

## SECTION 3A

Section 3A: Actions, Services, and Expenditures for all Students and ethnic subgroups and students with disabilities

Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?		
				LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal 1: To provide all students with high quality classroom instruction, sufficient standards based curriculum and a safe quality facility in which to learn</b>						
<p><b>Goal A1.1:</b> High Quality Instructors</p> <p>All students will receive instruction from a highly qualified teacher that are prepared to support the divers learning and cultural differences of all of our students</p> <p><b>Goal 22</b></p>	<p><b>Priority 1</b> Basics</p>	<p><i>System will be monitored that ensures that all instructional staff meets requirements as highly qualified</i></p> <p><i>Provide effective professional development that prepares staff to support diverse learning needs and develops teacher and staff cultural competency's; specifically addressing African American and English Learners</i></p> <p><i>Make available effective trainings required for</i></p>	<p>All Students K-12</p>	<p><i>Recruitment of Highly Qualified Teachers/Staff</i></p> <p><i>BTSA support –</i></p> <p><i>Professional development that supports teachers and staff in working with sub-groups and student diverse learning needs</i></p> <p><i>AASI</i></p> <p><i>Instructional Coaches</i></p> <p><i>Provide coaching for teachers as identified as struggling (PAR)</i></p>		

## SECTION 3A

		<i>appropriate state and federal mandates (autism cert...)</i>				
<b>Goal A1.2</b> Sufficient Instructional Materials  All students will have sufficient access to standards-aligned instructional materials  <b>Goal 32</b>		<i>Implement systems to ensure that all classrooms have standards aligned instructional materials on the first day of instruction</i>		Core and supplemental Instructional Materials  Staff to support and monitor instructional materials		
<b>Goal A1.3:</b> Facilities  All facilities will be in good repair for student and staff use		All schools and other district facilities will be maintained as in "good repair" as per guidelines delineated in William's legislation				

Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?		
				LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal 2: All students will demonstrate improved achievement on rigorous Common Core State Standards that prepares and promotes college and career readiness with academic interventions and support in place to remove barriers to student success while narrowing the achievement gap.</b>						
<b>Goal A2.1</b> Implementation of new CC State Standards  100% of students will	<b>Priority 2</b>	<ul style="list-style-type: none"> <li>•K-5 classrooms implement CCSS aligned Scope and Sequence</li> </ul>	<b>All schools</b>	<ul style="list-style-type: none"> <li>• Curriculum Refinement Committees convene for K-11<sup>th</sup> ELA and Math, and 6<sup>th</sup>-12<sup>th</sup> Science and History, in order to</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Refinement Committees convene for</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Refinement Committees convene for K-11<sup>th</sup></li> </ul>

## SECTION 3A

<p>experience instruction aligned with the CC in both ELA, Math, and NGSS as determined by course alignment to CCSS Scope &amp; Sequence</p> <p><b>Goals 26, 27 and 28</b></p>	<p>Implementation Of State Stds.</p>	<p>Secondary ELA, Math, Science and History implement CCSS aligned Scope and Sequence</p> <p>Support personnel knowledgeable about instructional expectations in order to coach teachers as needed</p> <p>Formation of school site ILT and training on teaching learning collaboratives</p> <p>Increase Library Services to elementary and middle schools to provide resource and support to students</p>		<p>refine Scope and Sequence based on pilot feedback: Budget- \$75,000 *(partially funded by CC monies)</p> <ul style="list-style-type: none"> <li>Principals, teacher leads are trained in use of Scope &amp; sequence, and instructional expectations – as part of “Leadership Institute” Budget \$8,500</li> </ul>	<p>K-11<sup>th</sup> ELA and Math, and 6<sup>th</sup>-12<sup>th</sup> Science and History, to continue building PUSD’s digital library of Common Core units, refine S&amp;S as needed: Budget: \$20,000</p> <ul style="list-style-type: none"> <li>Continued calibration with Principals and teacher leads in use of Scope &amp; sequence, and instructional expectations – as part of “Leadership Institute” \$14,200</li> </ul> <p><b>Library Services</b></p>	<p>ELA and Math, and 6<sup>th</sup>-12<sup>th</sup> Science and History, to continue vetting submissions for PUSD’s digital library of Common Core units, refine S&amp;S as needed: \$20,000</p> <ul style="list-style-type: none"> <li>Continued calibration with Principals and teacher leads in use of Scope &amp; sequence, and instructional expectations – as part of “Leadership Institute” \$14,200</li> </ul>
--	--------------------------------------	---	--	---	--	--

## SECTION 3A

<p><b>Goal A2.2 CC Standard Implementation with tech integration</b></p> <p>Teachers utilize technology as a tool and for instruction to prepare students for next generation assessments structures and systems</p> <p><b>Goal 23, 29</b></p>	<p><b>Priority 2</b> Implementation of state stds.</p>	<ul style="list-style-type: none"> <li>• School sites establish Tech Teams to manage equipment and support teachers and staff in tech-based instructional practices</li> <li>• School sites have support personnel to provide expertise and instruction in media, technology use</li> <li>• Teacher training and development of technical units for skill assessment Develop and offer technology courses at each school</li> </ul>	<p>All schools</p>	<ul style="list-style-type: none"> <li>• Tech Teams trained in administration of Smarter Balanced Assessments via ChromeBooks \$8,000</li> <li>• Tech Teams continue to receive “training of trainers” sessions from TAA for tech-related functions of CCSS implementation \$24,000</li> <li>• Librarians -Media Specialists and/or Technology Lab <b>service instructors provided to elementary &amp; middle school sites</b> <u>\$900,000</u></li> </ul>	<p>Tech Teams continue to receive “training of trainers” sessions from TAA for tech-related functions of CCSS implementation \$24,000</p> <p>Librarians - Media Specialists and/or Technology Lab instructors provided to elementary &amp; middle school sites <b>Funding TBD</b></p> <p>Additional cadre of teachers receive Instructional Tech trainings \$22,000</p>	<ul style="list-style-type: none"> <li>• Tech Teams continue to receive “training of trainers” sessions from TAA for tech-related functions of CCSS implementation \$24,000</li> </ul> <p>Librarians -Media Specialists and/or Technology Lab instructors provided to elementary &amp; middle school sites <b>Funding TBD</b></p> <p>Additional cadre of teachers receive Instructional Tech trainings \$22,000</p>
<p><b>Goal A 2.3 Grade Level Literacy</b></p> <p>By the end of the 2016-17 school year, 90% of all students will be reading on grade level with</p>	<p><b>Priority 4</b> Student Achievem</p>	<p><b>This is grade specific...need to broaden</b></p> <p>Every 3rd to 5th grade teacher will complete a reading assessment/reading diagnostic, three times per</p>	<p>All Elem</p>	<p>Increase <b>coaching support services</b></p> <p>Budget \$350,000 to maintain current CEIS</p> <p><u>Budget: new cost for Literacy</u></p>	<p><b>Funding TBD</b> Budget \$350,000 to maintain current CEIS Literacy Coach support at each site</p>	<p><b>Funding TBD</b></p>

## SECTION 3A

<p>comparable reading and comprehension skills.</p> <p>End of year second and fifth grade levels will serve as the indicators of progress</p> <p><b>Goal 3,4, 10 19,30</b></p>	<p>ent</p>	<p>year (beginning, middle, and end).</p> <p><input type="checkbox"/> Teachers will focus on six essential reading comprehension skills through daily instruction and targeted vocabulary development in specific content area (e.g. science).</p> <p>Teachers will provide on-going instruction for students in close reading and reading complex texts.</p> <p>Provide all special education students/classes with common research based intervention curriculum aligned with Common Core Standards</p> <p>Teachers will hold reading and writing conferences with students throughout the week to monitor student progress and to adjust instruction in order to continue improving students' reading and writing skills</p> <p>Teachers will provide on-going reading instruction for students, focusing on specific elements of informational, narrative, and opinion text.</p>		<p><u>Coaches =</u> <u>7 X \$85,000+= \$595,000</u></p> <p>Current Elementary coaches 3 x \$100,000</p> <p><u>Increase in CEIS teacher funding needed. -12x \$85,000+=</u> <u>\$1,020,000</u></p> <p><b>Provide services to support coordination of ELA and Literacy support</b></p> <p><u>Fountas and Pinnell assessment materials \$3,000</u></p> <p><u>Instructional materials</u></p> <p><u>Budget:</u> <u>\$5000/school – new funds</u> <u>20x\$5,000=\$1,000</u></p>	<p>Increase number of full-time CEIS teacher at 7 targeted elementary schools and part-time CEIS teacher at the other 11 schools –</p> <p>Current Elementary coaches 3 x \$100,000</p> <p>District Level Literacy Coach/Coordinator will collaborate with sites utilizing multiple data</p>	
--	------------	--	--	--	---	--

## SECTION 3A

		<p>Teachers will provide on-going writing instruction for students, modeling specific elements of informational, narrative, and opinion text in writing.</p> <p>Coaches provide training to Curriculum Resource teachers, focusing on elements of informational text. text dependent</p>				
<p><b>Goal A 2.4</b> <b>Grade Level Math</b> <b>K-8</b></p> <p><i>K-8 Students will demonstrate grade level proficiency in math and will increase by X% or more for all students and X% or more for identified sub-groups beginning with the 2015 test administration</i></p> <p><b>Goals 20-21</b></p>	<p><b>Priority 4</b> Student Achievement</p>	<p>Students will complete a post assessment to measure their ability to defend their procedural and conceptual understanding of key mathematical concepts.</p> <p>CSR grades K-3</p> <p>Teachers will focus on weaving conceptual and procedural concepts into their instruction with ample time for students to practice and apply to make meaning.</p> <p>Teachers will make connections in their instruction and the student's application of the concepts in the meaning making process</p>	<p>All K-8 Students</p>	<p>Resources : teachers will need to have one resource from the current program (workbook) to practice skills</p> <p>Budget Targeted professional development at the site level (lesson studies, one on one coaching)</p> <p>Budget:</p> <p>Additional Teaches K-3 25:1</p> <p><b>Current Coaches</b> 3 coaches @ \$100,000= \$300,000</p>	<p>Resources : teachers will need to have one resource from the current program (workbook) to practice skills</p> <p>Budget Targeted professional development at the site level (lesson studies, one on one coaching)</p> <p>Additional Teaches K-3 24/25:1</p> <p>Current Coaches</p>	<p>Resources : teachers will need to have one resource from the current program (workbook) to practice skills</p> <p>Budget Targeted professional development at the site level (lesson studies, one on one coaching)</p> <p>Budget:</p> <p>Additional Teaches K-3 24:1</p> <p>Current Coaches 3 coaches @ \$100,000= \$300,000</p>

## SECTION 3A

		Increase the variety of leveled reading materials to support student reading development			3 coaches @ \$100,000= \$300,000	
<p><b>Goal A 2.5 College and Career Readiness</b> <i>Increase for ( BY A MINIMUM OF x%??) students identifying post-secondary plans for college and/or career</i></p> <p><b>Goal 15</b></p>	Priority 4 Student Achievement	<p>Increase access for students to earn college credit (dual enrollment and/or articulated courses) while in high school will increase by 5% each year</p> <p>Ensure that CTE courses lead to college credit or industry certification</p>	All HS students	<p>Counselors</p> <p>Teachers (CTE)</p> <p>PD</p>		
<p><b>Goal A 2.6 Reduction of LTELs</b></p> <p>Decrease percentage of secondary LTELS as percentage of ELs to 10%. By 2016-17</p>	Priority 4 Student Achievement	<ul style="list-style-type: none"> <li>•EL students will be appropriately enrolled in daily ELD</li> <li>•Elementary EL students will each have ILP developed to support their individual academic needs</li> <li>EL students will be enrolled in appropriate supplemental interventions to include programs such as Read 180</li> <li>•Administrators and instructors providing support to EL students will be provided professional development on EL strategies</li> <li>•Summer and extended day instructional programs will be provided to EL students</li> </ul>	EL students	<p>Teacher Collaboration</p> <p>Supplemental pay</p> <p>Supplemental Instructional Materials</p> <p>Parent outreach and informational sessions</p>	<p><b>Increase resource teachers</b></p> <p>Teacher Collaboration</p> <p>Supplemental pay</p> <p>Supplemental Instructional Materials</p> <p>Parent outreach and informational sessions</p>	<p><b>Increase resource teachers</b></p> <p>Teacher Collaboration</p> <p>Supplemental pay</p> <p>Supplemental Instructional Materials</p> <p>Parent outreach and informational sessions</p>

## SECTION 3A

<p><b>Goal A 2.7 English Fluency for English Learners</b></p> <p>By 2016-17 X% or more of EL's will demonstrate at least one year of progress toward English fluency</p>	<p><b>Priority 4</b> Student Achievement</p>	<p>EL students will be appropriately enrolled in daily ELD</p> <ul style="list-style-type: none"> <li>•Elementary EL students will each have ILP developed to support their individual academic needs</li> </ul> <p>EL students will be enrolled in appropriate supplemental interventions to include programs such as Read 180</p> <ul style="list-style-type: none"> <li>•Administrators and instructors providing support to EL students will be provided professional development on EL strategies</li> <li>•Summer and extended day instructional programs will be provided to EL students</li> </ul>	<p>EL Students</p>	<p>Teacher Collaboration</p> <p>Supplemental pay</p> <p>Supplemental Instructional Materials</p> <p>Parent outreach and informational sessions</p>	<p>Increase resource teachers</p> <p>Teacher Collaboration</p> <p>Supplemental pay</p> <p>Supplemental Instructional Materials</p> <p>Parent outreach and informational sessions</p>	<p>Increase resource teachers</p> <p>Teacher Collaboration</p> <p>Supplemental pay</p> <p>Supplemental Instructional Materials</p> <p>Parent outreach and informational sessions</p>
<p><b>Goal A 2.8 Reclassification</b> Increase the reclassification rate in elementary schools by 15% each year, until 90% are reclassified</p> <p><b>Goal 7A</b></p>	<p><b>Priority 4</b> Student Achievement</p>		<p>EL Students</p>	<p><b>Increase target support of resources to accelerated reclassification</b> <b>Current staff \$</b></p> <p><u>2 additional teachers servicing at all secondary sites</u> <u>\$200,00</u></p>		
<p><b>Goal A 2.9 Over all improved achievement in Math, ELA, Science</b></p>	<p><b>Priority 4</b> Student Achievement</p>		<p>All Students</p>			
<p><b>Goal A 2.10 Signature Programs</b></p>	<p>Priority 8 Other student</p>	<p>Dual Language Immersion Program will be rigorous and reflect deep alignment</p>	<p>All students</p>			



## SECTION 3A

<p><b>Goals 45,</b></p>	<p>Outcome's</p> <p>Local</p>	<p>with CCSS curriculum units.</p> <p>Magnet Schools? IB Pathways</p>				
<p><b>Goal A 2.11 Acceleration and Interventions</b></p> <p><b>Goals 43,44</b></p>	<p>Local Other Student Outcomes</p>	<p>Twilight</p> <p>GATE students will have increased access to enrichment learning opportunities offered within the school day in addition to differentiated instruction based on grade level core curriculum.</p> <p>Continue to provide GATE certification for teachers and professional development that supports differentiation of curriculum and instruction</p> <p>Provide GATE parent orientation and educational forums</p>	<p>High School</p> <p>GATE Students</p> <p>EL,FRL, FY</p>			
<p><b>Goal A 2.12 Professional Development</b></p> <p><i>Do we need a specific goal for PD...imbedded throughout</i></p>						

## SECTION 3A

<p><b>Goal A 2.1 3 AP/IB Access Priority 4 Student Achievement</b></p> <p><b>Goal 5,6,6A</b></p>	<p><b>Priority 4</b> Student Achievement</p>	<p><i>Prioritize developing master schedule that are flexible and responsive to ensure greater access for all students</i></p> <p><i>District will provide AP training for teachers every two years unless the curriculum is changed by College</i></p> <p><i>District will provide presentations to parent at Parent Information nights on AP; teachers will be asked to be presenters</i></p> <p><i>District will use AP Test prep, Shmoop, to support all students</i></p> <p><i>Provide parent education to all parent groups including EL and FRL students</i></p> <p>Begin conversations with students at the middle schools about the importance of taking AP and/or IB courses towards college</p>	<p>High School Students</p>	<p>District will fund the AP test prep Shmoop per site \$10,000</p> <p>1 Section per site \$15,000 x 4 = \$60,000</p> <p>PD staff and parents</p> <p>Counselors</p>	<p>District will fund the AP test prep Shmoop per site \$10,000</p> <p>1 Section per site \$15,000 x 4 = \$60,000</p> <p>PD staff and parents</p> <p>Counselors</p>	<p>District will fund the AP test prep Shmoop per site \$10,000</p> <p>1 Section per site \$15,000 x 4 = \$60,000</p> <p>PD staff and parents</p> <p>Counselors</p>
<p><b>Goal 2.14 College and Career</b> Increase the number of HS students enrolled in Pathways and participating in Work Based Learning</p> <p><b>Goal 16, 17</b></p>	<p><b>Priority 4</b> Student Achievement</p> <p><b>Priority 7</b> Course</p>	<p><i>Align after-school programs to ensure participation in college and career education</i></p> <p>Ensure that CTE courses lead to college credit or industry certification</p> <p>Implement ECCO</p>	<p>All High schools</p>	<p>Budget for ECCO curriculum and after-school program Budget-\$ 30,000</p> <p>Business Liaisons to facilitate and lead WBL Budget- Salary or Contracts \$180,000</p>		

### SECTION 3A

	Access	Curriculum  Ensure a minimum set of WBL experiences, including a compensated internship for all pathway students Expand pathway offerings and experiences utilizing CTE facilities and equipment upgrades (Measure TT)		Career Exploration visits-\$100,000  Admin and Materials \$250,000  Professional Development \$150,000		
--	--------	---	--	--	--	--

## SECTION 3A

Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?		
				LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal 3 : Goal for Student Engagement, School Climate</b>						
<b>Goal A3.1: Graduation Rate</b> Increase the graduation rate by 3 percentile points every year  <b>(34,)</b>	<b>Priority 5</b> Student Engagement  <b>Priority 7</b> Course Access	District will provide credit reclamation through Twilight school  District will provide before, after and during school credit recovery;  District will provide summer school for credit recovery	All High Schools	Twilight School Budget-\$150,000  During and after school program using APEX online Budget- \$ 15,0000-  Summer School program Budget- \$150,000		
<b>Goal A3.2: Drop-out</b> Reduce the drop-out rate by 3 percentile points each year  <b>(35)</b>	<b>Priority 5</b> Student Engagement  <b>Priority 6</b> School Climate	Each school will have a Health Clerk who will assist the site with early identification of students exhibiting truancy  Twilight school is providing the opportunity to address deficient credits all year  Increase in alternative education options for credit reclamation  Increase extra-curricular activities (sports, drama...) <i>What about engaging students so they want to be at school??</i>	Middle and High Schools	Twilight  Counselors  Extended Day Credit Recovery  Sports		

## SECTION 3A

<p><b>Goal A3.3 Attendance</b> Attendance rates will increase by 3% annually and by <b>X%</b> for targeted sub-groups</p> <p><b>(33, 37)</b></p>		<p>Daily monitoring of attendance</p> <p>Referrals of students to appropriate services when necessary</p> <p>Provide training for teachers and staff on managing chronic disease</p> <p>Provide parent education sessions to inform parents about best practices in managing children's chronic health conditions to ensure consistent school attendance</p> <p>Provide ongoing mental heal counseling medical and dental care for chronically absent students and families</p> <p>Effectively market and promote services ad programs offered through Healthy Start and PUSD Health Programs</p>	<p>All Schools</p>		<p>Increase Health clerks</p>	<p>Increase health clerks</p>
--	--	---	--------------------	--	-------------------------------	-------------------------------

## SECTION 3A

<p><b>Goal A3.4 Suspension</b> Reduce the percentage of suspension( in and out of school) by 10% annually by implementation of effective alternative to suspension</p> <p><b>Goal 12, 13, 38</b></p>	<p><b>Priority 4</b> Student Achievement</p> <p><b>Priority 5</b> Student Engagement</p> <p><b>Priority 6</b> School Climate</p>	<p>On-going development of effective structures for alternatives to suspension</p> <p>Increase opportunity for students to participate in extracurricular activities (clubs, sports...)</p> <p>All schools will be supported by CWAS in identifying appropriate consequences to discipline infractions</p> <p>Increase staff <u>support</u> that is skilled and able to provide socio-emotional and conflict resolution support as an intervention to suspension</p> <p>Schools will be able to assess internalizing and externalizing student behaviors; therefore matching early supports with identified student needs</p> <p>•CWAS will work closely with school sites in their application of alternative disciplinary methods to address and correct specific behaviors.</p>	<p>All schools</p>	<p>Each school site will utilize a multi-tiered approach to identifying and remediating student behavioral challenges with the use of Review 360- Universal Screening Tool. The screening tool will be administered at least twice per academic calendar.</p> <p>Implementation of a universal screening tool for the purpose of early identification of externalizing /internalizing behaviors. Results will drive a Behavior RTIO teaming model of assessing at-risk students. Interventions to be matched to student need.</p> <p>Budget- \$28,000/Review 360- Universal Screening annual licensure</p>		
--	--	--	--------------------	--	--	--

## SECTION 3A

<p><b>Goal A3.5 Foster Youth</b></p> <p>Systems will be established and implemented to specifically identify academic, and socio-emotional needs of Foster Youth</p> <p><b>Goal 1, 2, 36</b></p>		<p>For foster youth: Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth</p> <p>Foster youth liaison has adequate time, knowledge, and resources to fully execute supports</p> <p>Implement systems that support appropriate school, and class enrollments.</p> <p>Establish policy to support's FY students transcripts are evaluated to ensure maximum credits issued</p>		<p>Foster Youth Community Liaison \$50,000</p>		
<p><b>Goal A3.6 Chronic Absenteeism</b></p> <p>All schools will establish effective structures of attendance intervention to reduce truancy and chronic absenteeism by X% at each school and by sub-group</p> <p><b>Goal 11, 33, 37</b></p>	<p><b>Priority 6</b> School Climate</p>	<p>Annual review of attendance policies, procedures, and interventions with all school sites</p> <p>CWAS will provide ongoing support &amp; guidance to schools in their effort to implement interventions</p> <p>Increase health services to at each site to reflect an optimum ration of school nurse to student ratioOf 1:1000 to improve ADA by 1% each year.</p>	<p>All students</p>	<p>Counselors</p> <p>Budget-CWA Staff-\$300,000</p> <p>Professional Development</p>		

## SECTION 3A

		<p>Each school site will utilize a multi-tiered approach to identifying and remediating student behavioral challenges with the use of Review 360-Universal Screening Tool. The screening tool will be administered at least twice per academic calendar</p> <p>Provide ongoing mental health counseling, medical/dental care for chronically absent students and families</p> <p>Reach out to chronically absent students and their families to address barriers to attendance (e.g. conduct home visits, connect to social/health services)</p> <p>Participate in multi-disciplinary team to receive referrals and coordinate care for chronically absent students</p>				
<p><b>Goal A3. 7</b>  <b>Expulsion</b>          Continue to decrease or eradicate all expellable offense on campus</p> <p><b>new</b></p>		<p>????</p>				



### SECTION 3A

<b>Goal A3.8 Student Connectedness</b> Increase the percentage of students reporting they feel connected at our secondary schools  <b>(42)</b>						

## SECTION 3A

Goal	Related State and Local Priorities	Actions and Services	Level of Service	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)?		
				LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal 4 : Provide opportunities for parents to participate and engage in the school by creating a welcoming and collaborative relationship</b>						
<b>Goal A 4.1 Parent Participation</b>	<b>Priority 3</b> Parent Involvement	??	All Schools			
<b>Goal A 4.2 Parents Involvement</b>  (40)	<b>Priority 3</b> Parent Involvement	School parent engagement teams will systematically inform parents and collect evaluation/input forms annually		<i>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services</i> <b>Budget-\$20,000x 27=\$540,000</b>	<i>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services</i>	<i>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services</i>
<b>Goal A 4.3 Parent Survey</b>  (39)	<b>Priority 3</b> Parent Involvement  <b>Priority 6</b> School Climate	Develop a client survey Outreach to ensure high percent of participation		<i>Central parent engagement staff works with school community assistants for increased outreach targeted groups</i> <b>Budget-\$XXXXXX</b>	<i>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services</i>  \$246,000	<i>School community assistant hours increased to a minimum of 4 hours daily per school to coordinate parent engagement services</i>  \$246,000
<b>Goal A 4.4 Parent Outreach</b>  (41A)	<b>Priority 3</b> Parent Involvement  <b>Priority 6</b> School Climate	School parent engagement teams will systematically inform parents and collect evaluation/input forms annually		Implementation of parent engagement plan <ul style="list-style-type: none"> <li>• Parent education</li> <li>• School site support</li> <li>• Professional development for certificated &amp; classified staff</li> <li>• Volunteer program</li> <li>• Parent leadership</li> </ul>	Implementation of parent engagement plan <ul style="list-style-type: none"> <li>• Parent education</li> <li>• School site support</li> <li>• Professional development for certificated &amp; classified staff</li> <li>• Volunteer program</li> <li>• Parent leadership</li> </ul>	Implementation of parent engagement plan <ul style="list-style-type: none"> <li>• Parent education</li> <li>• School site support</li> <li>• Professional development for certificated &amp; classified staff</li> <li>• Volunteer program</li> <li>• Parent leadership</li> </ul>

### SECTION 3A

				<p>Development</p> <ul style="list-style-type: none"> <li>District enlists services of professional polling analyst to develop and analyze survey</li> <li>Budget: \$40,000 <b>(Does this \$40,000 cover all the above cost for this goal?)</b></li> </ul>	<p>development</p> <ul style="list-style-type: none"> <li>District enlists services of professional polling analyst to develop and analyze survey \$40,000</li> </ul>	<p>development</p> <ul style="list-style-type: none"> <li>District enlists services of professional polling analyst to develop and analyze survey \$40,000</li> </ul>