supplemental materials.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils</p>	<p>Materials and Training 4000-4999: Books And Supplies Supp/Conc 33,000</p>

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- State Priority 1: Basic Services
 - A 100% of teachers appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching, verified by CALPADS. 14-15 baseline data: 100%
 - B 100% of pupils will have sufficient access to standards-aligned instructional materials, verified by the District Textbook Sufficiency Resolution. 14-15 baseline data: 100%
 - C 100% of facilities will be maintained in good repair, verified by the Facilities Inspection Tool. 14-15 baseline data: 100%

- State Priority 2: Implementation of State Standards
 - A 100% of all 8th grade students will receive new College Preparatory Mathematics (Integrated Math Curriculum) to align with the Math curriculum at Galt Joint Union High School District, verified by District Textbook Sufficiency Resolution.
 - A Pilot and adopt new English Language Arts/English Language Development curriculum for 100% of K-8 classrooms, verified by District Textbook Sufficiency Resolution.
 - A Teachers will attend training in Common Core Math, verified by Professional learning schedule
 - B English learners are provided both integrated and 30 minutes of designated English Language Development instruction, using standards-aligned materials which are specifically designed and appropriate to their English proficiency level. GLAD strategies are used during K-4 classroom instruction, verified by EL Master Plan.
 - B Continue providing ELA/ELD in-class coaching and Professional learning for staff, verified by SJCOE MOU.

- State Priority 4: Pupil Achievement
 - A 14-15 Smarter Balanced Student Test Results indicate:
 - Hispanic/Latino subgroups: 29% Met or Exceeds Standards for ELA, verified by CAASPP reports. Students meeting or exceeding standards in ELA will increase by 5%
 - Hispanic/Latino subgroups: 19% Met or Exceeds Standards for Mathematics, verified by CAASPP reports. Students meeting or exceeding standards in Mathematics will increase by 5% (88% of Students are of Hispanic or Latino ethnicity, verified through Data Quest)
 - B The Academic Performance Index was suspended.
 - C New Hope is a K-8 District and does not participate in UC, CSU or Career Technical programs.

D AMAO 1 - The percent of English learners learning English will increase to 62%, in order to move toward state defined growth expectations of 62%, verified by Title III Accountability Data - CDE.. 14-15 baseline data: 59.6% met AMAO 1

D AMAO 2 - The percent of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will continue to meet or exceed the CELDT criterion for English language proficiency, verified by Title III Accountability Data - CDE. 14-15 baseline data: 31.7% met AMAO 2

D AMAO 2 - The percent of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase to 48%, in order to move toward state defined expectations of 52.8% for meeting the CELDT criterion for English-language proficiency, verified by Title III Accountability Data - CDE. 14-15 baseline data: 46.2% met AMAO 2.

E 10% more English learners will be reclassified using the New Hope re-designation form.. 14-15 baseline data: 0% of English learners were reclassified.

F New Hope is a K-8 District and does not participate in Advanced Placement Exams.

G New Hope is a K-8 District and does not participate in Early Assessment Programs

- State Priority 7: Course Access

A Continue to offer all students access to a broad course of study, including a course in technology and visual and performing arts, verified by CALPADS.

B Continue to offer Unduplicated students access to a broad course of study, including a course in technology and visual and performing arts. English learners are provided daily, designated English Language Development Instruction and students not meeting grade level proficiency are offered academic Intervention programs, verified by CALPADS and the EL Master Plan.

C Students with Exceptional Needs are offered a broad course of study, including a course in technology and visual and performing arts and may also qualify to receive daily, designated English Language Development and academic Intervention programs. Special Education services are provided for qualifying students, verified by SEIS.

- State Priority 8: Other Pupil Outcomes

All students, including the After School Program, will participate in Read Across America. The 2015-16 data indicates that students read 110,000 pages. New Hope students will increase the number of pages read.

Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
1.1 Core services to provide/support student education	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	All unrest. Expend. Not incl. in other A/S 1000-1999: Certificated Personnel Salaries Base 1,486,267 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures
1.2 Provide Professional learning in support of student learning which acknowledges and respects cultural and economic diversity. Continue developing and supporting teacher's instructional practices that ensure all students can read text in a manner that promotes a deeper understanding of print as called for in the CCSS and ELD standards. Comprehensive Literacy Developing, implementing and studying CCSS, Technology and NGSS units of study.	Districtwide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers, Assistants & Professional Development 1000-1999: Certificated Personnel Salaries Supp/Conc 33,119 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures
1.3 Professional learning in support of student learning, which acknowledges and respects cultural and economic diversity. Multilingual MOU, ELD Institute, CLAD certification.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers and Professional Development/Multilingual MOU 1000-1999: Certificated Personnel Salaries Supp/Conc 26,256 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures
1.4 Teachers will continue to provide tutoring connected with the after school program based upon student needs	Districtwide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Teachers 1000-1999: Certificated Personnel Salaries Supp/Conc 15,484 3000-3999: Employee Benefits

<p>1.5 Summer School Intervention services for targeted students.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teachers and Instructional Aides Materials and Supplies</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supp/Conc 31,057</p> <hr/> <p>2000-2999: Classified Personnel Salaries</p> <hr/> <p>3000-3999: Employee Benefits</p> <hr/> <p>4000-4999: Books And Supplies</p>
<p>1.6 Maintain additional teacher to keep class size ratio</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Teacher 1000-1999: Certificated Personnel Salaries Supp/Conc 65,445</p> <hr/> <p>3000-3999: Employee Benefits</p>
<p>1.7 Provide Intervention specialist to support student interventions and ELD services, coaching support for teachers, and coordination of parent involvement activities.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)</p>	<p>Intervention Specialist 1000-1999: Certificated Personnel Salaries Supp/Conc 94,890</p> <hr/> <p>3000-3999: Employee Benefits</p>
<p>1.8 Instructional Aides will provide targeted assistance to English learners and Low Income students during the school day, under the direction of the classroom teacher, intervention specialist or the site administrator</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient Other Subgroups: (Specify)</p>	<p>Instructional Aides 2000-2999: Classified Personnel Salaries Supp/Conc 119,269</p> <hr/> <p>3000-3999: Employee Benefits</p>
<p>1.9 Pilot and purchase state-adopted curriculum and standards-aligned supplemental materials.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils</p>	<p>Materials and Training 4000-4999: Books And Supplies Supp/Conc 33,000</p>

		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures
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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 2:</p>	<p>New Hope District is committed to integrating technology into the instructional program, preparing students for college and career pathways.</p>	<p>Related State and/or Local Priorities: 1 2_ 3 4_ 5 6 7 8 COE only: 9 10 Local : Specify <u>Technology Skills:</u> <u>Scope and Sequence Scale</u></p>
<p>Identified Need :</p>	<p>New Hope Students Need:</p> <ul style="list-style-type: none"> • Proficiency in Technology. Data Source: Stakeholder discussions • Access to classroom hardware, software, and web-based curriculum. Data Source: Stakeholder discussions • Computer Lab for students and parents to access digital-age resources to support the instructional practice. Data Source: Stakeholder discussions • Teachers who receive on-going Professional learning in the area of digital tools and resources. Data Source: Staff discussions • Qualified and trained Instructor to operate the computer lab during and after school hours. Data Source: Stakeholder discussions 	
<p>Goal Applies to:</p>	<p>Schools: All Schools</p> <hr style="border-top: 1px dashed black;"/> <p>Applicable Pupil Subgroups: All pupils</p>	

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

Local Measure: Scope and Sequence Scale

- Proficiency

80% of K-2nd grade students will use a word processing application to write, edit, print and save simple assignments, verified by student work samples.

75% of 3rd-5th grade students will demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information, verified by student work samples.

85% of 6th-8th grade students will demonstrate automaticity in keyboarding skills by increasing accuracy and speed, verified by student work samples.

- Ability

75% of K-2nd grade students will use a variety of age- appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas, verified by student work samples.

80% of 3rd-5th grade students will create projects that use text and various forms of graphics, audio and video to communicate ideas, verified by student work samples.

75% of 6th-8th grade students will use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources, verified by student work samples.

- Responsibility

80% of K-2nd grade students will explain responsible uses of technology and digital information; describe possible consequences of inappropriate use, verified by student work samples.

70% of 3rd-5th grade students will explain Fair Use Guidelines for the use of copyrighted materials and giving credit to media creators, verified by student work samples.

70% of 6th-8th grade students will write correct in-text citations and reference lists for text and images gathered from electronic sources, verified by student work samples.

- 7th and 8th grade students will participate in a Robotics program
- 7th and 8th grade students will participate in a STEM program

Goal 2 is new and baseline data will be established in 2016-2017.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Technology Specialist will facilitate weekly classroom instruction for grades K-8th using digital tools to enhance student learning.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>SJCOE MOU: DaVinci Center: Technology Specialist 5000-5999: Services And Other Operating Expenditures Supp/Conc 50,000</p>
<p>2.2 Purchase new technology; Chromebooks, charging cart, teacher computers, mice, headphones, teacher computers and classroom projectors.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supp/Conc 41,000</p>
<p>2.3 Purchase a new portable to house the computer lab</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Drops out in 17-18 6000-6999: Capital Outlay Supp/Conc 45,000</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Local Measure: Scope and Sequence Scale

- Proficiency

80% of K-2nd grade students will use a word processing application to write, edit, print and save simple assignments, verified by student work samples.

75% of 3rd-5th grade students will demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information, verified by student work samples.

85% of 6th-8th grade students will demonstrate automaticity in keyboarding skills by increasing accuracy and speed, verified by student work samples.

- Ability

75% of K-2nd grade students will use a variety of age- appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas, verified by student work samples.

80% of 3rd-5th grade students will create projects that use text and various forms of graphics, audio and video to communicate ideas, verified by student work samples.

75% of 6th-8th grade students will use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources, verified by student work samples.

- Responsibility

80% of K-2nd grade students will explain responsible uses of technology and digital information; describe possible consequences of inappropriate use, verified by student work samples.

70% of 3rd-5th grade students will explain Fair Use Guidelines for the use of copyrighted materials and giving credit to media creators, verified by student work samples.

70% of 6th-8th grade students will write correct in-text citations and reference lists for text and images gathered from electronic sources, verified by student work samples.

- 7th and 8th grade students will participate in a Robotics program
- 7th and 8th grade students will participate in a STEM program

Goal 2 is new and baseline data will be established in 2016-2017.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Technology Specialist will facilitate weekly classroom instruction for grades K-8th using digital tools to enhance student learning.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>SJCOE MOU: DaVinci Center: Technology Specialist 5000-5999: Services And Other Operating Expenditures Supp/Conc 70,000</p>
<p>2.2 Purchase new technology; Chromebooks, charging cart, teacher computers, mice, headphones, teacher computers and classroom projectors.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supp/Conc 41,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

Local Measure: Scope and Sequence Scale

- Proficiency

80% of K-2nd grade students will use a word processing application to write, edit, print and save simple assignments, verified by student work samples.

75% of 3rd-5th grade students will demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information, verified by student work samples.

85% of 6th-8th grade students will demonstrate automaticity in keyboarding skills by increasing accuracy and speed, verified by student work samples.

- Ability

75% of K-2nd grade students will use a variety of age- appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas, verified by student work samples.

80% of 3rd-5th grade students will create projects that use text and various forms of graphics, audio and video to communicate ideas, verified by student work samples.

75% of 6th-8th grade students will use a variety of media to present information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources, verified by student work samples.

- Responsibility

80% of K-2nd grade students will explain responsible uses of technology and digital information; describe possible consequences of inappropriate use, verified by student work samples.

70% of 3rd-5th grade students will explain Fair Use Guidelines for the use of copyrighted materials and giving credit to media creators, verified by student work samples.

70% of 6th-8th grade students will write correct in-text citations and reference lists for text and images gathered from electronic sources, verified by student work samples.

- 7th and 8th grade students will participate in a Robotics program
- 7th and 8th grade students will participate in a STEM program

Goal 2 is new and baseline data will be established in 2016-2017.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Technology Specialist will facilitate weekly classroom instruction for grades K-8th using digital tools to enhance student learning.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>SJCOE MOU: DaVinci Center: Technology Specialist 5000-5999: Services And Other Operating Expenditures Supp/Conc 70,000</p>
<p>2.2 Purchase new technology; Chromebooks, charging cart, teacher computers, mice, headphones, teacher computers and classroom projectors.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supp/Conc 41,000</p>

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

GOAL 3:	New Hope District will create a school environment with shared participation among, staff, parents, and students, which fosters enthusiasm for learning.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local : Specify
Identified Need :	New Hope Students Need: <ul style="list-style-type: none"> • Stakeholders involved in school events Data source: Staff, School Site Council, and DELAC discussions • Increased Home/School Communication Data source: Staff, School Site Council, and DELAC discussions • 100% of parents attending parent/teacher conferences Data source: Administrative and staff discussions • Welcomed and supportive environment Data source: Staff, School Site Council, and DELAC discussions 	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Pupils

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>State Priority 3: Parent Involvement</p> <p>A 100% of families will participate in 1st and 2nd trimester parent/teacher conferences, verified by parent sign-ups. 14-15 baseline data: 1st trimester - 99% 2nd trimester - 100%</p> <p>B Maintain bi-monthly DELAC meetings to encourage parent involvement. 2014-15 baseline: four meetings held</p> <p>C Continue to encourage parents to attend IEP meetings as verified by SEIS. 2014-15 baseline date: 100%</p> <p>State Priority 5: Pupil Engagement</p> <p>A Increase attendance rates by 1%, verified by CALPADS. 14-15 baseline data: 97%</p> <p>B Decrease chronic absenteeism, verified by CALPADS. 14-15 baseline data: 29 students chronically absent</p> <p>C Maintain a 0% Middle school dropout rate, verified by CALPADS.</p> <p>D New Hope is a K-8 District. No data reported for High school dropout rates.</p> <p>E New Hope is a K-8 District. No data reported for High school graduation rates.</p> <p>State Priority 6: School Climate</p> <p>A Decrease suspension rates, verified by CALPADS. 14-15 baseline data: 5 students suspended</p> <p>B Maintain a 0% expulsion rate, verified by CALPADS.</p> <p>C Healthy Kids Survey indicates: 76% of 7th graders feel connected to school 75% of 7th graders feel safe at school 43% of staff feel safe at school Increase the percentage of school connectedness and feelings of safety by 5%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>3.1 Fund an Outreach Specialist who will support increasing student attendance rates, monitor newly enrolled students for successful integration, and provide intervention services for at-risk students. Outreach Specialist will promote a bully prevention program and school climate activities,</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supp/Conc 82,416 3000-3999: Employee Benefits</p>
<p>3.2. Provide increased nursing services provided for students at risk of not receiving medical/nursing services due to lack of insurance or other parent reasons</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc 18,043</p>
<p>3.3 Fund Artist in Residence program to provide Visual and Performing Arts services</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc 7,216</p>
<p>3.4 Provide Intervention specialist to support student interventions and ELD services, coaching support for teachers, and coordination of parent involvement activities.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Cost including in Goal 1-1.7</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	State Priority 3: Parent Involvement
	A 100% of families will participate in 1st and 2nd trimester parent/teacher conferences, verified by parent sign-ups. 14-15 baseline data: 1st trimester - 99% 2nd trimester - 100%
	B Maintain bi-monthly DELAC meetings to encourage parent involvement. 2014-15 baseline: four meetings held
	C Continue to encourage parents to attend IEP meetings as verified by SEIS. 2014-15 baseline date: 100%
	State Priority 5: Pupil Engagement
	A Increase attendance rates by 1%, verified by CALPADS. 14-15 baseline data: 97%
	B Decrease chronic absenteeism, verified by CALPADS. 14-15 baseline data: 29 students chronically absent
	C Maintain a 0% Middle school dropout rate, verified by CALPADS.
	D New Hope is a K-8 District. No data reported for High school dropout rates.
	E New Hope is a K-8 District. No data reported for High school graduation rates.
State Priority 6: School Climate	
A Decrease suspension rates, verified by CALPADS. 14-15 baseline data: 5 students suspended	
B Maintain a 0% expulsion rate, verified by CALPADS.	
C Healthy Kids Survey indicates: 76% of 7th graders feel connected to school 75% of 7th graders feel safe at school 43% of staff feel safe at school Increase the percentage of school connectedness and feelings of safety by 5%	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1	Districtwid	<u>X</u> All	2000-2999: Classified Personnel Salaries Supp/Conc 83,357

<p>Fund an Outreach Specialist who will support increasing student attendance rates, monitor newly enrolled students for successful integration, and provide intervention services for at-risk students. Outreach Specialist will promote a bully prevention program and school climate activities,</p>	<p>e</p>	<p>OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>3000-3999: Employee Benefits</p>
<p>3.2. Provide increased nursing services provided for students at risk of not receiving medical/nursing services due to lack of insurance or other parent reasons</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc 18,043</p>
<p>3.3 Fund Artist in Residence program to provide Visual and Performing Arts services</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc 7,216</p>
<p>3.4 Provide Intervention specialist to support student interventions and ELD services, coaching support for teachers, and coordination of parent involvement activities.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Cost including in Goal 1-1.7</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>State Priority 3: Parent Involvement</p> <p>A 100% of families will participate in 1st and 2nd trimester parent/teacher conferences, verified by parent sign-ups. 14-15 baseline data: 1st trimester - 99% 2nd trimester - 100%</p> <p>B Maintain bi-monthly DELAC meetings to encourage parent involvement. 2014-15 baseline: four meetings held</p> <p>C Continue to encourage parents to attend IEP meetings as verified by SEIS. 2014-15 baseline date: 100%</p> <p>State Priority 5: Pupil Engagement</p> <p>A Increase attendance rates by 1%, verified by CALPADS. 14-15 baseline data: 97%</p> <p>B Decrease chronic absenteeism, verified by CALPADS. 14-15 baseline data: 29 students chronically absent</p> <p>C Maintain a 0% Middle school dropout rate, verified by CALPADS.</p> <p>D New Hope is a K-8 District. No data reported for High school dropout rates.</p> <p>E New Hope is a K-8 District. No data reported for High school graduation rates.</p> <p>State Priority 6: School Climate</p> <p>A Decrease suspension rates, verified by CALPADS. 14-15 baseline data: 5 students suspended</p> <p>B Maintain a 0% expulsion rate, verified by CALPADS.</p> <p>C Healthy Kids Survey indicates: 76% of 7th graders feel connected to school 75% of 7th graders feel safe at school 43% of staff feel safe at school Increase the percentage of school connectedness and feelings of safety by 5%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Fund an Outreach Specialist who will support increasing	Districtwide	X All OR: -----	2000-2999: Classified Personnel Salaries Supp/Conc 84,289 3000-3999: Employee Benefits

<p>student attendance rates, monitor newly enrolled students for successful integration, and provide intervention services for at-risk students. Outreach Specialist will promote a bully prevention program and school climate activities,</p>		<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>3.2. Provide increased nursing services provided for students at risk of not receiving medical/nursing services due to lack of insurance or other parent reasons</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc 18,043</p>
<p>3.3 Fund Artist in Residence program to provide Visual and Performing Arts services</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supp/Conc 7,216</p>
<p>3.4 Provide Intervention specialist to support student interventions and ELD services, coaching support for teachers, and coordination of parent involvement activities.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Cost including in Goal 1-1.7</p>

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:	Improve and support student learning to raise student achievement and ensure all students are career and college ready.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Schools ----- Applicable Pupil Subgroups: All pupils	
Expected Annual Measurable Outcomes:	<p>ALL STUDENT GROUPS: Meet or exceed growth target in Math & ELA</p> <p>ALL STUDENT GROUPS (ELA) : Increase percent of students reading at or above grade level from 2013-14 base line of 48% based on Spring 14 CST data.</p> <p>ALL STUDENT GROUPS (Math): Increase percent of students at grade level in Math from 2013-14 base line of 43% based on Spring CST data.</p> <p>Priority 4 Metrics: Performance on standardized tests: To be determined after Spring 2015 CAASSP results are available. A new baseline will be established and measureable outcome targets will be established for 16/17 and 17/18. API Growth and Subgroup Performance: There is no longer an API score</p> <p>EL progress towards English Proficiency—AMOA2 2014-15 Title III accountability report shows that the cohort met the target. Cohorts will continue to meet target.</p> <p>EL reclassification rate—New reclassification criteria developed (2014-15) and will use Spring 2015 SBAC results as one item of criteria to establish a new baseline rate in 2015.</p> <p>Percentage of students that pass AP exams—N/A for elementary schools</p>	<p>Actual Annual Measurable Outcomes:</p> <p>ALL STUDENT GROUPS: Meet or exceed growth target in Math & ELA. Students did not or exceed growth targets in Math & ELA</p> <p>ALL STUDENT GROUPS (ELA) : Increase percent of students reading at or above grade level from 2013-14 base line of 48% based on Spring 14 CST data. Unable to measure increase as students are now taking the Smarter Balanced tests.</p> <p>ALL STUDENT GROUPS (Math): Increase percent of students at grade level in Math from 2013-14 base line of 43% based on Spring CST data. Unable to measure increase as students are now taking the Smarter Balanced tests.</p> <p>Priority 4 Metrics: Performance on standardized tests: To be determined after Spring 2015 CAASSP results are available. A new baseline will be established and measureable outcome targets will be established for 16/17 and 17/18. Twenty-nine percent of Hispanics/Latinos met or exceeded standards in ELA. Nineteen percent of Hispanic/Latinos met or exceeded standards in Math.</p> <p>API Growth and Subgroup Performance: There is no longer an API score.</p>

<p>Percentage of students demonstrating college preparedness (EAP exam) N/A for elementary schools</p> <p>Percentage of students that are college- and career-ready: Complete A-G courses or CTE programs of student N/A for elementary schools</p> <p>Priority 7 Metrics: Student access and enrollment in all required areas of study--- Elementary School students are enrolled in multiple subject classrooms that provide all the core content areas including programs and services developed for unduplicated students and those with exceptional needs as demonstrated by student information system (PROMIS)</p>	<p>EL progress towards English Proficiency—AMAO2 2014-15 Title III accountability report shows that the cohort met the target. Cohorts will continue to meet target. AMAO2, fewer than 5 years; English learners met this target (31.7%). AMAO2, more than 5 years, English learners did not meet target 46.2% did meet AMOA2</p> <p>EL reclassification rate—New reclassification criteria developed (2014-15) and will use Spring 2015 SBAC results as one item of criteria to establish a new baseline rate in 2015. Zero percent of English learners were reclassified.</p> <p>Percentage of students that pass AP exams—N/A for elementary schools</p> <p>Percentage of students demonstrating college preparedness (EAP exam) N/A for elementary schools</p> <p>Percentage of students that are college- and career-ready: Complete A-G courses or CTE programs of student N/A for elementary schools</p> <p>Priority 7 Metrics: Student access and enrollment in all required areas of study--- Elementary School students are enrolled in multiple subject classrooms that provide all the core content areas including programs and services developed for unduplicated students and those with exceptional needs as demonstrated by student information system (PROMIS) All students had access to broad course of study, including designated ELD instruction, intervention programs, and special education services.</p> <p>All programs and services in Goal 1 were effective and will continue in 16-17.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Core services to provide/support student education	All unrest. Expend. Not incl. in other A/S 1000-1999: Certificated	Provided all students with core services.	All unrest. Expend. Not incl. in other A/S 1000-1999: Certificated Personnel

	<p>Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures Base 1,590,365</p>		<p>Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures Base 1,314,050</p>
<p>Scope of Service: All</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: All</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>1.2 (a) Continue providing Professional Development in support of student learning which acknowledges and respects cultural and economic diversity. Continue developing and supporting teacher's instructional practices that ensure all students can read text in a manner that promotes a deeper understanding of print as called for in the CCSS and ELD standards. Comprehensive Literacy Developing, implementing and studying CCSS, ELD & NGSS units of study.</p>	<p>Teachers, Assistants & Prof. Development 1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 25,300</p>	<p>All staff received professional learning in the area of CCSS ELD standards and NGSS</p>	<p>Teachers, Assistants & Prof. Development 1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 18,336</p>
<p>Scope of Service: Districtwide</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>Scope of Service: Districtwide</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 <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.2 (b) For low-income and English learners: Continue providing Professional Development in support of student learning which acknowledges and respects cultural and economic diversity. Multilingual MOU, ELD Institute, CLAD certification.</p>	<p>Teachers and Professional Development 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures Supp/Conc 26,654</p>	<p>English learners were provided ELD strategies in the classroom. Staff received professional learning from the Language and Learning Department at SJCOE. Teachers received CLAD stipends.</p>	<p>Teachers and Professional Development 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures Supp/Conc 25,898</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.3 Teachers will continue to provide tutoring connected with the after school program based upon student needs</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Supp/Conc 12,883</p>	<p>Teachers provided students with after school tutoring</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Supp/Conc 13,028</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>1.4 Continue Summer School Intervention Services for targeted students. 5 Teachers and Inst. Aides working with less than 10 students on targeted goals for intervention</p>	<p>Teachers and Instr. Aides Materials</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits Supp/Conc 38,618</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Five teachers and instructional assistants provided students with intervention during summer school including materials</p>	<p>Teachers, Instr. Aides, and Materials</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits Supp/Conc 29,110</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-6999 Supplies, Service</p>
<p>Scope of Service: Districtwide</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: Districtwide</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>1.5 Maintain Additional teacher to keep Kinder classroom class size to 15:1. If initial enrollment is below 15:1, the teacher will be reassigned to support CSR in first grade.</p>	<p>Teacher 1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits Supp/Conc 54,652</p>	<p>Maintained an additional teacher to keep Kinder classroom class size to 15:1. If initial enrollment is below 15:1, the teacher will be reassigned to support CSR in first grade.</p>	<p>Teacher 1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits Supp/Conc 59,131</p>
<p>Scope of Service: Districtwide Grade K Grade 1</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: Districtwide Grade K Grade 1</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>1.6 For low-income and English learners: Continue specialist to provide intervention & ELD services to students, coaching services to teachers, and parent involvement coordination. Position provides a variety of services to students, teachers, and parents</p>	<p>Intervention Specialist 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Supp/Conc 81,597</p>	<p>Low income and English learners received intervention and ELD services</p>	<p>Intervention Specialist 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Supp/Conc 86,462</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through stakeholder engagement, it was agreed upon that Goal 1 (state priority 4, 7) supporting academic achievement will be combined with Goal 2 (state priority 1, 2, 4, 7, 8), which focuses on academic achievement for English learners and Low Income students. Goal 1 and 2 will now serve as Goal 1 (state priorities 1, 2, 4, 7, 8) for the 16-17 year, focusing on academic achievement for all students. All actions/services from Goal 1 of the 15-16 year will remain the same, however the description of the action/service was simplified. Goal 2 action/service 2.1 was moved to Goal 1 and now serves as 1.7. Goal 3 action/service 3.4 was moved to Goal 1 and now serves as 1.9.</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 2 from prior year LCAP:	English Learner and SES student Support	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: English learners, Socioeconomically disadvantaged pupils	
Expected Annual Measurable Outcomes:	<p>EL GROUP (ELD): Increase percent growing one level to state target from current rate of 3%.</p> <p>LTELS: (ELD) Increase rate of growth one level to state target from current rate of 3%.</p> <p>Priority 4 Metrics: Performance on standardized tests: a base line will be established in 15/16 and measureable objectives established for 16/17 and 17/18. API Growth and Subgroup Performance: There is no longer an API score.</p> <p>EL progress towards English Proficiency—AMOA2 2014-15 Title III accountability report shows that the 5 year cohort did not meet the target by one student. AMOA 1 cohort did not meet the target by one student. Cohorts will meet and maintain state determined target.</p> <p>EL reclassification rate—New reclassification criteria developed (2014-15) and will use Spring 2015 CAASSP results as one item of criteria. A new baseline rate will be established in 15/16 and measurable outcome targets will be developed for 16/17 and 17/18.</p> <p>Percentage of students that pass AP exams—N/A for elementary schools</p> <p>Percentage of students demonstrating college preparedness (EAP exam) N/A for elementary schools</p>	<p>Actual Annual Measurable Outcomes:</p> <p>EL GROUP (ELD): Increase percent growing one level to state target from current rate of 3%.</p> <p>LTELS: (ELD) Increase rate of growth one level to state target from current rate of 3%.</p> <p>We do not have data to support the EL and the LTEL groups, however, students made progress towards English proficiency by meeting AMAO2.</p> <p>Priority 4 Metrics: Performance on standardized tests: a base line will be established in 15/16 and measureable objectives established for 16/17 and 17/18. API Growth and Subgroup Performance: There is no longer an API score. Base line data indicates 29% of students met or exceeded standards in ELA and 19% met or exceeded standards in Math.</p> <p>EL progress towards English Proficiency—AMAO2 2014-15 Title III accountability report shows that the 5 year cohort did not meet the target. AMAO1 did not meet target AMAO2 less than 5 years met target AMAO2 more than 5 years did not meet target</p> <p>EL reclassification rate- 0% ELs were reclassified.</p> <p>Percentage of students that pass AP exams—N/A for elementary schools</p> <p>Percentage of students demonstrating college preparedness</p>

<p>Percentage of students that are college- and career-ready: Complete A-G courses or CTE programs of student N/A for elementary schools</p>	<p>(EAP exam) N/A for elementary schools</p> <p>Percentage of students that are college- and career-ready: Complete A-G courses or CTE programs of student N/A for elementary schools</p> <p>All programs and services in Goal 2 were effective and will continue in 2016-2017.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1 Continue providing targeted assistance to EL and SES during the school day. Instructional assistants will provide students with targeted assistance during the school day under the direction of the classroom teacher, the intervention specialist or the administrator</p>	<p>Instructional Aides</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits Supp/Conc 103,350</p>	<p>Targeted assistance to English learners and low income students was received by paraprofessionals under the direction of the classroom teacher, the intervention specialist and the administrator</p>	<p>Paraprofessionals 2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits Supp/Conc 114,062</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through stakeholder engagement, it was agreed upon that Goal 1 (state priority 4, 7) supporting academic achievement will be combined with Goal 2 (state priority 1, 2, 4, 7, 8), which focuses on academic achievement for English learners and Low Income students. Goal 1 and 2 will now serve as Goal 1 (state priorities 1, 2, 4, 7, 8) for the 16-17 year, focusing on academic achievement for all students. All actions/services from Goal 1 of the 15-16 year will remain the same, however the description of the action/service was simplified. Goal 2 action/service 2.1 was moved to Goal 1 and now serves as 1.7. Goal 3 action/service 3.4 was moved to Goal 1 and now serves as 1.9. Goal 2 action/service 2.3 is new for the 16-17 year, but will drop off in year 17-18 provided the action/service is completed in year 16-17.</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 3 from prior year LCAP:	Need for CCSS aligned materials; technology devices; bandwidth		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All pupils	
Expected Annual Measurable Outcomes:	<p>100% teachers trained and updated in CCSS, ELD & NGSS as applicable to their grade levels. Adopt materials as adopted materials are approved by SBE. Professional Development on CCSS, ELD, NGSS and successful strategies for delivery of instruction to EL and SES student groups.</p> <p>Priority 1 Metrics: Rate of teacher misassignments: There will be no misassignments as evidenced by SARC and annual credential reviews, 100% of instructional staff currently meet HTQ status.</p> <p>Student access to standards-aligned instructional materials: All students will have access to standards aligned adopted curriculum as verified by SARC, purchase orders, inventory lists.</p> <p>Facilities in good repair—Facilities will remain in good repair as evidenced by annual Williams FIT instruments reported in the SARC</p> <p>Priority 2 Metrics Implementation of state board adopted academic content and performance standards for all students— 100% of all students have access and will continue to have access to adopted CCSS mathematics curriculum as verified by purchase orders and inventory lists.</p> <p>How will the Programs and Services enable ELs to access core and ELD standards. English Learners receive ELD instruction at their proficiency level.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>Staff was provided professional learning CCSS, ELA, and ELD. First and third grade received training in NGSS.</p> <p>Priority 1 Metrics: Rate of teacher assignments: 100% of teachers were fully credentialed and assigned. New Hope had one long term substitute.</p> <p>Students had access to standards-aligned instructional materials: All students had access to standards aligned adopted curriculum as verified by SARC.</p> <p>Facilities in good repair—100% of facilities were deemed in good repair as evidenced by annual Williams FIT instruments reported in the SARC</p> <p>Priority 2 Metrics Implementation of state board adopted academic content and performance standards for all students— 100% of all students had access and will continue to have access to adopted CCSS mathematics curriculum as verified by purchase orders and inventory lists.</p> <p>How will the Programs and Services enable ELs to access core and ELD standards. English Learners received ELD instruction at their proficiency level. 100% of the teachers have their CLAD and are applying appropriate strategies as was evidenced by credential</p>

<p>100% of the teachers have their CLAD and are applying appropriate strategies as evidenced by credential monitoring and lesson plans. 100% of teachers have participated in PD that is focused on the ELD standards and applying them in the classrooms as evidenced by PD agendas, and goals.</p>	<p>monitoring and lesson plans. 100% of teachers have participated in PD that is focused on the ELD standards and they are applying them in the classrooms as evidenced by PD agendas and goals.</p> <p>All programs and services in Goal 3 were effective and will continue in 2016-2017.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
3.1 Upgrade technology, upgrade bandwidth, and new devices.	New Devices, Printers/Ink Contracted Svcs 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Supp/Conc 20,228	Technology, bandwidth, and new devices were upgraded	New Devices, Printers/Ink Contracted Svcs 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Supp/Conc 20,228
Scope of Service: Districtwide <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: Districtwide <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.2 Hire Technology Specialist to work with students and provide PD for teachers	Contracted Services 5000-5999: Services And Other Operating Expenditures Supp/Conc 50,000	Contracted services to provide a technology services to work with the students and provide professional learning for the teachers	Contracted servies 5000-5999: Services And Other Operating Expenditures Supp/Conc 50,000
Scope of Service: Districtwide		Scope of Service: Districtwide	

<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><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>3.4 As materials are adopted by SBE, the District will review, pilot, and purchase new supplementary materials</p>	<p>Materials and Training</p> <hr/> <p>4000-4999: Books And Supplies</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 33,000</p>	<p>Purchase 8th grade math books, professional learning will follow in the 2016-17 school year</p>	<p>Materials 4000-4999: Books And Supplies Supp/Conc 33,000</p>
<p>Scope of Service: Districtwide</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: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through stakeholder engagement, it was agreed upon that Goal 3 (state priority 1, 2) which supports the adoption of standards-aligned materials and the implementation of Technology, will now serve as Goal 2 in year 16-17 and focus solely on the implementation of Technology. Goal 3, action/service 3.4, Supporting Common Core and the adoption of standards-aligned materials was moved to Goal 1, 1.9. Stakeholders agree that supporting new devices, access to a computer lab, and aligning student work to the Technology standards will prepare them for state testing, and college and career readiness. Goal 2 will be linked to a "local metric" which measures student progress through a Scope and Sequence Scale. Students will be required to demonstrate proficiency in the Common Core State Standards for Technology Skills, through keyboarding, student work samples, and demonstrations. Goal 3 action/service 3.1 was moved to Goal 2, 2.2. Goal 3 action/service 3.2 was moved to Goal 2, 2.1.</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:	Foster respectful, collaborative, and reflective district cultures that ensure academic and social emotional and safety wellbeing for each student	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Schools ----- Applicable Pupil Subgroups: All pupils	
Expected Annual Measurable Outcomes:	<p>Incident discipline rates will decrease by annually from baseline year 2013-14 of fifty.</p> <p>Priority 5 Metrics: School attendance rates—The District/School has a 98% attendance rate and will maintain or increase that rate as evidenced by the student information system PROMIS</p> <p>Chronic absenteeism rates—The District/School had 8 (4%) Chronic absentee students and will maintain or lower that number/rate as evidenced by the student information system PROMIS. (Four of those students are medically fragile students)</p> <p>Middle school dropout rates—The District has no middle school drop-outs and will maintain that number as evidenced by CAL-PADS.</p> <p>High school dropout rates N/A for elementary schools</p> <p>High school graduation rates N/A for elementary schools</p> <p>Priority 6 metrics: Student suspension rate—The district has a 3% suspension rate and will maintain or lower that rate as evidenced by the student information system PROMIS</p> <p>Student expulsion rate—The District has a 0% expulsion rate and will maintain that rate as evidenced by the student information system PROMIS</p> <p>Other Local Measures: Due to lack of disaggregated data</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Incident discipline rates will decrease by annually from baseline year 2013-14 of fifty. Do not have data to support this metric.</p> <p>Priority 5 Metrics: School attendance rates—The District/School has a 97% attendance rate and will maintain or increase that rate as evidenced by the student information system PROMIS</p> <p>Chronic absenteeism rates—The District/School had 29 students that were considered chronic absentees.</p> <p>Middle school dropout rates—The District had no middle school drop-outs and will maintain that number as evidenced by CAL-PADS.</p> <p>High school dropout rates N/A for elementary schools</p> <p>High school graduation rates N/A for elementary schools</p> <p>Priority 6 metrics: Student suspension rate—The district had 5 suspensions as evidenced by CALPADS</p> <p>Student expulsion rate—The District had 0% expulsions as</p>

<p>provided by California Healthy Kids Survey, a survey of pupils, parents and teachers on safety and school connectedness will be developed in 15/16 and given to establish a base line. Measureable outcome objectives will be developed for 16/17 and 17/18.</p> <p>Priority 8 metrics: Other Student Outcomes: Increase from 0 offerings of VAPA to students, as evidenced by MOU with Artist in Residence and Artist schedules.</p>	<p>evidenced by CALPADS</p> <p>Other Local Measures: Due to lack of disaggregated data provided by California Healthy Kids Survey, a survey of pupils, parents and teachers on safety and school connectedness will be developed in 15/16 and given to establish a base line. Measureable outcome objectives will be developed for 16/17 and 17/18. A district survey was not developed on safety and school connectedness. Data will be used from the 2015-16 California Healthy Kids Survey.</p> <p>Priority 8 metrics: All students were offered Artist in Residence.</p> <p>All programs and services in Goal 4 were effective and will continue in 2016-2017.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>4.1 Continue funding of outreach specialist to continue positive attendance rates, provide support and intervention services for all students at risk, monitor new students for positive integration into school, bully prevention and response services and develop and implement positive school climate activities</p>	<p>Outreach Spec 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Supp/Conc 72,842</p>	<p>Outreach Specialist was funded to provide intervention services, monitor at risk students, and provide bully prevention strategies for a positive school climate</p>	<p>Outreach Specialist 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Supp/Conc 81,060</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>4.2 Maintain increased nursing services provided for students at risk of not receiving medical/nursing services due to lack of insurance or other parent reasons</p>	<p>Contracted Svcs. 5000-5999: Services And Other Operating Expenditures Supp/Conc 15,287</p>	<p>Nursing services were retained and provided to all students</p>	<p>Contracted services 5000-5999: Services And Other Operating Expenditures Supp/Conc 20,221</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.3 Artist in Residence program to provide VAPA services</p>	<p>Contracted Svcs. 5000-5999: Services And Other Operating Expenditures Supp/Conc 7,216</p>	<p>Artist in Residence program to provided VAPA services</p>	<p>Contracted services 5000-5999: Services And Other Operating Expenditures Supp/Conc 7,216</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through stakeholder engagement, it was agreed upon that Goal 4 (state priority 5, 6, 7) which focuses on the social/emotional and safety of all students, will be combined with Goal 5 (state priority 3), which focuses on parent involvement. Goal 4 and 5 now serve as Goal 3 (state priority 3, 5, 6) in the 16-17 year and focus on both parent involvement/ school climate. State Priority 7 will be covered under Goal 1-student achievement. Action/services from Goal 4 were moved to Goal 3; 4.1 is now 3.1, 4.2 is now 3.2, and 4.3 is now 3.3.</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 5 from prior year LCAP:	Parent participation in programs to support student learning		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All Schools All pupils	
Expected Annual Measurable Outcomes:	<p>Increase attendance of parents at monthly grade level parent education workshops annually from 2014-15 attendance rate of 45%</p> <p>Priority 3 Metrics Promotion of parent participation, including parents of unduplicated pupils and individuals with exceptional needs as follows: Efforts to seek parent input & decision making through: Annual parent/student survey. Annually, four D/ELAC meetings, four SSC meetings, eleven school board meetings, 2 sets of parent-teacher-student conferences, SST's and IEP's are held to seek parent input, monthly citizen of the month assemblies and monthly parent participation and involvement meetings as held as evidenced by calendars, meeting minutes, outdoor reader board notices, automated phone call reminders. LCAP and School Site Plan meetings.</p> <p>Parent Participation in monthly parent involvement activities will maintain a high level of participation as evidenced by sign-in sheets, attendance records. 2014-15 sign in sheets and attendance records indicate that 45% of the 103 families have been attending parent involvement activities. The District will increase the participation of family members each year.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>Increase attendance of parents at monthly grade level parent education workshops annually from 2014-15 attendance rate of 45%</p> <p>There is no data to support this metric.</p> <p>Priority 3 Metrics Annual parent/student survey. No annual parent/student survey was conducted.</p> <p>Annually, four D/ELAC meetings, five SSC meetings, eleven school board meetings, 2 sets of parent-teacher-student conferences, SST's and IEP's were held to seek parent input, monthly citizen of the month assemblies and monthly parent participation as evidenced by calendars, meeting minutes, outdoor reader board notices, automated phone call reminders.</p> <p>Parent Participation in monthly parent involvement activities maintained a high level of participation as evidenced by sign-in sheets,.</p> <p>All programs and services in Goal 5 were effective and will continue in 2016-2017</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
5.1 Continue Intervention Specialist coordinating planned monthly parent education workshops with teachers	Included in 1.6	Intervention Specialist provide monthly education workshops	included in 1.6				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Through stakeholder engagement, it was agreed upon that Goal 4, which focuses on the social/emotional and safety of all students, linked to state priorities 5, 6, and 7, will be combined with Goal 5, which focuses on parent involvement, linked to state priority 3. Goal 4 and 5 will now serve as Goal 3 in the 16-17 year and linked to state priorities 3, 5, 6. State Priority 7 will be covered under Goal 1 - student achievement. Goal 5 action/service 5.1 was moved to Goal 3 and now serves as action/service 3.4.						

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>\$591,331</u>
<p>New Hope Elementary School District has an unduplicated pupil count of 100%.</p> <p>Justification: Supplemental/Concentration funding is determined by the District's unduplicated pupil count (English learners, Low Income and Foster Youth), and all New Hope students fit within one of those categories, all programs and services are provided in a Districtwide manner except for the following:</p> <ul style="list-style-type: none"> • Core services to provide forward/support student education - funded with base (Action/service 1.1 - Goal 1) • Instructional Aides to provide targeted assistance to English learners and low income students (Action/service 1.8 - Goal 1) <p>The following actions/services are provided to students using Supplemental/Concentration funds in a district-wide manner, (except action/service: 1.8 of Goal 1, targeted only towards Low Income and English learners) which is principally directed towards and effective in meeting the District goals for our unduplicated pupils in the related state and local priority areas:</p> <ul style="list-style-type: none"> • Professional learning for staff in the area of CCSS, NGSS, Technology, ELA/ELD (Action/Service 1.2 - Goal 1) • Professional learning for staff in the area of ELD - GLAD strategies (Action/Service 1.3 - Goal 1) • Staff to provide after-school tutoring (Action/Service 1.4 - Goal 1) • Summer School program for targeted students (Action/Service 1.5 - Goal 1) • Additional teacher to meet class size ratio (Action/Service 1.6 - Goal 1) • Intervention specialist to provide services to students and parents (Action/Service 1.7 - Goal 1) • Adoption of standards-aligned materials (Action/Service 1.9 - Goal 1) • Technology Specialist to provide classroom instruction (Action/Service 2.1 - Goal 2) • Purchase new digital devices for students and staff (Action/Service 2.2 - Goal 2) • Purchase of portable for computer lab (Action/Service 2.3 - Goal 2) • Counseling services for students (Action/Service 3.1 - Goal 3) • Nursing services for students (Action/Service 3.2 - Goal 3) • Artist in Residence (Action/Service 1.7 Goal 1, Action/Service 3.3 - Goal 3) 	

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.

43.0	%
8%	

New Hope has an unduplicated pupil count of 100%. The increased and or improved services are met by those services which are principally directed towards our unduplicated pupils. In addition, Action/service 1.8 of Goal 1, provides English learners and low income students with targeted academic support throughout the day by the Instructional Aides.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	2,131,992.00	1,871,802.00	2,070,148.00	2,076,837.00	2,125,335.00	6,272,320.00
Base	1,590,365.00	1,314,050.00	1,427,527.00	1,448,252.00	1,486,267.00	4,362,046.00
Supp/Conc	541,627.00	557,752.00	642,621.00	628,585.00	639,068.00	1,910,274.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	2,131,992.00	1,871,802.00	2,070,148.00	2,076,837.00	2,125,335.00	6,272,320.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	1,678,317.00	1,707,548.00	1,752,518.00	5,138,383.00
2000-2999: Classified Personnel Salaries	0.00	0.00	197,572.00	200,030.00	203,558.00	601,160.00
3000-3999: Employee Benefits	363,942.00	382,853.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	33,000.00	74,000.00	74,000.00	74,000.00	222,000.00
5000-5999: Services And Other Operating Expenditures	1,768,050.00	1,455,949.00	75,259.00	95,259.00	95,259.00	265,777.00
6000-6999: Capital Outlay	0.00	0.00	45,000.00	0.00	0.00	45,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	2,131,992.00	1,871,802.00	2,070,148.00	2,076,837.00	2,125,335.00	6,272,320.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	1,427,527.00	1,448,252.00	1,486,267.00	4,362,046.00
1000-1999: Certificated Personnel Salaries	Supp/Conc	0.00	0.00	250,790.00	259,296.00	266,251.00	776,337.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supp/Conc	0.00	0.00	197,572.00	200,030.00	203,558.00	601,160.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supp/Conc	363,942.00	382,853.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supp/Conc	0.00	33,000.00	74,000.00	74,000.00	74,000.00	222,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Base	1,590,365.0 0	1,314,050.0 0	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supp/Conc	177,685.00	141,899.00	75,259.00	95,259.00	95,259.00	265,777.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Supp/Conc	0.00	0.00	45,000.00	0.00	0.00	45,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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