

- Purchase of adaptive software supplemental intervention in mathematics
- Provide personalized training options to strengthen teachers' implementation of blended learning which integrates mathematics

Budget Related items:

- Go Math textbook adoption
- ST Math
- Professional development to support implementation of new math programs

Goal 1C: Proficiency for High Priority Students

Students With Disabilities

Our needs assessment of student proficiency in reading/language arts indicates that 37.5% of students with disabilities were proficient in English language arts on the STAR assessment in May 2013. Additionally, 40.3% of students with disabilities were proficient in mathematics on the STAR assessment in May 2013.

Based on the needs assessment findings, the District goal is that 45% of students with disabilities will be proficient in English language arts and mathematics as measured by California Assessment of Student Performance and Progress (CAASPP) in May of 2015; 50% of students will be proficient as measured by the CAASPP in May 2016; and 55% of students will be proficient as measured by the CAASPP in May 2017. Goals for English Learners are found in Goal 2.

Strategies:

- Added Authorizations in Special Education (AASE) and VPSS Certification for teachers
- Reduce Special Day Class Size
- Google Apps for Education training for Special Education paraprofessionals

Related Budget items:

- AASE and VPSS Training
- Reduce Special Day Class Size
- Trainers to conduct paraprofessional workshops

Goal 1D: Effective Teaching and Administration

Our assessment of district needs for continuous improvement of teaching and administration to support student fi

Strategies:

- Reduce Middle School Class Size
- Additional Administrative support for elementary sites < 800 ADA and < 55% unduplicated student count
- Beginning Teacher Support and Assessment (BTSA)
- Professional development and release time to review data and adjust instructional maps to support student achievement and implement of CCSS, blended learning
- Implement 1:1 Technology program to increase personalized learning options for all students
- Deploy Technology Coaches to support implementation of blended/personalized learning
- Offer 4 week Extended School Year program at 2 sites
- Provide job-embedded professional development
- Provide personalized professional development (online, intersession)

Related Budget items:

- Additional certificated staff required to reduce middle school class size
- .50 Assistant Principals- 2 schools
- BTSA
- Professional development and release time to support implementation of CCSS, blended learning, Integrated ELD
- Blended Learning Summer Extended School Year program (2 sites)
- Digital Academy, intersession professional development for certificated staff (summer, winter spring)

Goal 1E: Implementation, Involvement & Monitoring

Our needs assessment of program implementation and school community involvement indicates that 54% of parents believe the curriculum and instruction provided meets their child's needs, 58% of parents indicate home-school communication about student progress and information about events and opportunities for involvement is adequate and 58 % of parents feel welcome at school. In addition, parents indicated the preferred methods for communication are telephone all-call messages and email.

Based on these needs assessment findings, our District goal is to have 65% of parents indicate curriculum and instruction meets their child's needs, 70% of parents indicate home-school communication is adequate and 70 % of parents feel welcome at school.

Strategies:

- Expand push communications and provide relevant information
 - CCSS ELA and Math and home support
 - Blended Learning
 - Digital Citizenship
- Provide training in trauma informed practices and cultural awareness for administrators, teachers, paraprofessionals and school office staff
- Increase parent input through enhanced survey process and focus groups facilitated by Grants and Community Engagement Officer

is based on scientifically based research enabling English learners to meet challenging state academic content and student academic achievement standards.

Goal 2A:AMAO 1- Annual Progress Learning English

Goal 2G: Services for Immigrant Students

The LEA will provide high quality Instruction and Support Services to all immigrant students. The RSIG program provides after school and summer support for refugee students in English language acquisition, counseling, academic achievement, enrichment, and physical education, in an environment that fosters social skill development while celebrating cultural pluralism.

By June 2016 and on-going there after, enhanced instructional opportunities will be offered to 100% of immigrant students and families.

Strategies:

- Purchase and implement Imagine Learning English
- RSIG 4 week Extended School Year program

Related Budget items:

- Imagine Learning English Software
- RSIG summer program staffing and materials

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (!) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
X	Title I, Part A	X	Child Development Programs
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Tobacco Use Prevention Education
X			



DISTRICT BUDGET FOR STATE PROGRAMS – 2015-16

Please complete the following table with information for your District.

Categories	2015-16 District Carryovers	2015-16 District Entitlements	2015-16 Direct Services to Students at School Sites (\$)	2015-16 Direct Services to Students at School Sites (%)
Child Development Programs	\$0	\$1,759,342	\$1,495,441	85%
TUPE	\$193,693	-0-	\$126,094	65%