

Introduction:

LEA: Gateway International **Contact (Name, Title, Email, Phone Number):** Joi Tikoi, Principal, Joi.Tikoi@gcccharters.org, 916-286-1985 **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
September 3, 2015 School and Community Meeting	At Back to School night, school families were informed of Title I and LCFF initiatives and goals as per the adopted plan.
October 19, 2015 School Site Council and English Learner Advisory Committee Meeting	School Site Council is made up of an elected representation of parents and meets on a regular basis. The meetings are advertised to all parents who would like to attend. At this meeting, parents were informed and given updates about the LCFF school goals and initiatives.
October 23, 2015 GIS Staff Meeting	GIS staff given updates regarding school learning goals and implementation

<p>December 14, 2015 School Site Council and English Learner Advisory Committee Meeting</p>	<p>expectations. Data shared regarding student achievement outcomes. Parents and community members were given data regarding school achievement and student subgroup data, specifically English Learners. Attendees had opportunity to give input regarding services for targeted students and school goals.</p>
<p>February 8, 2016 School Site Council and English Learner Advisory Committee Meeting</p>	<p>Attendees were given school updates focused on International Baccalaureate implementation and LCAP initiatives including services for targeted students. Input was sought regarding what is needed for support regarding Title I and LCAP services.</p>
<p>February 9, 2016 LCAP Report to GCC Board of Directors</p>	<p>Assistant Superintendent Michael Gillespie gave the GCC Board of Directors an annual update of progress related to LCAP goals for all GCC schools.</p>
<p>April 14, 2016 Open House</p>	<p>Families given updates regarding LCAP and school priorities during Open House parent meeting. Online survey announced.</p>
<p>April 2016 Local Control Funding Formula Survey for GIS families and staff</p>	<p>An online survey related to LCFF goals was used to engage GIS families and staff. This survey asked specific input related to LCFF and school priorities, as well as, satisfaction. Link to survey was emailed to parents and posted to website.</p>
<p>April 2016 School Survey for Students</p>	<p>Students in grades 4th-8th completed a school culture survey and asked how they think GIS can improve.</p>
<p>May 23, 2016 School Site Council and English Learner Advisory Committee Meeting</p>	<p>Attendees given information regarding draft of the 2015 plan based upon input from previous meetings and survey results. Input sought regarding thoughts and opinions of actions.</p>
<p>June 14, 2016 Public Posting of LCAP Plan</p>	<p>The draft Local Control Accountability Plan was posted to the GIS website for parents, staff and community members to give final input.</p>
<p>June 28, 2016 Gateway Community Charters Board of Directors meeting</p>	<p>The GCC Board approved the GIS Local Control Accountability Plan.</p>
<p>Annual Update:</p>	<p>Annual Update:</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Students will have all basic needs met to facilitate learning; including core curriculum, facilities, and high-quality instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	A. Conditions of Learning Gateway International has reviewed basic services for students by evaluating current curriculum, assignment of teachers, lesson instruction, and reviewing safety inspections. This data, along with the LCFF survey results, identify the following needs for school improvement regarding conditions of learning: <ul style="list-style-type: none"> • English-Language Arts and Mathematics textbooks aligned to Common Core State Standards • Teacher training and professional development for Common Core State Standards and other research-based instructional practices • Facility improvements needed are: portable classrooms and updating bathrooms The metric used to evaluate progress will be: <ul style="list-style-type: none"> • Curriculum adoption list • Professional Development Plan • List of completed facility projects • Parent Satisfaction Survey • Monthly Safety Inspections
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Goal Applies to:	Schools: Gateway International School <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All students
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	*Students will have access to English-Language Arts and Mathematics materials that support learning and are written based on California Common Core State Standards. *Students will benefit from professional development for teachers related to instructional practices and Common Core State Standards- minimum of 5 days per year. *Students will have safe and clean facilities as measured by survey responses.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase consumable materials for ELA and Mathematics programs	All	<input checked="" type="checkbox"/> All	English Language Arts student materials for TK-8 4000-4999:

		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Books And Supplies Base 50,000 Mathematics student materials for TK-8 4000-4999: Books And Supplies Lottery 9,000
Provide Beginning Teacher Support and Assessment Program for teachers new to the profession	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	BTSA program 1000-1999: Certificated Personnel Salaries Other 11,400
Renew online mathematics intervention programs that is aligned to CCSS (ST Math and SI Intervention, MathWhizz)	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Online intervention program-ST Math 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,700 Online intervention Math program-MathWhizz 5800: Professional/Consulting Services And Operating Expenditures Supplemental 9,000
Purchase supplemental Math materials for hands-on teaching and learning	All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase supplemental Math manipulatives 4000-4999: Books And Supplies Base 1,000
Install gutter system and landscape interior of building	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners	Contract services for installation of gutter and landscaping 5800: Professional/Consulting Services And Operating Expenditures Base 25,000

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Provide professional development for teachers regarding curriculum and Common Core State Standards, English Language Development Standards, and Next Generation Science Standards	ALL	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Workshop fees regarding best instructional practices and new standards, writing 5800: Professional/Consulting Services And Operating Expenditures Other 12,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>*Students will have access to English-Language Arts and Mathematics materials that support learning and are written based on California Common Core State Standards.</p> <p>*Students will benefit from professional development for teachers related to instructional practices and Common Core State Standards- minimum of 5 days per year.</p> <p>*Students will have safe and clean facilities as measured by survey responses.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase consumable materials for ELA, Mathematics, and Science programs	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	English Language Arts student books 4000-4999: Books And Supplies Supplemental 25,000 Mathematics student books 4000-4999: Books And Supplies Supplemental 15,000 Science student books 4000-4999: Books And Supplies Supplemental 15,000
Provide Beginning Teacher Support and Assessment Program for teachers new to the profession	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	BTSA program 1000-1999: Certificated Personnel Salaries Supplemental 15,000

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Renew online mathematics intervention program that is aligned to CCSS (ST Math and SI Intervention and MathWhizz)	All	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	ST Math Online intervention program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000 MathWhizz Online intervention program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000
Provide Math and Science manipulatives to support instruction and engage students	ALL	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase Math manipulatives for classrooms 4000-4999: Books And Supplies Supplemental 1,000 Purchase Science materials for classrooms 4000-4999: Books And Supplies Supplemental 1,000
Upgrade fencing around school campus	ALL	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Contract for services and supplies in cooperation with San Juan Unified School District 6000-6999: Capital Outlay Base 50,000
Upgrade existing bathrooms on campus so that they are adequate for current enrollment	ALL	<u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	Replace old and rusting pipes Add additional stalls

		Other Subgroups: (Specify)	
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	<p>*Students will have access to English-Language Arts and Mathematics materials that support learning and are written based on California Common Core State Standards.</p> <p>*Students will benefit from professional development for teachers related to instructional practices and Common Core State Standards- minimum of 5 days per year.</p> <p>*Students will have safe and clean facilities as measured by survey responses.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase consumable materials for ELA, Mathematics, and Science programs	All	<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)	English Language Arts student books 4000-4999: Books And Supplies Base 27,000 Mathematics student books 4000-4999: Books And Supplies Lottery 27,000 Science student books 4000-4999: Books And Supplies Lottery 25,000
Provide Beginning Teacher Support and Assessment Program for teachers new to the profession	All	<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)	BTSA program 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000
Renew online mathematics intervention program that is aligned to CCSS (ST Math and SI Intervention and MathWhizz)	All	<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	ST Math Online intervention program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12,000 MathWhizz Online intervention program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 12,000

		_ Other Subgroups: (Specify)	
Provide Math and Science manipulatives to support instruction and engage students	All	<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)	Purchase Math manipulatives for classrooms 4000-4999: Books And Supplies Supplemental and Concentration 1,000 Purchase Science materials for classrooms 4000-4999: Books And Supplies Supplemental and Concentration 1,000
Replace broken and unsafe theater curtains in Multi-Purpose Room	All	<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)	Contracted services for site improvement 6000-6999: Capital Outlay Base 26,000

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

GOAL 2:	Students will participate in a broad course of study that puts them on track to college and career.	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
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Identified Need :	A. Conditions of Learning Gateway International School reviewed the charter petition, professional development plan, instructional plans of teachers, and whole school schedule. The results indicate the following needs: <ul style="list-style-type: none"> • GIS is a candidate school for PYP (tK-5th) and for MYP (6th-8th) and eventually be fully certified for International Baccalaureate. • GIS must train new tK-5th grade teachers in the Primary Years Program and new 6th-8th grade teachers in MYP. • GIS must ensure planning and implementation of IB unit planners and that the program meets all requirements. • GIS students should have regular exposure to college and career pathways. The metric used to evaluate progress will be: <ul style="list-style-type: none"> • Professional Development Plan • IB school status • Unit lesson plans • Classroom observations • List of college and career activities provided to students
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Goal Applies to:	Schools: Gateway International School <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All students
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	*Students in TK-5th will participate in 6 teacher developed units of inquiry for the International Baccalaureate Primary Years Program. *Teachers in grades 6th-8th will participate in training in International Baccalaureate Middle Years Program. *Students in grades 3-8 will participate in college related field trips and/or projects twice a year. *Students in 6th-8th will research and learn about high school, college and career pathways.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Curriculum Coach to ensure teachers plan and implement IB units of inquiry with all required	All	<input checked="" type="checkbox"/> All	Continue funding full time Curriculum Coach 1000-1999:

components		OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Certificated Personnel Salaries Supplemental 34,219 1000-1999 0000: Unrestricted Base 34,219
Students will learn to research; specifically related to college and career pathways and participate in field trip and/or projects twice a year	1st-8th	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 1st-8th	field trip costs 5800: Professional/Consulting Services And Operating Expenditures Base 10,000 College supplies and materials (pamphlets, pennets, etc.) 4000-4999: Books And Supplies Lottery 500 Cost for online research portals-Newsela and PebbleGo 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000
Provide in-person teacher training for International Baccalaureate Program	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost for in-person IB training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000 Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental 4,000
Provide online IB training for teachers	TK-5th	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost for online IB courses for teachers (5) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,000 Teacher pay for completion of online course 1000-1999: Certificated Personnel Salaries Supplemental 2,500
Provide teacher training for IB Middle Years Program	TK-8th	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Costs of in-person training for "Intro to MYP" - whole staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental 30,000

		Foster Youth Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide a full time counselor to support all subgroups to achieve and participate successfully in the IB program	Targeted	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Provide full time counselor 1000-1999: Certificated Personnel Salaries Supplemental 55,585
Students will receive visual and performing arts instruction per IB program requirements.	ALL	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide full time Visual and Performing Arts Specialist 1000-1999: Certificated Personnel Salaries Supplemental 54,110
Students will receive world language instruction per IB program requirements	ALL	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Hire a Spanish teacher 1000-1999: Certificated Personnel Salaries Supplemental 51,236

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: *Students in TK-5th will participate in 6 teacher developed units of inquiry for the International Baccalaureate Primary Years Program.
 *Students in 6th-8th will participate in teacher training in International Baccalaureate Middle Years Program.
 *Grades 3-8 will participate in college related field trips and/or projects twice a year.
 *Students in 6th-8th will research and learn about high school, college and career pathways.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Curriculum Coach to ensure teachers plan and implement IB units of inquiry with all required components	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue providing full time Curriculum Coach 1000-1999: Certificated Personnel Salaries Supplemental 35,000
Students will learn to research; specifically related to college and career pathways and participate in field trip and/or projects twice a year	3rd-8th	<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 3rd-8th	field trip costs 5800: Professional/Consulting Services And Operating Expenditures Base 10,000 College supplies and materials (pamphlets, pennets, etc.) 4000-4999: Books And Supplies Supplemental 500 Cost for online research portal-Newsela and PebbleGo 5800: Professional/Consulting Services And Operating Expenditures Supplemental 6,000
Provide in-person teacher training for International Baccalaureate Program	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost for in-person IB training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000 Teacher stipends 1000-1999: Certificated Personnel Salaries Supplemental 4,000

Provide online IB training for teachers	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost for online courses (5) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,000 Teacher stipends for completion of online course 1000-1999: Certificated Personnel Salaries Supplemental 2,500
Provide a full time counselor to support all subgroups to achieve and participate successfully in the IB program	Targeted	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Provide full time counselor 1000-1999: Certificated Personnel Salaries Supplemental 56,000
Students will receive visual and performing arts instruction per IB program requirements.	ALL	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide full time Visual and Performing Arts Specialist 1000-1999: Certificated Personnel Salaries Supplemental 57,000
Students will receive world language instruction per IB program requirements	ALL	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide a Spanish teacher 1000-1999: Certificated Personnel Salaries Supplemental 52,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes: *Students in TK-5th will participate in 6 teacher developed units of inquiry for the International Baccalaureate Primary Years Program.
 *Students in 6th-8th will participate in teacher training in International Baccalaureate Middle Years Program.
 *Grades 3-8 will participate in college related field trips and/or projects twice a year.
 *Students in 6th-8th will research and learn about high school, college and career pathways.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Curriculum Coach to ensure teachers plan and implement IB units of inquiry with all required components	All	<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)	Continue providing full time Curriculum Coach 35,000
Students will learn to research; specifically related to college and career pathways and participate in field trip and/or projects twice a year	All	<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)	field trip costs 5800: Professional/Consulting Services And Operating Expenditures Base 10,000 College supplies and materials (pamphlets, pennets, presentations, etc.) 4000-4999: Books And Supplies Supplemental and Concentration 500 Cost for online research portals-Newsela and PebbleGo 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,000
Provide in-person and online training for International Baccalaureate programs	All	<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)	Fees for in-person workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000 Fees for online workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000 Teacher stipends for completion 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,000

<p>Provide a full time counselor to support all subgroups to achieve and participate successfully in the IB program</p>	<p>Targeted</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide full time counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 58,000</p>
<p>Students will receive visual and performing arts instruction per IB program requirements.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide full time Visual and Performing Arts Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 60,000</p>
<p>Students will receive world language instruction per IB program requirements</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide a Spanish teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 54,000</p>

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

<p>GOAL 3:</p>	<p>All students will improve achievement on English-Language Arts and Mathematics assessments.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>B. Pupil Outcomes</p> <p>Gateway International has reviewed student achievement data from benchmark assessments and Renaissance Learning assessments. The results show that students need additional support in the areas of English-Language Arts and Mathematics. Teacher and parent surveys suggest the following improvements:</p> <ul style="list-style-type: none"> • Provide small group instruction for students • Differentiate subject matter for learning styles and needs • Increase student and teacher access to technology • Increase resources available to students for academic success • Additional instructional time <p>The metric used to evaluate progress will be:</p> <ul style="list-style-type: none"> • CAASPP • Staff list • Class schedules • Classroom observations • Lesson Plans • Technology inventory • List of available resources to students 	
<p>Goal Applies to:</p>	<p>Schools: Gateway International School</p> <p>Applicable Pupil Subgroups:</p>	<p>All students</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- *Students will perform at grade level or have a scaled score increase of 50 points on Renaissance Math and Reading assessments.
- *Students will increase 5% on local reading and math curriculum assessments.
- *Students will have increased engagement through learning opportunities that utilize technology.
- *All GCC students will complete a minimum of one math project that is linked to a real world situation.
- *All GCC Students will make 1 year's growth in reading for one school year attended.
- *All GCC Students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide small group learning for students twice a week for English-Language Arts and Mathematics	All	<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)	All teachers schedule time for small group learning 1000-1999: Certificated Personnel Salaries Base 0
Increase technology resources for students and teachers	All	<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)	Purchase 2 Chromebook Carts of 35 computers each for classrooms 6000-6999: Capital Outlay Base 35,000 Purchase 4 Promethean boards 6000-6999: Capital Outlay Base 20,000
Provide extended learning time through an after school program	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	4 paraeducators to staff program x 20 hr/wk 2000-2999: Classified Personnel Salaries Base 41,750

		English proficient Other Subgroups: (Specify)	
Conduct trimester assessments for English Language Arts and Math using Renaissance Learning online program.	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Online subscription of Renaissance Learning for each student 5800: Professional/Consulting Services And Operating Expenditures Supplemental 4,000
Provide technology resource for teachers to track student achievement data and information	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost for Illuminate program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,500
Provide supplemental reading materials in English and students' native languages	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Title III 2,000
Provide online reading intervention and research support programs to students who are reading below grade level	ALL	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase Lexia intervention program from Greenfield Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental 9,350 PebbleGo Research Database for grades 1-5 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,990.00 NewsELA Leveled Reading informational text for grades 2-8 5800: Professional/Consulting Services And Operating

Expenditures Supplemental and Concentration 3,000			
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<p>*Students will perform at grade level or have a scaled score increase of 50 points on Renaissance Math and Reading assessments.</p> <p>*Students will increase 5% on local reading and math curriculum assessments.</p> <p>*Students will have increased engagement through learning opportunities that utilize technology.</p> <p>*All GCC students will complete a minimum of two math projects that are linked to a real world situation.</p> <p>*All GCC Students will make 1 year’s growth in reading for one school year attended.</p> <p>*All GCC Students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide small group learning for students twice a week for English-Language Arts and Mathematics	All	<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)	All teachers schedule time for small group learning 1000-1999: Certificated Personnel Salaries Base 0
Increase technology resources for students and teachers	All	<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)	Purchase 2 Chromebook Carts of 35 computers for classrooms 6000-6999: Capital Outlay Base 35,000 Purchase Class Flow equipment for each promethean board 6000-6999: Capital Outlay Supplemental 10,000 Purchase 5 ActivWands that interact with Promethean boards 6000-6999: Capital Outlay Supplemental 500
Provide extended learning time through an after school program	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners Foster Youth	8 paraeducators to staff program x 20 hr/wk 2000-2999: Classified Personnel Salaries Supplemental 82,287 Hire an After School Program Supervisor 2000-2999: Classified Personnel Salaries Base 26,381

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Conduct trimester assessments for English Language Arts and Math using Renaissance Learning online program.	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Online subscription of Renaissance Learning for each student 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,750
Provide technology resource for teachers to track student achievement data and information	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost for Illuminate program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,750
Provide supplemental reading materials in English and students' native languages	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Supplemental 5,000
Provide online reading intervention support program to students who are reading below grade level	ALL	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	Purchase Lexia intervention program from Greenfield Learning 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 11,000

(Specify)

LCAP Year 3: 2018-2019

- Expected Annual Measurable Outcomes:
- *Students will perform at grade level or have a scaled score increase of 50 points on Renaissance Math and Reading assessments.
 - *Students will increase 5% on local reading and math curriculum assessments.
 - *Students will have increased engagement through learning opportunities that utilize technology.
 - *All GCC students will complete a minimum of three math projects that are linked to a real world situation.
 - *All GCC Students will make 1 year's growth in reading for one school year attended.
 - *All GCC Students will make 1 level growth per year or maintain a level 3 on a locally vetted expository writing rubric.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide small group learning for students twice a week for English-Language Arts and Mathematics	All	<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)	All teachers schedule time for small group learning 1000-1999: Certificated Personnel Salaries Base 0
Increase technology resources for students and teachers	All	<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)	Purchase 2 Chromebook Carts of 35 computers for classrooms 6000-6999: Capital Outlay Base 35,000
Provide extended learning time through an after school program	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	8 paraeducators to staff program x 20 hr/wk 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 85,000 Provide an After School Program Supervisor 2000-2999:

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classified Personnel Salaries Supplemental and Concentration 28,000
Conduct trimester assessments for English Language Arts and Math using CAASPP Online benchmarks	All	<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)	Access to website 0
Provide technology resource for teachers to track student achievement data and information	All	<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)	Cost for Illuminate program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,000
Provide supplemental reading materials in English and students' native languages	All	<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)	Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Supplemental and Concentration 5,000
Provide online reading intervention support program to students who are reading below grade level	All	<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	Purchase Lexia intervention program from Greenfield Learning 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 12,500

		Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	GIS will increase the number of English learners scoring proficient on the English language assessment each year.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	B. Pupil Outcomes GIS has reviewed data from the California English Language Development Test and local assessments. Data show that English learners could benefit from additional support. Additional supports needed is: <ul style="list-style-type: none"> • Focus on vocabulary and comprehension • Focus on number sense and problem solving • Support for newcomers • Support for students scoring at levels 1 and 2 on the CELDT The metric used to evaluate progress will be: <ul style="list-style-type: none"> • CELDT results • Local assessment results for English learners • Rosetta Stone reports • Anecdotal records for students
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Goal Applies to:	Schools: Gateway International School Applicable Pupil Subgroups: English Learners
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	*Number of students scoring proficient on English language assessments will increase by 5% each year. *Low level English Learner students will have 5% increase each year of small group instruction time. *The ratio of English Learners to support staff will decrease each year. *Students will improve on solving complex math problems, specifically word problems.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher professional development and monitor instructional practices for vocabulary and academic language	Targeted	<u> </u> All OR: _____	Project GLAD training for 10 teachers 5800: Professional/Consulting Services And Operating Expenditures

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental 10,000
Provide teacher professional development and monitor instructional practices for teaching word problems and problem solving skills	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Costs for math professional development 5800: Professional/Consulting Services And Operating Expenditures Other
Provide small group support for homework by credentialed teachers twice a week	Targeted	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3 teachers x 80 hours/year 1000-1999: Certificated Personnel Salaries Concentration 10,000
Provide extra support for newcomers and students who score low on the English language assessment	Targeted	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue to provide full time English Language Development Teacher 1000-1999: Certificated Personnel Salaries Base 60,162 <hr/> Online support program for ELD students-BrainPOP, BrainPOP Spanish, BrainPOP ESL 5800: Professional/Consulting Services And Operating Expenditures Lottery 2,295
Provide bilingual paraeducator support for students to have extra support in the classroom and to access grade level content	Targeted	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth	paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental 21,262 <hr/> paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental 26,327

		Redesignated fluent English proficient Other Subgroups: (Specify)	paraeducator (.5 FTE) 2000-2999: Classified Personnel Salaries Federal Funds 13,163 paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental 26,327
Provide additional learning time for at-risk students through a summer learning program	Targeted	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Hourly Teachers for instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,800 Summer School Administration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,500 Summer School Custodian 2000-2999: Classified Personnel Salaries Supplemental 352 Hourly Paraeducators for support 2000-2999: Classified Personnel Salaries Supplemental 1,507

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>*Number of students scoring proficient on English language assessments will increase by 5% each year.</p> <p>*Low level English Learner students will have 5% increase each year of small group instruction time.</p> <p>*The ratio of English Learners to support staff will decrease each year.</p> <p>*Students will improve on solving complex math problems, specifically word problems.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher professional development and monitor instructional practices for vocabulary and academic language	Targeted	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Project GLAD training for 5 teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000
Provide teacher professional development and monitor instructional practices for teaching word problems and problem solving skills	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Costs for math professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Provide small group support for homework by credentialed teachers twice a week	Targeted	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	6 teachers x 80 hours/year 1000-1999: Certificated Personnel Salaries Concentration 19,200
Provide extra support for newcomers and students who score low on the English language assessment	Targeted	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide full time English Language Development Teacher 1000-1999: Certificated Personnel Salaries Base 62,669
Provide bilingual paraeducator support for students to have extra support in the classroom and to access grade level content	Targeted	All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental 21,262 Provide paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental 26,327 Provide paraeducator (.5FTE) 2000-2999: Classified Personnel Salaries Federal Funds 13,163 Provide paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental 26,327
Provide additional learning time for at-risk students through a summer learning program	Targeted	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:	Hourly Teachers for instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 19,200 Summer School Administration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,500 Summer School Custodian 2000-2999: Classified Personnel Salaries Supplemental 715 Hourly paraeducators for support 2000-2999: Classified

		(Specify)	Personnel Salaries Supplemental 1,600
Provide Reading Intervention support for students performing below grade level expectations	Targeted	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Hire a Language Arts/Reading Specialist 1000-1999: Certificated Personnel Salaries Supplemental 55,139

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> *Number of students scoring proficient on English language assessments will increase by 5% each year. *Low level English Learner students will have 5% increase each year of small group instruction time. *The ratio of English Learners to support staff will decrease each year. *Students will improve on solving complex math problems, specifically word problems.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide teacher professional development and monitor instructional practices for vocabulary and academic language	Targeted	All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Project GLAD training for 5 teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000
Provide teacher professional development and monitor instructional practices for teaching word problems and problem solving skills	All	<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:	Costs for math professional development 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 2,000

		(Specify)	
Provide small group support for homework by credentialed teachers twice a week	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6 teachers x 80 hours/year 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 19,200
Provide extra support for newcomers and students who score low on the English language assessment	Targeted	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide full time English Language Development Teacher 1000-1999: Certificated Personnel Salaries Base 65,000
Provide bilingual paraeducator support for students to have extra support in the classroom and to access grade level content	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,000 Provide paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 28,000 Provide paraeducator (1 FTE) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 28,000 Provide paraeducator (.5FTE) 2000-2999: Classified Personnel Salaries Federal Funds 15,000
Provide additional learning time for at-risk students through a summer learning program	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hourly Teachers for instruction 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 20,000 Summer School Administration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,500 Summer School Custodian 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,000 Hourly paraeducators for support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 18,000

<p>Provide Reading Intervention support for students performing below grade level expectations</p>	<p>Targeted</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide a Language Arts/Reading Specialist 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 57,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 5:</p>	<p>GIS will increase engagement for parents and students by creating a positive school environment.</p>	<p>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</p>
<p>Identified Need :</p>	<p>C. Engagement</p> <p>GIS has reviewed data from the LCFF survey of teachers, parents and students and determined the following improvements are needed:</p> <ul style="list-style-type: none"> • Increase parental involvement opportunities on campus • Increase communication with stakeholders through various media • Increase parent workshops related to educational success • Increase attendance rate for students • Create a more positive school climate by providing training in Capturing Kids' Hearts for all staff <p>The metric used to evaluate progress will be:</p> <ul style="list-style-type: none"> • Volunteer records • SSC meeting sign-in sheets • Communication publication • Attendance data • Suspension data • Parent Satisfaction Survey • Professional Development Plan 	
<p>Goal Applies to:</p>	<p>Schools: Gateway International School</p> <p>Applicable Pupil Subgroups:</p>	<p>All students</p>

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

- *The number of volunteers will increase each year by 5%.
- *Number of communications to families will increase to twice a month.
- *Attendance rate for students will increase .05%.
- *Positive school climate as reported by parent, student, and teacher surveys will increase each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All full time teachers and paraeducators will be trained in "Capturing Kids' Hearts" to improve school climate and culture	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	CKH training for teachers and paraeducators 5800: Professional/Consulting Services And Operating Expenditures Title I 3,500
Continue to inform parents and students of attendance policy, monitor, reward, and enforce consistently	All	<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Publish school handbook with attendance policy in student planners 4000-4999: Books And Supplies Lottery 3,500 Send home monitoring letters to parents regarding attendance 4000-4999: Books And Supplies Base 500 Establish and conduct SARB meetings 0 Conduct home visits 1000-1999: Certificated Personnel Salaries Base 0
Increase amount of opportunities and parent volunteer hours.	All	<input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Send home notification of volunteer opportunities 0

<p>Increase communication to stakeholders through various media</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Local magazine and newspaper articles 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000 <hr/> Maintain school website 5800: Professional/Consulting Services And Operating Expenditures Base 4,500</p>
<p>Provide parent workshops regarding preparing students for Common Core Standards, College Readiness, and health</p>	<p>All</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 workshop on effective parent engagement-Parent Institute for Quality Education 5800: Professional/Consulting Services And Operating Expenditures Title I 5000</p>
	<p>All</p>	<p><input type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Improve climate for students by providing anti-bullying training for educators and students</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Anti-Bullying lessons within classrooms 5800: Professional/Consulting Services And Operating Expenditures Base 0 <hr/> Anti-Bullying assemblies for students 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000</p>
<p>Promote a positive school climate by providing small group discussions regarding bullying and social skills</p>	<p>Targeted</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Use school counselor and second step program 1000-1999: Certificated Personnel Salaries Supplemental 0</p>

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Books and Supplies for lessons with counselor 4000-4999: Books And Supplies Supplemental and Concentration 500
Promote positive behavior for struggling students who need behavior support and to reduce suspension rate	Targeted	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Create behavior plans using positive behavior and intervention support (PBIS) 0 Provide mentor as a motivation for students to achieve and develop positive character attributes 0
Hold Student Study Team meetings for students who are below grade level, at-risk of retention, low-achieving English learner, or have attendance issues	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Meetings between counselor, teacher, Vice Principal, parents, and students 0
Provide two part time nurses to address student health issues that may affect achievement and a part-time clerk to support health services	All	<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)	Provide two part time nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 17,500 Health Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,242
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	

		English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>*The number of volunteers will increase each year by 5%.</p> <p>*Number of communications to families will increase to twice a month.</p> <p>*Attendance rate for students will increase .05%.</p> <p>*Positive school climate as reported by parent, student, and teacher surveys will increase each year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All full time teachers and paraeducators will be trained in "Capturing Kids' Hearts" to improve school climate and culture	All	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent	CKH training for teachers and paraeducators 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 3,500

		English proficient Other Subgroups: (Specify)	
Continue to inform parents and students of attendance policy, monitor, reward, and enforce consistently	All	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Publish school handbook with attendance policy in student planners 4000-4999: Books And Supplies Lottery 3,750 Send home monitoring letters to parents regarding attendance 4000-4999: Books And Supplies Base 500 Establish and conduct SARB meetings 0 Conduct home visits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
Advertise opportunities and parent volunteer hours.	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Newsletters and website 0
Increase communication to stakeholders through various media	All	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Local magazine and newspaper articles 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,000 Maintain school website 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000
		All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

		(Specify)	
Provide parent workshops regarding preparing students for Common Core Standards, College Readiness, and health	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Presenters for workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000
Improve climate for students by providing anti-bullying training for educators and students	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Anti-Bullying lessons within classrooms 4000-4999: Books And Supplies Supplemental 2,000 Anti-Bullying assemblies for students 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000
Promote a positive school climate by providing small group discussions regarding bullying and social skills	Targeted	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Use school counselor and second step program 1000-1999: Certificated Personnel Salaries Supplemental 0
Promote positive behavior for individual students who need behavior support and to reduce suspension rate	Targeted	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Create behavior plans using positive behavior and intervention support (PBIS) 0 Provide mentor as a motivation for students to achieve and develop positive character attributes 0

<p>Hold Student Study Team meetings for students who are below grade level, at-risk of retention, low-achieving English learner, or have attendance issues</p>	<p>Targeted</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Meetings between counselor, teacher, Vice Principal, parents, and students 0</p>
<p>Provide two part time nurses to address student health issues that may affect achievement and a part-time clerk to support health services</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide two part time nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 19,000 Provide Health Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,500</p>
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	*The number of volunteers will increase each year by 5%. *Number of communications to families will increase to twice a month. *Attendance rate for students will increase .05%. *Positive school climate as reported by parent, student, and teacher surveys will increase each year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All full time teachers and paraeducators will be trained in "Capturing Kids' Hearts" to improve school climate and culture	All	<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)	CKH training for teachers and paraeducators 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 3,500
Continue to inform parents and students of attendance policy and volunteer opportunities	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Publish school handbook with attendance policy in student planners 4000-4999: Books And Supplies Lottery 4,500

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Send home monitoring letters to parents regarding attendance and volunteering 4000-4999: Books And Supplies Base 500 <hr/> Establish and conduct SARB meetings 0 <hr/> Conduct home visits 0
Increase communication to stakeholders through various media		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Local magazine and newspaper articles 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2000 <hr/> Maintain school website 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5000
Provide parent workshops regarding preparing students for Common Core Standards, College Readiness, and health	All	<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)	Presenters for workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000
Improve climate for students by providing anti-bullying training for educators and students	All	<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)	Anti-Bullying lessons within classrooms 4000-4999: Books And Supplies Supplemental and Concentration 2000 <hr/> Anti-Bullying assemblies for students 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000
Promote a positive school climate by providing small group discussions regarding bullying and social skills	Targeted	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Use school counselor and second step program 0

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Specific students	
Promote positive behavior for individual students who need behavior support and to reduce suspension rate	Targeted	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Specific students	Create behavior plans using positive behavior and intervention support (PBIS) 0 Provide mentor as a motivation for students to achieve and develop positive character attributes 0
Hold Student Study Team meetings for students who are below grade level, at-risk of retention, low-achieving English learner, or have attendance issues	Targeted	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Specific students	Meetings between counselor, teacher, Vice Principal, parents, and students 0
Provide two part time nurses to address student health issues that may affect achievement and a part-time clerk to support health services	All	<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)	Provide two part time nurses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 21,000 Health Clerk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,000

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

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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:	Students will have all basic needs met to facilitate learning; including core curriculum, facilities, and high-quality instruction.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Gateway International School Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	<p>*Students will have access to newly adopted English-Language Arts and Mathematics curriculum textbooks aligned to Common Core State Standards.</p> <p>*Students will benefit from professional development for teachers related to instructional practices and Common Core State Standards-minimum of 5 days per year.</p> <p>*Students will have safe and clean facilities..</p>	Actual Annual Measurable Outcomes:	<p>*All students had access to newly adopted Mathematics textbooks and students in grades 6-8 had new English-Language Arts textbooks aligned to CCSS.</p> <p>*Teachers had 5 full days of professional development related to CCSS, adopted curriculum, and best instructional practices.</p> <p>*GIS added a part-time custodian to support a clean and safe environment.</p>
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase English Language Arts core curriculum aligned to Common Core State Standards	English Language Arts textbooks for TK-8 4000-4999: Books And Supplies Supplemental 80,000	Purchased English-Language Arts curriculum for grades 6-8	Houghton Mifflin curriculum 4000-4999: Books And Supplies Supplemental and Concentration 15,200
Scope of Service	All	Scope of Service	Middle School
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) grades 6-8	

<p>Provide Beginning Teacher Support and Assessment Program for teachers new to the profession</p>	<p>BTSA program 1000-1999: Certificated Personnel Salaries Supplemental 28,110</p>	<p>Provided BTSA support to 7 teachers</p>	<p>Costs for participants and support providers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 11,100</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: 7 participants/3 providers</p> <hr/> <p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Specific teachers</u></p>	
<p>Renew online mathematics intervention program that is aligned to CCSS (ST Math and SI Intervention)</p>	<p>Online intervention program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,324</p> <p>Online ST Math program for transitional kindergarten 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,000</p>	<p>Provided ST Math to all students</p>	<p>Online Math program purchased 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,499.00</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>Purchase Mathematics core curriculum aligned to Common Core State Standards</p>	<p>Mathematics textbooks 3rd-5th 6000-6999: Capital Outlay Supplemental 17,912</p>	<p>Purchased Mathematics CCSS curriculum grades TK-8</p>	<p>Math Textbooks 4000-4999: Books And Supplies Other 58,605.98</p>

<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
Scope of Service	All						
Scope of Service	All						
<p>X 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>X 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>Remodel boys bathroom that was once usable.</p>	<p>Upgrade plumbing and fixtures in cooperation with San Juan Unified School District 6000-6999: Capital Outlay Supplemental 20,000</p>	<p>Project Completed by SJUSD</p>	<p>Bathroom is functional 0</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
Scope of Service	All						
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<p>X 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>X 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>Add additional portable classrooms and bathrooms</p>	<p>Purchase portables and install on campus in cooperation with San Juan Unified School District 6000-6999: Capital Outlay Supplemental and Concentration 41,975</p> <p>Purchase portables and install on campus in cooperation with San Juan Unified School District 6000-6999: Capital Outlay Base 458,025</p>	<p>Project started; portable purchased, deposit to SJ given for work</p>	<p>In-Process 6000-6999: Capital Outlay Base 341,714.35</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>Grades 6-8</td> </tr> </table>	Scope of Service	Grades 6-8	
Scope of Service	All						
Scope of Service	Grades 6-8						
<p>X All</p>		<p>X All</p>					

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Middle School Classrooms</u></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>This year, we hoped to buy all ELA adoptions for TK-8, but were only able to buy for grades 6-8. Next year's plan will be updated to reflect the cost to adopt new ELA for TK-5. We will continue to provide CCSS aligned Math textbooks to all students and move forward with the classroom portables/bathroom project.</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:	Students will participate in a broad course of study that puts them on track to college and career.	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: Gateway International School Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	<p>*Students in TK-5th will participate in 6 teacher developed units of inquiry for the International Baccalaureate Primary Years Program.</p> <p>*Students in 6th-8th will participate in teacher training in International Baccalaureate Middle Years Program.</p> <p>*Grades 3-8 will participate in college related field trips and/or projects twice a year.</p> <p>*Students in 6th-8th will research and learn about high school, college and career pathways.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>*Students in TK-5th participated in 6 units of inquiry for IB Primary Years Program.</p> <p>*Teachers for 6th-8th were training in their core subject for IB Middle Years Program.</p> <p>*Grades 6-8 participated in high school and college project and/or field trip twice this year.</p> <p>*Grades 6-8 completed research on career pathways and college entrance requirements.</p>	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide Curriculum Coach to ensure teachers plan and implement IB units of inquiry with all required components	Hire full time Curriculum Coach 1000-1999: Certificated Personnel Salaries Supplemental 62,672	Provided full time Curriculum Coach	Salary-Croyle 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 31,335 Salary-Croyle 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 31,335
Scope of Service: All		Scope of Service: All	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Grades 3-8 will research college and career pathways and participate in field trip and/or projects twice a year</p>	<p>field trip costs 5800: Professional/Consulting Services And Operating Expenditures Base 7,500</p> <p>College supplies and materials (pamphlets, pennets, etc.) 4000-4999: Books And Supplies Supplemental 2000</p> <p>Cost for online research portal-California Learns 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,601</p>	<p>Students researched colleges, participated in CSUS Academic Talent Search, visited high school to plan for future</p>	<p>field trip cost 5800: Professional/Consulting Services And Operating Expenditures Base 850.00</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">3rd-8th</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 3rd-8th 	Scope of Service	3rd-8th		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Middle School</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6th-8th 	Scope of Service	Middle School	
Scope of Service	3rd-8th						
Scope of Service	Middle School						
<p>Provide in-person teacher training for International Baccalaureate Primary Years Program</p>	<p>Cost for in-person IB training "Introduction to PYP Curriculum Model" 5800: Professional/Consulting Services And Operating Expenditures Supplemental 7,000</p>	<p>Training provided online for 4 teachers</p>	<p>Workshop fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,400</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p>	Scope of Service	All		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Targeted</td> </tr> </table> <p><input type="checkbox"/> All</p>	Scope of Service	Targeted	
Scope of Service	All						
Scope of Service	Targeted						

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>4 teachers</u></p>	
<p>Provide online IB training for PYP teachers</p>	<p>Cost for online course for 20 teachers in PYP 5800: Professional/Consulting Services And Operating Expenditures Supplemental 12,000 Teacher stipends for completion of online course 1000-1999: Certificated Personnel Salaries Supplemental 6,000</p>	<p>Provided online IB training for 3 teachers</p>	<p>Workshop fees 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,800</p>
<p>Scope of Service TK-5th</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) TK-5th</p>		<p>Scope of Service Targeted</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>3 teachers</u></p>	
<p>Provide in-person teacher training for IB Middle Years Program</p>	<p>Costs of in-person training for "Implementing the MYP Curriculum 5800: Professional/Consulting Services And Operating Expenditures Supplemental 8,250</p>	<p>Provided 7 in-person IB workshops</p>	<p>Workshop fees 5800: Professional/Consulting Services And Operating Expenditures Other 5,173</p>
<p>Scope of Service 6th-8th</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service Targeted</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 6th-8th</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>7 teachers/staff</u></p>	
<p>Provide a full time counselor to support all subgroups to achieve and participate successfully in the IB program</p>	<p>Hire full time counselor 1000-1999: Certificated Personnel Salaries Supplemental 53,536</p>	<p>Provided full time counselor</p>	<p>Salary-Dhillon (Split-funded) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 26,768</p>
<p>Scope of Service Targeted</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All</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>Students will receive visual and performing arts instruction per IB program requirements.</p>	<p>Hire full time Visual and Performing Arts teacher 1000-1999: Certificated Personnel Salaries Supplemental 48,134</p>	<p>Provided VAPA teacher</p>	<p>Salary-Cooper 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 53,1000</p>
<p>Scope of Service ALL</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 All</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</p>	<p>GIS needs to continue supporting professional development for International Baccalaureate and staffing support for students to participate in this program successfully.</p>		

goals?

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

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:	All students will improve achievement on English-Language Arts and Mathematics assessments.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Gateway International School Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	<p>*Students will perform at grade level or have a scaled score increase of 50 points on Renaissance Math and Reading assessments.</p> <p>*GIS will increase school-wide by 5% on local reading and math curriculum assessments.</p> <p>*Students will have increased engagement through learning opportunities that utilize technology.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>*54% of students achieved the Renaissance Reading goal and 62% reached the Renaissance Math goal.</p> <p>*These achievement levels were similar to prior year.</p> <p>*Level of access to technology increased to daily use per student instead of twice a week.</p>	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide small group learning for students twice a week for English-Language Arts and Mathematics	All teachers schedule time for small group learning 1000-1999: Certificated Personnel Salaries Base 0	This was completed within each classroom by teachers	No additional cost
Scope of Service: All		Scope of Service: All	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Increase technology resources for students and teachers</p>	<p>Purchase 50 Chromebooks for classrooms 6000-6999: Capital Outlay Supplemental 13,750</p> <p>Purchase 5 student response systems that interact with Promethean boards 6000-6999: Capital Outlay Supplemental 17,182</p> <p>Purchase 10 ActivWands that interact with Promethean boards 6000-6999: Capital Outlay Supplemental 5,000</p>	<p>Purchased two chromebook carts with total of 70 student computers</p>	<p>35 chromebooks and 1 cart 4000-4999: Books And Supplies Supplemental and Concentration 19,300</p> <p>35 Chromebooks and 1 cart 4000-4999: Books And Supplies Base 19,300</p>
<p>Scope of Service: All</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>Scope of Service: All</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>Provide extended learning time through an after school program</p>	<p>8 paraeducators to staff program x 17 hr/wk 2000-2999: Classified Personnel Salaries Supplemental 69,944</p>	<p>Provided additional learning time during after school program</p>	<p>Hourly salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 63,700</p>
<p>Scope of Service: Targeted</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</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>Conduct trimester assessments for English Language Arts and Math using Renaissance Learning online program.</p>	<p>Online subscription of Renaissance Learning for each student 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,175</p>	<p>Completed assessments 3 times per year for ELA and Math using Renaissance Learning online program</p>	<p>Online student subscriptions to testing program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,590</p>
<p>Scope of Service All</p>		<p>Scope of Service Grades 1-8</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Grades 1-8</u></p>	
<p>Provide technology resource for teachers to track student achievement data and information</p>	<p>Cost for Illuminate program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,250</p>	<p>Provided Illuminate for teachers to track student data and information</p>	<p>Cost of program 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,720</p>
<p>Scope of Service All</p>		<p>Scope of Service All</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide supplemental reading materials in English and students' native language</p>	<p>Purchase books in multiple languages for classroom and library use 4000-4999: Books And Supplies Supplemental 10,000</p>	<p>Purchased books in Spanish and Russian languages</p>	<p>Costs for books 4000-4999: Books And Supplies Federal Funds 4,200</p>
<p>Scope of Service All</p>		<p>Scope of Service Targeted</p>	
<p><input checked="" type="checkbox"/> All</p>		<p><input type="checkbox"/> All</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Bilingual students</u>					
Provide online reading intervention support program to students who are reading below grade level	Subscriptions to Lexia intervention program from Greenfield Learning 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 9,018	Provided Lexia to all students	Cost of subscription to Lexia-Greenfield Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 11,940				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">ALL</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black;"/> <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	ALL		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All</td> </tr> </table> <hr style="border: none; border-top: 1px dashed black;"/> <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	All	
Scope of Service	ALL						
Scope of Service	All						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our goals will be updated to include specific ELA and Math goals to make them more measurable. Goals and progress will be tracked for targeted students so that focus is on achievement in these two areas.						

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:	GIS will increase the number of English learners scoring proficient on the English language assessment each year.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Gateway International School Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable Outcomes:	<p>*Number of students scoring proficient on English language assessments will increase by 5% each year.</p> <p>*Low level English Learner students will have 5% increase each year of small group instruction time.</p> <p>*The ratio of English Learners to support staff will decrease each year.</p> <p>*Students will improve on solving complex math problems, specifically word problems.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>*Number of students scoring Advanced on CELDT increased from 6% to 9%.</p> <p>*Added additional paraeducator support.</p>	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide teacher professional development and monitor instructional practices for vocabulary and academic language	Project GLAD training for 10 teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000	Provided Project GLAD training to 10 teachers	Cost for professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4200 Cost for professional development 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 4200
Scope of Service	Targeted	Scope of Service	Targeted
All		All	
OR:		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)		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>10 teachers</u>					
Provide teacher professional development and monitor instructional practices for teaching word problems and problem solving skills	Costs for math professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000	Provided training for teachers on newly adopted Math curriculum	No additional cost				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: none;">Scope of Service</td> <td style="border: none;">All</td> </tr> </table> <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	All		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: none;">Scope of Service</td> <td style="border: none;">Middle School</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>6th-8th</u>	Scope of Service	Middle School	
Scope of Service	All						
Scope of Service	Middle School						
Provide small group support for homework by credentialed teachers twice a week	6 teachers x 80 hours/year 1000-1999: Certificated Personnel Salaries Concentration 19,200	Provided homework tutoring by 3 credentialed teachers twice a week	hourly salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: none;">Scope of Service</td> <td style="border: none;">Targeted</td> </tr> </table> <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)	Scope of Service	Targeted		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; border: none;">Scope of Service</td> <td style="border: none;">Targeted</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Targeted	
Scope of Service	Targeted						
Scope of Service	Targeted						
Provide extra support for newcomers and students who score low on the	Hire full time English Language Development Teacher 1000-1999:	Provided English support by credentialed teacher	Salary-Dolyna 1000-1999: Certificated Personnel Salaries Other 63,000				

English language assessment	Certificated Personnel Salaries Base 57,685										
<table border="1"> <tr> <td data-bbox="100 211 243 277">Scope of Service</td> <td data-bbox="254 211 569 277">Targeted</td> </tr> <tr> <td colspan="2" data-bbox="100 285 569 589"> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Targeted	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1037 211 1180 277">Scope of Service</td> <td data-bbox="1190 211 1514 277">Targeted</td> </tr> <tr> <td colspan="2" data-bbox="1037 285 1514 589"> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Targeted	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		
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Scope of Service	Targeted										
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Provide bilingual paraeducator support for students to have extra support in the classroom and to access grade level content	Hire full time paraeducator 2000-2999: Classified Personnel Salaries Federal Funds 21,262 Hire paraeducator (.5FTE) 2000-2999: Classified Personnel Salaries Supplemental 13,163 Hire paraeducator (.5FTE) 2000-2999: Classified Personnel Salaries Federal Funds 13,163 Hire full time paraeducator 2000-2999: Classified Personnel Salaries Supplemental 26,327	Provided 3 FTE bilingual paraeducators	Salary-Aguilar 2000-2999: Classified Personnel Salaries Federal Funds 22,000 Salaries-Shkrabak, Formazyuk 2000-2999: Classified Personnel Salaries Supplemental and Concentration 40,500								
<table border="1"> <tr> <td data-bbox="100 1006 243 1073">Scope of Service</td> <td data-bbox="254 1006 569 1073">Targeted</td> </tr> <tr> <td colspan="2" data-bbox="100 1081 569 1385"> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Targeted	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1037 1006 1180 1073">Scope of Service</td> <td data-bbox="1190 1006 1514 1073">Targeted</td> </tr> <tr> <td colspan="2" data-bbox="1037 1081 1514 1385"> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Targeted	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		
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Provide additional learning time for at-risk students through a summer learning program	Hourly Teachers for instruction 1000-1999: Certificated Personnel Salaries Supplemental and	Provided Summer School program	Hourly salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration								

		Concentration 19,200 Summer School Administration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 4,500 Summer School Custodian 2000- 2999: Classified Personnel Salaries Supplemental 715			20,000 Hourly salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 1,800
Scope of Service	Targeted		Scope of Service	Targeted	
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> 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?		GIS has a variety of support services for English Learners. The services that provide translation and access to core curriculum are the most beneficial. Our English Learners need more support with writing. We will add writing goals to next year's plan along with related professional development for teachers.			

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:	GIS will increase engagement for parents and students by creating a positive school environment.		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	
Goal Applies to:	Schools:	Gateway International School		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> *The number of volunteers will increase each year by 10%. *Number of communications to families will increase to twice a month. *Attendance rate for students will increase .05%. *Positive school climate as reported by parent, student, and teacher surveys will increase each year. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> *Volunteer and parent involvement increased dramatically this year. *Administration communicated to families at least twice a month; whether by newsletter, phone, email, or text. *Attendance rate decreased by .25% *Surveys show parents are generally happy. Students report that teachers should engage them more.
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
All full time teachers and paraeducators will be trained in "Capturing Kids' Hearts" to improve school climate and culture		CKH training for teachers and paraeducators 5800: Professional/Consulting Services And Operating Expenditures Other 3,000	Trained staff on Capturing Kids' Hearts Cost for training 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 1,600	
Scope of Service	All		Scope of Service	Targeted
<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			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

<p>proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> Other Subgroups: (Specify) 4 teachers</p>	
<p>Continue to inform parents and students of attendance policy, monitor, reward, and enforce consistently</p>	<p>Publish school handbook with attendance policy in student planners 4000-4999: Books And Supplies Supplemental 2,969 Send home monitoring letters to parents regarding attendance 4000-4999: Books And Supplies Base 500 Establish and conduct SARB meetings 0 Conduct home visits 1000-1999: Certificated Personnel Salaries Supplemental 500</p>	<p>Published planners with Parent and Student Handbook that includes Attendance policy</p>	<p>Cost for planners 4000-4999: Books And Supplies Lottery 4,100 Conducted SSTs for students with negative attendance patterns</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service: ALL</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide incentives for students to attend school regularly and on time</p>	<p>Purchase incentive rewards for students for perfect attendance 4000-4999: Books And Supplies Supplemental 1,500</p>	<p>Provided monthly recognition for perfect attendance and end of semester awards</p>	<p>Certificates, prizes, bicycles 4000-4999: Books And Supplies Other 1,200</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)				
Increase communication to stakeholders through various media		Publish monthly newsletters 4000-4999: Books And Supplies Base 700 Local magazine and newspaper articles 5800: Professional/Consulting Services And Operating Expenditures Supplemental 500 Maintain school website 5800: Professional/Consulting Services And Operating Expenditures Base 4,500	Published monthly newsletters, placed ads in magazines, and maintained website	School website 5800: Professional/Consulting Services And Operating Expenditures Base 4,500 Advertisements 5800: Professional/Consulting Services And Operating Expenditures Base 3,000
Scope of Service	All		Scope of Service	All
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)	
Increase amount of opportunities and parent volunteer hours		Send home notification of volunteer opportunities 0 Teacher workshop on effective parent engagement-Parent Institute for Quality Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental 5,000	Increased number of events for families; IB nights, IB parent workshops, GIS Olympics	Various costs for events; food; supplies 4000-4999: Books And Supplies Other 2,000
Scope of Service	All		Scope of Service	All
X All OR: _ Low Income pupils _ English Learners _ Foster Youth			X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide parent workshops regarding preparing students for Common Core Standards, College Readiness, and health</p>	<p>Presenters for workshops 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,000</p>	<p>Curriculum Coach held parent workshops on Common Core Standards; partnered with HealthNet for parent workshops regarding immunizations</p>	<p>No additional costs</p>
<p>Scope of Service: All</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: All</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>Improve climate for students by providing anti-bullying training for educators and students</p>	<p>Anti-Bullying conference for key staff; to bring back information to all staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000 Anti-Bullying assemblies for students 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,000</p>	<p>Provided anti-bullying lessons within each classroom by school Counselor</p>	<p>No additional costs</p>
<p>Scope of Service: All</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: All</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>Promote a positive school climate by providing small group discussions regarding bullying and social skills</p>	<p>Use school counselor and second step program 1000-1999: Certificated Personnel Salaries Supplemental</p> <p>Second step program and supplemental materials 4000-4999: Books And Supplies Federal Funds 1,000</p>	<p>Provided small group counseling, play therapy, to targeted students in need of social support</p>	<p>No additional costs</p>
<p>Scope of Service Targeted</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Targeted</p> <hr/> <p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Specific students</p>	
<p>Promote positive behavior for struggling students who need behavior support and to reduce suspension rate</p>	<p>Create behavior plans using positive behavior and intervention support (PBIS) 0</p> <p>Provide mentor as a motivation for students to achieve and develop positive character attributes 0</p>	<p>Each class created a behavior contract for their class</p>	<p>No additional costs</p>
<p>Scope of Service Targeted</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service 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>Hold Student Study Team meetings for students who are below grade</p>	<p>Meetings between counselor, teacher, Vice Principal, parents, and</p>	<p>Had at least 50 Student Study Team meetings (initial and follow-up) for</p>	<p>SST Lead Teacher stipend 1000-1999: Certificated Personnel Salaries</p>

level, at-risk of retention, low-achieving English learner, or have attendance issues	students 0	struggling students	Supplemental and Concentration 2,000				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Targeted</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	Targeted		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Targeted</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	Targeted	
Scope of Service	Targeted						
Scope of Service	Targeted						
Improve climate for students by providing anti-bullying education and small group discussions for targeted students	Books and Supplies for lessons 4000-4999: Books And Supplies Supplemental 500	Repeat					
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All</td> </tr> </table> <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>	Scope of Service	All		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td></td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service		
Scope of Service	All						
Scope of Service							
Create behavior plans for targeted students to reduce suspension rate	None 0	Behavior plans were created within the SST or IEP process	No additional costs				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Targeted</td> </tr> </table> <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 </p>	Scope of Service	Targeted		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Targeted</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient </p>	Scope of Service	Targeted	
Scope of Service	Targeted						
Scope of Service	Targeted						

proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with behavior issues</u>		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Specific students</u>									
Involve parents and guardians in Student Study Team meetings for students who are below grade level, at-risk of retention, low-achieving English learner, or have attendance or behavior issues	None 0	Parents were invited to every SST meeting and given explanation of the support system we have for struggling students	No additional costs								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Scope of Service</td> <td style="width: 50%; padding: 2px;">Targeted</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Targeted	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Scope of Service</td> <td style="width: 50%; padding: 2px;">Targeted</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Specific students</u> </td> </tr> </table>	Scope of Service	Targeted	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Specific students</u>		
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Teacher workshop on effective parent engagement	Parent Institute for Quality Education workshop fees 5800: Professional/Consulting Services And Operating Expenditures Other 5,000	Not held									
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<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Provide two part time nurses to address student health issues that may affect achievement	Hire two part time nurses 1000-1999: Certificated Personnel Salaries Supplemental 13,117.60	Nurses hired for GCC schools, including GIS	Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 16,500								

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Scope of Service	All						
<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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>GIS will continue to focus on attendance rates for students by sending letters home and holding SST and/or SARB meetings as necessary.</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 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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

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 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a 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>\$554,451</u>
<p>Goal 1: Students will have all basic needs met to facilitate learning; including core curriculum, facilities, and high-quality instruction. GIS will purchase English Language Arts curriculum aligned to the Common Core State Standards. We will provide support and training for teachers regarding Common Core Standards and curriculum implementation. GIS will improve facilities by purchasing portables and renovate bathrooms.</p> <p>Goal 2: Students will participate in a broad course of study that puts them on track to college and career. GIS will provide a Curriculum Coach that will ensure implementation of our International Baccalaureate program that is rigorous and broad. Funds will be used to train teachers fully on the IB program. GIS will hire a full time Counselor to plan and implement programs and activities that inspire students to plan for college and careers. A Visual and Performing Arts teacher will be hired to broaden and support student learning experiences and build upon their interests in these areas.</p> <p>Goal 3: All students will improve achievement on English-Language Arts and Mathematics assessments. In regards to Pupil Outcomes, interventions and supports will be put in placed, based upon data, to support student achievement. Teachers and paraeducators will provide small group, differentiated instruction. GIS will provide extended learning time through an after school program. Technology, supplemental testing, and reading materials will be provided to students.</p> <p>Goal 4: GIS will increase the number of English learners scoring proficient on the English language assessment each year. GIS will provide a full time English Language Development teacher to support individual student needs for newcomers to the US and students who score low on the English language assessment. Paraeducators will support students during the school day and Credentialed teachers will provide tutoring after school. Teachers will participate in Project GLAD (Guided Language Acquisition and Design) training and a summer school program will be offered to support English Learners and those students performing below grade level.</p> <p>Goal 5: GIS will increase engagement for parents and students by creating a positive school environment. GIS will provide training to all full-time staff members in Capturing Kids' Hearts program which supports a positive environment in the classroom and the campus as a whole. We will continue to inform parents of policies related to attendance, immunization, and student discipline and provide incentives for students to achieve in these areas. The Curriculum Coach and Counselor will provide workshops to families regarding standards and student goals, including high school and college expectations. The Counselor will present lessons on anti-bullying lessons to every classroom and social skills lessons to small groups. We will track and increase parent volunteer hours and provide health services, as needed, by our part-time school nurses.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15.6	%
3	

The GIS identified subgroups are English Learners and low income pupils.

Goal 1:

Subgroup students will receive differentiated instruction when they are performing below grade level expectations. Teachers will provide differentiated instruction using the below grade level and English Language Development components from the adopted English-Language Arts and Mathematics curriculum. These students will also have access to online intervention programs for Math and English-Language Arts.

Goal 2:

Subgroup students will have access to services from the school Counselor that support their participation in the International Baccalaureate program. The counselor will serve as a mentor and facilitator to targeted students who need study skills and social interaction support.

Goal 3:

Subgroup students will be identified to receive paraeducator support within the classroom for English-Language Arts and/or Mathematics. This is specific time to reteach needed skills and also allows students a chance to ask questions and get feedback. An extended day program is offered for these students to have designated homework time on site.

Goal 4:

English Learner students will receive services from a full time English Language Development teacher. All teachers will be trained and use Project GLAD techniques to make content and vocabulary accessible to subgroups. Credentialed teachers will provide tutoring support after school for targeted students.

Goal 5:

Subgroup students will receive services that support regular school attendance and positive behavior intervention. Students will work with the Counselor and the Student Study Team to develop behavior plans that focus on staying in the classroom. This team will involve parents and family members so that they also have a clear understanding of how they can support their child in being successful in school.

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).