The transition to the common core standards in Mathematics is something that we share with the High school and we working closely with them to make sure that student class placements are appropriate to their skills.

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.


§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) “Consult with pupils,” as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of
the LCAP. This process may include surveys of pupils, forums with pupils, pupil
advisory committees, or meetings with pupil government bodies or other groups
representing pupils.

(b) “English learner parent advisory committee,” as used in Education Code sections
52063 and 52069 for those school districts or schools and programs operated by county
superintendents of schools whose enrollment includes at least 15 percent English
learners and at least 50 pupils who are English learners, shall be composed of a
majority of parents, as defined in subdivision (e), of pupils to whom the definition in
Education Code section 42238.01(c) applies. A governing board of a school district or a
county superintendent of schools shall not be required to establish a new English
learner parent advisory committee if a previously established committee meets these
requirements.

(c) “Local control and accountability plan (LCAP)” means the plan created by an LEA
pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in
conformance with the LCAP and annual update template found in section 15497.5.

(d) “Local educational agency (LEA)” means a school district, county office of
education, or charter school.

(e) “Parents” means the natural or adoptive parents, legal guardians, or other
persons holding the right to make educational decisions for the pupil pursuant to
Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or
56055, including foster parents who hold rights to make educational decisions.

(f) “Parent advisory committee,” as used in Education Code sections 52063 and
52069, shall be composed of a majority of parents, as defined in subdivision (e), of
pupils and include parents of pupils to whom one or more of the definitions in Education
Code section 42238.01 apply. A governing board of a school district or a county
superintendent of schools shall not be required to establish a new parent advisory
committee if a previously established committee meets these requirements, including
any committee established to meet the requirements of the federal No Child Left Behind
Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of
Title I of that act.

(g) “Prior year” means one fiscal year immediately preceding the fiscal year for
which an LCAP is approved.
(h) “Services” as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(i) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) “to improve services” means to grow services in quality.

(l) “to increase services” means to grow services in quantity.

(m) “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.


§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall
determine the percentage by which services for unduplicated pupils must be increased
or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and
concentration grants for the LEA calculated pursuant to Education Code sections
42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

(2) Estimate the amount of LCFF funds expended by the LEA on services for
unduplicated pupils in the prior year that is in addition to what was expended on
services provided for all pupils. The estimated amount of funds expended in 2013-14
shall be no less than the amount of Economic Impact Aid funds the LEA expended in
the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).

(4) Multiply the amount in subdivision (a)(3), by the most recent percentage
calculated by the Department of Finance that represents how much of the statewide
funding gap between current funding and full implementation of LCFF is eliminated in
the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA’s total amount of LCFF funding pursuant
to Education Code sections 42238.02 and 2574, as implemented by Education Code
sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted
Instructional Improvement Grant program and the Home to School Transportation
program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero
or when LCFF is fully implemented statewide, then an LEA shall determine its
percentage for purposes of this section by dividing the amount of the LCFF target
attributed to the supplemental and concentration grant for the LEA calculated pursuant
to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is
adopted by the remainder of the LEA’s LCFF funding, excluding add-ons for the
Targeted Instructional Improvement Grant program and the Home to School
Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds
apportioned on the basis of the number and concentration of unduplicated pupils for
districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

1. A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
   (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.
   (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.

2. A school district that has an enrollment of unduplicated pupils less than 55 percent of the district’s total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
   (A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.
   (B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district’s goals for its unduplicated pupils in the state and any local priority areas.
   (C) Describe how these services are the most effective use of the funds to meet the district’s goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

3. A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds
on a schoolwide basis. A school district expending funds on a schoolwide basis shall do
go of the following:
(A) Identify in the LCAP those services that are being funded and provided on a
schoolwide basis.
(B) Describe in the LCAP how such services are principally directed towards, and
are effective in, meeting the district’s goals for its unduplicated pupils in the state and
any local priority areas.
(4) A school district that has an enrollment of unduplicated pupils that is less than 40
percent of the schoolsite’s total enrollment in the fiscal year for which an LCAP is
adopted may expend supplemental and concentration grant funds on a schoolwide
basis. A school district expending funds on a schoolwide basis shall do all of the
following:
(A) Identify in the LCAP those services that are being funded and provided on a
schoolwide basis.
(B) Describe in the LCAP how such services are principally directed towards, and
are effective in, meeting the district’s goals for its unduplicated pupils in the state and
any local priority areas.
(C) Describe how these services are the most effective use of the funds to meet the
district’s goals for its unduplicated pupils in the state and any local priority areas. The
description shall provide the basis for this determination, including, but not limited to,
any alternatives considered and any supporting research, experience, or educational
theory.
(5) A county office of education expending supplemental and concentration grant
funds on a countywide basis or a charter school expending supplemental and
concentration grant funds on a charterwide basis shall do all of the following:
(A) Identify in the LCAP those services that are being funded and provided on a
countywide or charterwide basis.
(B) Describe in the LCAP how such services are principally directed towards, and
are effective in, meeting the county office of education’s or charter school’s goals for its
unduplicated pupils in the state and any local priority areas, as applicable.
NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:
Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,
§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.


8-22-14 [California Department of Education]
§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

Vision

Every child achieves academic excellence.

Every child discovers and grows their talents.

Every child becomes emotionally and physically stronger.

Core Values

We believe that excellence requires hard work, patience and persistence. We value a community where all members never give up on the possibilities of commitment to providing opportunity and achieving success for every child.

Partnership

We believe that excellence requires hard work, patience and persistence. We value a community where all members never give up on the possibilities of partnership.

Innovation

We believe that excellence requires hard work, patience and persistence. We value a community where all members never give up on the possibilities of innovation.

Leadership

We believe that excellence requires hard work, patience and persistence. We value a community where all members never give up on the possibilities of leadership.

Engagement

We believe that excellence requires hard work, patience and persistence. We value a community where all members never give up on the possibilities of engagement.

Perseverance

We believe that excellence requires hard work, patience and persistence. We value a community where all members never give up on the possibilities of perseverance.

The Menlo Park Elementary School District serves parts of Menlo Park, Atherton and unincorporated San Mateo County. Menlo Park and Atherton are located 27 miles south of San Francisco and 20 miles northwest of San Jose. On the edge of Silicon Valley, two miles from Stanford University, these two communities have become the world’s center for innovation and technology.

Every child achieves academic excellence.

Every child discovers and grows their talents.

Every child becomes emotionally and physically stronger.

The Menlo Park Elementary School District serves parts of Menlo Park, Atherton and unincorporated San Mateo County. Menlo Park and Atherton are located 27 miles south of San Francisco and 20 miles northwest of San Jose. On the edge of Silicon Valley, two miles from Stanford University, these two communities have become the world’s center for innovation and technology.

Every child achieves academic excellence.
Our district distinguishes itself from its unparalleled community involvement in its PTOS and education foundation. The Menlo Park Atherton Educational Foundation (MPAEF) and school parent teacher organizations (PTOS) continue to raise crucial funds for our schools. These organizations have worked together to foster a culture of giving among the community.
Our teachers and administrators have been working effectively to ensure a smooth transition for our students into the CCSS 2014-15 school year. In every classroom, our teachers and administrators have been working hard to improve student outcomes and prepare our students for success in the future.

In the current year of professional development and parent involvement, our schools have made significant progress in improving student outcomes. Our district's performance in the California School Dashboard has improved, and our students are making significant gains in reading and math.

Our schools have also made significant progress in aligning our curriculum with the CCSS, and our students are benefiting from this alignment. In addition, our district has made significant investments in technology, and our students are using technology to enhance their learning.

We are proud of the progress we have made, and we are committed to continuing our efforts to improve student outcomes and prepare our students for success in the future.
The new goals are broader based to represent the large number of actions our district is taking to ensure that all students receive the highest quality education. We consolidated goals into one broad goal for each major area of focus. The biggest changes are that English language arts and literacy focused goals are now all consolidated in Goal 1, mathematics focused goals are consolidated in Goal 2, and technology integration goals are focused in Goal 3 reducing the total number of goals in our plan to 12.

This has been rewritten to address these issues while maintaining the original intent of the goals in the 2014-2015 plan. The new goals are broader based to
The Local Control and Accountability Plan 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, and 47605.5. 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 each LCAP year:

- 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 funds sources when establishing goals, actions, and expenditures related to the state and local priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each LCAP year:

- 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 funds sources when establishing goals, actions, and expenditures related to the state and local priorities.

- 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, 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 the statutory requirements explicitly applicable to charter schools in the operating county, school district, or county office of education. The LCAP must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, 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 the statutory requirements explicitly applicable to charter schools in the operating county, school district, or county office of education.
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 the priorities in Education Code sections 52060(d) and 52066. Charter schools must address the priorities in Education Code section 52060(d), however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools may address the priorities in Education Code section 52060(d). 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.

A. Conditions of Learning:

School attendance rates, pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness, pupil attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.

**Pupil Engagement:**

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.

**Parental Involvement:**

Efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for students.

**C. Engagement:**

Section 52220, as applicable (Priority 8)

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.

**Pupil Outcomes:**

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 English

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 English

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.

**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 English

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.

**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 English

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.

**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 English

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.

**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 English

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.

**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 English

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.

**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 English

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.

**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 English

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.

**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 English

**Other pupil outcomes:**

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**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 English

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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 English

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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 English

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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 English

**Other pupil outcomes:**

Pupil outcomes in the subject areas described in Education Code section 52220 and subdivisions (c) to (j), inclusive, of Education Code 52220.
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 20602, 20603, and 20609 specify the minimum requirements for school districts, Education Code section 7106.5 specifies the critical to the LCAP and budget process. Education Code sections 20602, 20603, and 20609 specify the minimum requirements for school districts. Education Code section 42238.01 specifies the minimum requirements for student populations and pupils identified in Education Code section 42238.01.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LCAP 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 specific actions were taken to meet the requirements 5 CCR 15495(a)?

5) What specific actions were taken to meet stakeholder 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 meet the requirements for stakeholder engagement pursuant to Education Code sections 42238.01, 52062, and 52068, and the LEA’s engagement process?

7) How has stakeholder engagement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?
**Vigorous!**

Our team is committed to providing a summer enrichment program to support all students, students with disabilities, low-income families, and foster youth. This program is designed to engage and support our younger students through various activities and services, while also offering additional math courses to support our grades 6 through 12 students.

**Immersion**

We will be offering a coherently guided Guidance program for all students, including EL students, EL Spanish immersion students, or students from low-income families. This program is specifically focused on our EL program and refined our actions and goals to support all students, students with disabilities, and low-income families.

**Additional Services**

We will be making strides towards an even more expansive LCAP to provide a summer enrichment program and will prototype offering some math online courses to support the needs of students.

**Impact**

Leadership team LCAP input, beginning March 10—June 30, 2015. During the course of our LCAP discussions, we are seeking your input to engage a diverse group of stakeholders and engage in ongoing articulation between stakeholder groups. The District has committed to offer new LCAP initiatives such as our Wellness Initiatives and Impact on LCAP.

**Involvement Process**

The following process will be open to in-person and online options to participate in summer enrichment camps and improve student outcomes. This process will be monitored and supported by our Professional Learning Communities (PLCs) and our PLC Team.

**Public Hearing**

Public Hearing LCAP Jun 3

**SBAC Assessment**

SBAC Assessment, Program Evaluation & Research and Assessment, Program Evaluation & Research, School Site Council Survey Data Collection, PTO Presentations Encinal, Laurel, Hillview, and Oak Knoll

**District’s LCAP**

The District’s LCAP outlines the District's goals and actions. The following process will be monitored and supported by our Professional Learning Communities (PLCs) and our PLC Team.

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Annual Update:

The 15-16 LCAP has incorporated feedback in the Action steps.

The district was not well represented in the 14-15 actions. They identified that the Wellbeing Action Plan and Innovation work in school specifically around the student impact for course access for our Middle school. The Parent Advisory Committee asked for more clarity around the impact of professional development. They also wanted increased visibility or professional development. The DELAC expressed the need for more access to translation and interpretation services. The Parent Advisory Committee asked for more clarity around the impact of professional development. They also wanted increased visibility around the tiered intervention. The Parent Advisory Committee asked for more clarity around the impact of professional development. They also wanted increased visibility around the tiered intervention.

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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.

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities. When completing the goal tables, combine goals that are not applicable to a specific subgroup or school site.

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.

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.

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 47604.3.

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

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities. When completing the goal tables, combine goals that are not applicable to a specific subgroup or school site.

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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). 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 school sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all schools in grades K-5). If supplemental and concentration funds are used to support the goal, LEAs must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide. Scope of service for each action/service must include the description of the action/service to be provided to all pupils identified as eligible. 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 25060(d)(5)(B), (C), (D) and 25060(d)).

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 subgroups as defined in Education Code section 42238.01, pupils redesignated fluent English proficiency or pupils who are dual language learners within the identified scope of service.
For each action/service, list and describe budgeted expenditures for each school year to implement these actions, identifying where those expenditures can be found in the LEA’s budget.

**Guiding Questions:**

1. What are the LEA’s goals to address state priorities related to “Conditions of Learning”?
2. What are the LEA’s goals to address state priorities related to “Pupil Outcomes”?
3. What are the LEA’s goals to address state priorities related to “Parent and Pupil Engagement”?
4. What are the LEA’s goals to address any locally identified priorities?
5. How have the unique needs of individual school-level data been evaluated to inform the development of meaningful district- and/or individual school-level data analysis, goals (e.g., student achievement, attendance, graduation rates)?
6. What are the unique needs of individual pupils as defined in Education Code sections 42238.01 and subgroup(s) as defined in section 52052 that are different from the LEA’s goals for all pupils?
7. What are the specific expected measurable outcomes for each of the goals annually and over the term of the LCAP?
8. What information was considered/reviewed for individual school-level data analysis?
9. What information was considered/reviewed for individual school-level data analysis?
10. What information was considered/reviewed for individual school-level data analysis?
11. How do these actions/services link to identified goals and expected measurable outcomes?
12. Where can these expenditures be found in the LEA’s budget?
GOAL:
1. Implement the CCSS English Language Arts and Literacy and ELD standards.

Related State and/or Local Priorities:

<table>
<thead>
<tr>
<th>Measure B</th>
<th>K-8</th>
<th>X ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Identified Need:

Conditions of Learning - Need to fully implement Common Core and ELD standards.

William's Instructional Materials - We need to continue to acquire new materials aligned to Common Core State Standards.

Pupil Outcomes - We need to ensure that all English learners receive support in accessing CCSS to meet grade level standards and annual measurable objectives in ELA.

Actions/Services

Teachers will participate in professional development activities organized internally by district or with outside service providers to increase their ability to monitor and support the ELA/ELD CCSS standards and instructional strategies in their classrooms.

Site Administrators will participate in professional development activities organized internally by district or with outside service providers to increase their ability to monitor and support the ELA/ELD CCSS standards and instructional strategies in their schools.

The district will continue to identify, review and adopt core standards and supplemental instructional resources designed to meet the diverse needs of all students.

Site Administrators will participate in professional development activities organized internally by district or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms.

Measurable Annual Outcomes:

Students will build both their knowledge and confidence in the subject matter as evidenced by classroom observations, surveys, and will establish a baseline for the Smarter Balanced Assessment.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Measure B</th>
<th>K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>$7500</td>
<td></td>
</tr>
<tr>
<td>$50,000</td>
<td></td>
</tr>
</tbody>
</table>

Other Subgroups:

- Foster Youth
- English Learners
- Redesigned fluent English proficient
- Other Subgroups: __________________

Low Income pupils

Goal Applies to:

Schools: All Schools

Applicable Pupil Subgroups: All Students

Goal: 1. Implement the CCSS English Language Arts and Literacy and ELD standards.

Related State and/or Local Priorities:

<table>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

Other Subgroups:

- Foster Youth
- English Learners
- Redesigned fluent English proficient
- Other Subgroups: __________________

Low Income pupils

Goal: 1. Implement the CCSS English Language Arts and Literacy and ELD standards.
### LCAP Year 2: 2016-17

**Expected Annual Measurable Outcomes:**

Students will demonstrate increased ability to apply critical thinking and problem-solving skills in the subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pupils to be served within identified scope of service</td>
<td>$2500</td>
</tr>
</tbody>
</table>

**Other Subgroups (Specify):**
- English Learners
- Low Income Students
- Foster Youth

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

Students will demonstrate increased ability to confidently apply critical thinking and problem-solving skills in the subject matter.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pupils to be served within identified scope of service</td>
<td>$6,000</td>
</tr>
</tbody>
</table>

**Other Subgroups (Specify):**
- English Learners
- Low Income Students
- Foster Youth

The district will continue to identify, review, and adopt core and supplemental instructional resources designed to meet the diverse needs of all students.

### LCAP Year 3: 2017-18

**Expected Annual Measurable Outcomes:**

Students will demonstrate increased ability to apply critical thinking and problem-solving skills in the subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.

<table>
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<tr>
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<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pupils to be served within identified scope of service</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

**Other Subgroups (Specify):**
- English Learners
- Low Income Students
- Foster Youth

The district will continue to identify, review, and adopt core and supplemental instructional resources designed to meet the diverse needs of all students.

### LCAP Year 3: 2017-18

**Expected Annual Measurable Outcomes:**

Students will demonstrate increased ability to apply critical thinking and problem-solving skills in the subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.
development activities organized internally by district staff or with outside service providers to increase their ability to monitor and support the ELA/ELD CCSS standards and instructional strategies in their schools.

OR:

Low Income pupils

English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups: (Specify)

Measure B

$10,000

The district will continue to identify, review and adopt core and supplemental instructional resources designed to meet the diverse needs of all students.

The district will monitor and support the ELA/ELD CCSS standards and instructional strategies in their schools.

OR:

Low Income pupils

English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups: (Specify)
**GOAL:**
2. Implement the CCSS Mathematics standards.

**Related State and/or Local Priorities:**

1. \( x^2 - x - \frac{3}{4} \)  
2. \( \frac{7}{8} - x \)  
3. \( \frac{5}{6} - x \)  
4. \( \frac{9}{10} - \)  

**Local:** Specifying Read and/or Local Priorities:

- Repeal State and/or Local Priorities:
  - \( \frac{1}{2}, \frac{3}{4}, \frac{5}{6}, \frac{7}{8} \)

**Identified Need:**
Conditions of Learning - Need to fully implement Common Core standards by 2016-17.

**Pupil Outcomes:**
- Math CCSS standards and instructional strategies in their classrooms.
- Apply the Math CCSS standards and instructional strategies in their classrooms.
- Review, update and monitor the district's adopted mathematics pathways to ensure they are meeting student needs.

**Expected Annual Measurable Outcomes:**
- Teachers will continue to identify, review and adopt supplemental instructional resources designed to meet the diverse needs of all students.
- Review, update and monitor the district's adopted mathematics pathways to ensure they are meeting student needs.

**Actions/Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budgeted</strong></td>
<td>School</td>
</tr>
<tr>
<td><strong>Supplemental Subscriptions</strong></td>
<td>K-8</td>
</tr>
<tr>
<td><strong>Supplemental Subscriptions</strong></td>
<td>5-8</td>
</tr>
<tr>
<td><strong>Supplemental Subscriptions</strong></td>
<td>K-8</td>
</tr>
</tbody>
</table>

**Scope of Services**

- Pupils to be served within identified scope of service.

**Expenditures**

- Staffing and we will establish a baseline for the SMART Balanced Assessment.
- Students will build their knowledge and confidence in the subject matter as evidenced by classroom observations.
- Students will build both their knowledge and confidence in the subject matter as evidenced by classroom observations.

**Goal Applies to:**
- Schools: All Schools
- Local: Specifying Read and/or Local Priorities

**LCAP Year 1: 2015-16**

**Goal:**
2. Implement the CCSS Mathematics standards.
### LCAP Year 2: 2016-17

#### Expected Annual Measurable Outcomes:

Students will demonstrate increased ability to apply critical thinking and problem-solving skills as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.

#### Actions/Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Pupils to be Served within Identified Scope of Service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in Professional Development</td>
<td>Balanced Assessment: Subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.</td>
<td>Students will demonstrate increased ability to apply critical thinking and problem-solving skills in the subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.</td>
<td>$8000 - SVMI</td>
</tr>
<tr>
<td>Teachers will participate in Professional Development</td>
<td>Measurable Outcomes: Students will demonstrate increased ability to confidently apply critical thinking and problem-solving skills as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.</td>
<td>X-8 ALL</td>
<td>$2500 - Teacher Leadership Measure B</td>
</tr>
<tr>
<td>Teachers will participate in Professional Development</td>
<td>Measurable Outcomes: Review, update and monitor the district's mathematics pathways to ensure they are meeting student needs.</td>
<td>X-ALL</td>
<td>$20,000 - Supplemental Subscriptions OR: Low Income pupils, English Learners, Foster Youth, Redesignated English Learners</td>
</tr>
</tbody>
</table>

### LCAP Year 3: 2017-18

#### Expected Annual Measurable Outcomes:

Students will demonstrate increased ability to confidently apply critical thinking and problem-solving skills as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.

#### Actions/Services

<table>
<thead>
<tr>
<th>Service</th>
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<th>Pupils to be Served within Identified Scope of Service</th>
<th>Budgeted Expenditures</th>
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</tbody>
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The district will continue to identify, review and adopt supplemental instructional resources designed to meet the diverse needs of all students.
GOAL: 3. Integrate technology to meet the teaching and learning needs of all students.

### Local: Specifications
- **Condition of Learning - Create an MPCS environment that encourages innovation K-8 with implementation of CCSS.**

**Pupil Outcomes:**
- Create innovative new approaches to improve the educational experience and instructional delivery for gifted, and high achieving students.

**Scope of Service:**
- All Students

**Expenditures**
- Measure B: $250,000

#### Measures/Services

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Actions/Services</th>
</tr>
</thead>
</table>
| Identified Need:  Conditions of Learning  
- Create an MPCS environment that encourages innovation K-8 with implementation of CCSS.  |
| Measure B:  
- Teacher Leadership  |
| K-8  |

**Expected Annual Measurable Outcomes:**
- We will establish a baseline for use of technology in the classroom as evidenced by survey results.
Ensure that all students, teachers and specialists have access to current district technology tools.

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Scope of Service</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$500,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td></td>
<td>Ensure all students, teachers and specialists have access to current district technology tools.</td>
</tr>
</tbody>
</table>

**LCAP Year 2: 2016-17**

**Expected Annual Expenditures:**

- **Technology:** $450,000
- **Instructional Materials:** $50,000
- **Professional Development:** $24,000
- **Core and Supplemental Software and Applications:** $500,000

**Outcomes:**

- We will monitor increased use of technology in the classroom as evidenced by survey results.
- Teachers will participate in professional development to increase their ability to apply the SAMR model in their classrooms.
- Teachers will participate in professional development to increase their ability to apply the SAMR model in their classrooms.

**Special Subgroups:**

- Low Income pupils
- English Learners
- Foster Youth
- Redesigned fluent English proficient
- Other Subgroups: (Specify)
<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Actions/Services</th>
<th>Transcripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils to be served within identified scope of other subgroups (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-8 of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budgeted</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$500,000. Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will participate in professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expected Annual</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCAP Year 3: 2017-18</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>We will monitor increased use of technology in the classroom as evidenced by survey results and the number of devices.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that all students, teachers and specialists have access to current district technology tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue to review and adopt core and supplemental software and applications designed to support the core curriculum and meet the diverse needs of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue to deepen our use of technology to provide unique learning experiences to learning for students with unique learning needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>** attainable.**</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Measure B                                                                      |                  |             |
| $1,000.00. Tech                                                               |                  |             |

| Measure B                                                                      |                  |             |
| $12,500. Tech                                                                |                  |             |

| Measure B                                                                      |                  |             |
| $12,500. Tech                                                                |                  |             |

<p>| Measure B                                                                      |                  |             |
| $12,500. Tech                                                                |                  |             |</p>
<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Actions/Services</th>
<th>Measurable Outcomes:</th>
<th>Expected Annual Expenditures</th>
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</thead>
<tbody>
<tr>
<td>K-8</td>
<td>Service organized internally by district staff or with outside service providers to increase their ability to apply the SAMR model in their classrooms.</td>
<td>Continue our partnership with Sequoia Healthcare and</td>
<td>$75,000 Grant</td>
</tr>
</tbody>
</table>
### LCAP Year 3: 2017-18

**Service**

<table>
<thead>
<tr>
<th>Pupils to be Served within Identified Scope of Action/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue our partnership with Sequoia Healthcare and continue to refine the Wellness Action Plan.</td>
</tr>
</tbody>
</table>

**Expenditures**

<table>
<thead>
<tr>
<th>K-8 All</th>
</tr>
</thead>
<tbody>
<tr>
<td>$168,300.00</td>
</tr>
<tr>
<td>$165,000.00</td>
</tr>
<tr>
<td>$125,000.00</td>
</tr>
<tr>
<td>$100,000.00</td>
</tr>
<tr>
<td>$50,000.00</td>
</tr>
</tbody>
</table>

**Outcome Measures:**

- Disciplinary data
- Improvement on Healthy Kids survey and district discipline data

### Expected Annual Measurable Outcomes:

We will know that our wellness initiative is having a positive impact through improvement on Healthy Kids survey and district discipline data.

### Other Subgroups:

- Foster Youth
- Redesignated Fluent English Proficient
- Low Income Pupils
- English Learners
- Other Subgroups (Specify)

### LCAP Year 2: 2016-17

**Service**

<table>
<thead>
<tr>
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- Disciplinary data
- Improvement on Healthy Kids survey and district discipline data

### Expected Annual Measurable Outcomes:

We will know that our wellness initiative is having a positive impact through improvement on Healthy Kids survey and district discipline data.
GOAL:
5. Numbers of English Learner (Limited English Proficient) students attaining language proficiency in English increases annually.

<table>
<thead>
<tr>
<th>Conditions of Learning</th>
<th>Need to fully implement Common Core standards by 2016-17, pupil outcomes:</th>
<th>Identified Need:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English learners, in ELD instructional strategies and support for ELD specialists teachers, in ELD instructional strategies and support for ELD specialists teachers. The District needs effective communication with classroom teachers, and increased collaboration with classroom teachers, and increased professional development of EL teachers. The District needs an increase in students reaching English Proficiency as a result of closer monitoring and earlier intervention. The District needs to increase outreach efforts and attendance of EL families at District and school events.</td>
<td>Language Proficiency in English increases annually.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development in Instructional Strategies for Integrated and Designated ELD</td>
<td>K-8</td>
<td>ALL</td>
<td>GENERAL FUND $12,000, Title III OR: Low Income pupils, English Learners, Foster Youth, Redesignated FL students</td>
</tr>
<tr>
<td>EL Support Teacher PLC</td>
<td>K-8</td>
<td>ALL</td>
<td>EL SUPPORT TEACHER PLC $1,500, Title III $412,023, General Fund OR: Low Income pupils, English Learners, Foster Youth, Redesignated FL students</td>
</tr>
<tr>
<td>Professional Development in Instructional Strategies for Integrated and Designated ELD</td>
<td>K-8</td>
<td>ALL</td>
<td>EL SUPPORT TEACHER PLC $1,500, Title III $412,023, General Fund OR: Low Income pupils, English Learners, Foster Youth, Redesignated FL students</td>
</tr>
</tbody>
</table>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Students will be more successful in achieving language proficiency as a result of closer monitoring and earlier intervention for 5 or more years. Students evidenced by a 2% decrease of long-term EL students and an increase in students reaching English Proficiency and as evidenced by the CELDT. (12.13-27% EL for 5 or More Years)
**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**
- Students will be more successful in achieving language proficiency as a result of closer monitoring and earlier intervention as evidenced by a 2% decrease of long-term EL students and an increase in students reaching English Proficiency and being reclassified as English Proficient within the first 4 years of our program as measured by the CELDT. (12-13: 27% EL for 5 or More Years)

**Actions/Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Networks for Success Partnership</strong></td>
<td>K-8</td>
<td>ALL</td>
<td>$12,000</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**
- Students will be more successful in achieving language proficiency as a result of closer monitoring and earlier intervention as evidenced by a 2% decrease of long-term EL students and an increase in students reaching English Proficiency and being reclassified as English Proficient within the first 4 years of our program as measured by the CELDT. (12-13: 27% EL for 5 or More Years)

**Actions/Services**

<table>
<thead>
<tr>
<th>Service</th>
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<tbody>
<tr>
<td>1. <strong>Networks for Success Partnership</strong></td>
<td>K-8</td>
<td>ALL</td>
<td>$14,000</td>
</tr>
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</table>

**Professional Development in Instructional Strategies for Integrated and Designated ELD**

<table>
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<tr>
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<th>Pupils to be served within identified scope of</th>
<th>Budgeted Expenditures</th>
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<tbody>
<tr>
<td>1.</td>
<td>K-8</td>
<td>ALL</td>
<td>$5,000</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>K-8</td>
<td>Amount</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>Title III EL Support Teacher PLC</td>
<td>K-8 Professional development in instructional strategies for integrated and designated ELD</td>
<td></td>
<td>$1500</td>
</tr>
<tr>
<td>Title III OR:</td>
<td>Low Income pupils x English Learners</td>
<td></td>
<td>$5000</td>
</tr>
<tr>
<td>OR:</td>
<td>Foster Youth Redesignated Fluent English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td>的设计ated Fluent English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td>Other Subgroups: (Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All Other Subgroups: (Specify)                     |
**GOAL:**

6. Create Systems to monitor the progress of Foster Youth to ensure academic and social support success.

**Related State and/or Local Priorities:**

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

**COE only:**

9.

10.

**Local:**

Specify________________________

**Identified Need:**

Conditions of Learning - Need to fully implement Common Core standards by 2016-17. Foster youth statistically have lower education achievement. Currently we have few foster youth in our system. **Pupil Outcomes:** Create innovative new approaches to improve the educational experience and instructional delivery for students. **Engagement:** Need to develop comprehensive structures to ensure prevention of unpredictable behaviors and support learning environments free of discipline fees, assessment participation and results. The academic performance outcomes of foster youth will mirror that of the overall student population. **Expected Annual Measurable Outcomes:** Students will have improved attendance, discipline fees, assessment participation and results. The academic performance outcomes of foster youth will mirror that of the overall student population.

<table>
<thead>
<tr>
<th>LCAP Year 1: 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Applies to:</strong></td>
</tr>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Schools: All Schools</td>
</tr>
<tr>
<td>Disdistrict:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LCAP Year 2: 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Applies to:</strong></td>
</tr>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Schools: All Schools</td>
</tr>
<tr>
<td>Disdistrict:</td>
</tr>
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</table>

| Expected Annual Measurable Outcomes: |
| Students will have improved attendance, discipline fees, assessment participation and results. The academic performance outcomes of foster youth will mirror that of the overall student population. |

<table>
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<tr>
<th>Actions/Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue positive behavior interventions in all schools.</td>
</tr>
<tr>
<td>Counselors Monitor Foster Youth individually to make sure all needs are met.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupils to be served within identified scope of Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOW INCOME PUPILS - Redesignated English Learners</td>
</tr>
<tr>
<td>FOSTER YOUTH - Redesignated English Learners</td>
</tr>
<tr>
<td>ALL: See Goal 4 - Wellness Action Plan OR:</td>
</tr>
<tr>
<td>LOW INCOME PUPILS - Redesignated English Learners</td>
</tr>
<tr>
<td>FOSTER YOUTH - Redesignated English Learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued positive behavior interventions in all schools.</td>
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</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue positive behavior interventions in all schools.</td>
<td>K-8</td>
<td>ALL</td>
<td>See Goal 4 - Wellness Action Plan OR: Low income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups (Specify)</td>
</tr>
<tr>
<td>Deepen work on intrinsic bias and building relationships with students (equity) with the Student Services team and beyond.</td>
<td>K-8</td>
<td>ALL</td>
<td>See Goal 4 - Wellness Action Plan OR: Low income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups (Specify)</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

- Students will have improved attendance, discipline rates, assessment participation and results.
- The academic performance outcomes of foster youth will mirror that of the overall student population.

**Actions/Services**

- Continue positive behavior interventions in all schools.
- Counselors Monitor Foster Youth individually to make sure all needs are met.
- Continue positive behavior interventions in all schools.
GOAL:
7. Create an articulated local assessment and monitoring system incorporating commercial and locally created assessments to monitor student progress and ensure timely intervention for students.

Related State and/or Local Priorities:
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

COE only: 9. 
Local: Specify _______________________

Identified Need:
Conditions of Learning

Goal Applies to:
Schools: All Schools
Applicable Pupil Subgroups: All students

Expected Annual Measurable Outcomes:

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure b 2,000-Teacher</td>
<td>Low income pupils English proficient</td>
<td>OR: All</td>
<td>2-8</td>
<td>Implement the SBAC Digital Library tools to improve student instruction.</td>
</tr>
<tr>
<td>Measure b 5,900-Teacher</td>
<td>Low income pupils English proficient</td>
<td>OR: All</td>
<td>K-3</td>
<td>Implement the SBAC Digital Library tools to improve student progress.</td>
</tr>
<tr>
<td>Measure b 6,600-Teacher</td>
<td>Low income pupils English proficient</td>
<td>OR: All</td>
<td>K-8</td>
<td>Implement the new K-3 Report card and create and constitute in data literacy across the schools.</td>
</tr>
</tbody>
</table>

SBAC Digital Library tools to improve student instruction.

SBAC Digital Library tools to improve student progress.

SBAC Digital Library tools to build capacity in data literacy across the schools.

SBAC Digital Library tools to improve student instruction.

SBAC Digital Library tools to improve student progress.

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SBAC Digital Library tools to improve student instruction.

SBAC Digital Library tools to improve student progress.

SBAC Digital Library tools to build capacity in data literacy across the schools.
### LCAP Year 2: 2016-17

**Expected Annual Measurable Outcomes:**
There will be a decrease of first grade students who are at risk by the end of the year as measured by the Developmental Reading Assessment (DRA) and a reduction of third grade students at risk in reading as measured by the Scholastic Reading Inventory.

#### Actions/Services

**Scope of Service:** Pupils to be served within identified scope of service.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Expense</th>
<th>Service</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>50000-Teacher</td>
<td>N/A</td>
<td></td>
<td>Assessment Ad Hoc Committee will continue to build capacity in data literacy across the schools.</td>
</tr>
<tr>
<td>50000-Teacher</td>
<td>N/A</td>
<td></td>
<td>Assessment Ad Hoc Committee will continue to build capacity in data literacy across the schools.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures:**
- Measure B $6000
- Measure B $2000
- Measure B N/A

#### LCAP Year 3: 2017-18

**Expected Annual Measurable Outcomes:**
There will be a decrease of first grade students who are at risk by the end of the year as measured by the Developmental Reading Assessment (DRA) and a reduction of third grade students at risk in reading as measured by the Scholastic Reading Inventory.

#### Actions/Services

**Scope of Service:** Pupils to be served within identified scope of service.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Expense</th>
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<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>50000-Teacher</td>
<td>N/A</td>
<td></td>
<td>Assessment Ad Hoc Committee will continue to build capacity in data literacy across the schools.</td>
</tr>
<tr>
<td>50000-Teacher</td>
<td>N/A</td>
<td></td>
<td>Assessment Ad Hoc Committee will continue to build capacity in data literacy across the schools.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures:**
- Measure B $6000
- Measure B $2000
- Measure B N/A

---

*Note: The table is not fully visible due to cropping.*
prebuilt reports to inform their instruction and will consistently use the Illuminate Data and Assessment system to track student progress.

OR:

Low Income pupils, English Learners, Foster Youth, Redesignated Fluent English proficient, Other Subgroups: (Specify)

Collaboration Measure B

2-8

Implement the SBAC Digital Library tools to improve student instruction.

System to track student progress. Consistently use the Illuminit data and assessment prebuilt reports to inform their instruction and will
**GOAL:**

Refine and articulate MPCSD tiered intervention systems K-8.

**Related State and/or Local Priorities:**

1. __

2. __

3. __

4. __

5. __

6. __

7. __

8. __

**COE only:** 9.

**Local:** Specify ______________________

**Goal Applies to:**

Schools: All Schools

**Applicable Pupil Subgroups:**

- All Students
- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated English Proficient
- Other Subgroups: (Specify) ______________________

**Expected Annual Measurable Outcomes:**

- Students will be more successful as a result of closer monitoring and earlier intervention. We will establish a baseline using the Smarter Balanced Assessment to measure progress towards this goal.

**Actions/Services:**

**Service Scope:**

Pupils to be served within identified scope of service

**Expenditures:**

- Reading Recovery Measurable: $760,137
- Reading Teachers General Fund: $7,920.00
- Other Subgroups: (Specify) ______________________

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated English Proficient
- Other Subgroups: (Specify) ______________________

**OR:**

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated English Proficient
- Other Subgroups: (Specify) ______________________

**Identified Need:**

- Conditions of Learning

- Pupil Outcomes We need to fully implement Common Core standards by 2016-17. **Pupil Outcomes** - We need to align diagnostic assessments and interventions used in MPCSD so that we can identify and meet student needs as early as possible.

**Goal:**


**Goal** Applies to:

Schools: All Schools

**Identified Need:**

Related State and/or Local Priorities:
LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

Students will be more successful as a result of closer monitoring and earlier intervention as evidenced by a 5% decrease of grade 3-8 students at risk on the Smarter balanced assessment in English language arts and math.

Actions/Services

Evaluate ongoing intervention practices for effectiveness for student intervention.

K-8 ALL

$17,500

K-5

$760,137

Reading Recovery

Measure b

$760.137

Reading

Other Subgroups (Specify)

Low Income pupils

English Learners

OR:

K-8 ALL

$4,000

OR:

K-8 ALL

Use our new SST rubrics to meet student academic and social emotional needs.

Align and articulate tiered intervention practices across the elementary schools and with the middle school.

K-8

See Goal 4 Wellness Action Plan

OR:

Low Income pupils

English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups (Specify)

K-5

$17,500

K-8 ALL

Evaluate ongoing intervention practices for effectiveness for student intervention.
effectiveness for student intervention.

OR:

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

________________________

Reading
Recovery

$6,000

See Goal 4
Wellness Action

Align and articulate tiered intervention practices across the elementary schools and with the middle school.

Use our new SST rubrics to meet student academic and social and emotional needs.

OR:

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

________________________
GOAL: Student representation in courses at the middle school will reflect the diversity of our student population.

Related State and/or Local Priorities:

1. Related State and/or Local Priorities:

COE only: 9

Local: Specify

Identified Need:

Conditions of Learning

Need to fully implement Common Core standards by 2016

We have a significant number of long-term EL students receiving ELA and Math Services at the middle school.

Summer School

Goal Applies to:

Schools: All Schools

Applicable Pupil Subgroups: Low Income, English Learners, Foster, Redesigned, Special Education

Expended Budgeted

Pupils to be served within identified scope of service

Scope of service

Actions/Services

Expected Annual Measurable Outcomes:

LCAP Year 1: 2015-16

LCAP Year 2: 2016-17

Encourage participation of underrepresented students in summer school math "onramp" programs.

Foster interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Identified Need:

Conditions of Learning - Need to fully implement Common Core standards by 2015-17. We have a significant number of long-term EL students receiving ELA and Math Services at the middle school. 

We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

Identified Need:

Conditions of Learning

Need to fully implement Common Core standards by 2015-17. We have a significant number of long-term EL students receiving ELA and Math Services at the middle school. 

We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

Identified Need:

Conditions of Learning

Need to fully implement Common Core standards by 2015-17. We have a significant number of long-term EL students receiving ELA and Math Services at the middle school. 

We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

Identified Need:

Conditions of Learning

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Local: Specify

Identified Need:

Conditions of Learning

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We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

Identified Need:

Conditions of Learning

Need to fully implement Common Core standards by 2015-17. We have a significant number of long-term EL students receiving ELA and Math Services at the middle school. 

We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

Identified Need:

Conditions of Learning

Need to fully implement Common Core standards by 2015-17. We have a significant number of long-term EL students receiving ELA and Math Services at the middle school. 

We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

Identified Need:

Conditions of Learning

Need to fully implement Common Core standards by 2015-17. We have a significant number of long-term EL students receiving ELA and Math Services at the middle school. 

We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

Identified Need:

Conditions of Learning

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Local: Specify

Identified Need:

Conditions of Learning

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Identified Need:

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We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

Identified Need:

Conditions of Learning

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We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

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Conditions of Learning

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We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

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Identified Need:

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Local: Specify

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Local: Specify

Identified Need:

Conditions of Learning

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We need to align diagnostic assessments and interventions used in MPUSD so that we can identify and meet student needs as early as possible.

Local: Specify

Identified Need:
<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Service</th>
<th>Scope of Service</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A, Site Based</td>
<td>Other Subgroups: (Specify) Special Education</td>
<td>Summer School</td>
<td>Increase participation of underrepresented students in summer school math &quot;onramp&quot; programs.</td>
</tr>
<tr>
<td></td>
<td>x Foster Youth  x Remediated/English Language Learners x Low Income Pupils  x English Learners</td>
<td>ALL</td>
<td>(See goal 5) Focus on early intervention at the Elementary schools.</td>
</tr>
<tr>
<td></td>
<td>x Foster Youth  x Remediated/English Language Learners x Low Income Pupils  x English Learners</td>
<td>ALL</td>
<td>Increase participation of underrepresented students in summer school math &quot;onramp&quot; programs.</td>
</tr>
<tr>
<td></td>
<td>x Foster Youth  x Remediated/English Language Learners x Low Income Pupils  x English Learners</td>
<td>ALL</td>
<td>(See goal 8) Focus on early intervention at the Elementary schools.</td>
</tr>
<tr>
<td></td>
<td>x Foster Youth  x Remediated/English Language Learners x Low Income Pupils  x English Learners</td>
<td>ALL</td>
<td>Increase participation of underrepresented students in summer school math &quot;onramp&quot; programs.</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

There will be a decrease of 5% in participation of underrepresented groups in remedial courses at the middle school.
GOAL:

10. Build more structured opportunities for adult collaborative learning and to build teacher leadership.

Related State and/or Local Priorities:

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

COE only: 

Local: Specify

Applicable Pupil Subgroups: All students

Goal Applies to:

Schools: All Schools

Identified Need:

Conditions of Learning: Need to fully implement Common Core Standards by 2016-17. 

Pupil Outcomes: 

Goal: Create innovative new approaches to improve the educational experience and instructional delivery for students. To develop the leadership capacity and expertise of teachers and administrators that will strategically improve classroom instruction and impact learning.

Baseline for student performance on the Smarter Balanced Assessment.

Expected Annual Measurable Outcomes: Student performance will improve as measured by district writing data and classroom observations. We will establish a baseline for student performance on the Smarter Balanced Assessment.

Actions/Services: Support cadre of Technology Innovation teachers to collaborate and use technology more effectively in their classrooms.

Budgeted Expenditures: $12,500 Measure B

OR: 

Low Income pupils

English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups: (Specify) 

$10,000 Measure B

OR: 

Low Income pupils

English Learners

Foster Youth

Redesignated fluent English proficient

Other Subgroups: (Specify) 

N/A-Site Based

Support cadre of Technology Innovation teachers to continue our partnership with the Stanford d. school to build teacher capacity in using design thinking in the classroom.

Support cadre of teachers to evaluate and pilot adopted ELA/ELD resources to help determine district ELD classroom curriculum.

Continue our partnership with the Stanford d. school to build teacher capacity in using design thinking in the classroom.

Support cadre of Technology Innovation teachers to collaboratively and use technology more effectively in their classrooms.
<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>2016-17</th>
<th>Expected Annual Measurable Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student performance will improve as measured by district writing data, classroom observations and improvement in student performance on the Smarter Balanced Assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Service</td>
</tr>
<tr>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>Pupils to be served within identified scope of service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure b</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12,900</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure b</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
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<thead>
<tr>
<th>Measure b</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
</tr>
</tbody>
</table>

| OR: |
| Low Income pupils |

| OR: |
| English Learners |

| OR: |
| Foster Youth |

| OR: |
| Redesignated fluent English proficient |

| OR: |
| Other Subgroups | (Specify) |

<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>2017-18</th>
<th>Expected Annual Measurable Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</table>

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<td>K-8</td>
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</table>

<table>
<thead>
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<table>
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| OR: |
| English Learners |

| OR: |
| Foster Youth |

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| OR: |
| Other Subgroups | (Specify) |

| OR: |
| Low Income pupils |

| OR: |
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| OR: |
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| OR: |
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| OR: |
| Other Subgroups | (Specify) |

| OR: |
| Low Income pupils |

| OR: |
| English Learners |

| OR: |
| Foster Youth |

| OR: |
| Redesignated fluent English proficient |

<p>| OR: |
| Other Subgroups | (Specify) |</p>
<table>
<thead>
<tr>
<th>Measure  b</th>
<th>K-8</th>
<th>Support cadre of teachers to evaluate and pilot resources to help determine district adoptions and support their peers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A - Site Based</td>
<td>K-8</td>
<td>Continue our partnership with the Stanford d. school to build teacher capacity in using design thinking in the classroom.</td>
</tr>
<tr>
<td>Other Subgroups: (Specify)</td>
<td></td>
<td>Foster Youth, Redesignated Fluent English proficient, English Learners.</td>
</tr>
<tr>
<td>Low Income pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Subgroups: (Specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X - ALL</td>
<td>K-8</td>
<td></td>
</tr>
</tbody>
</table>
G OAL:
11. Ensure all of our parents have full access and feel welcome to participate in and feel to increase parent engagement at schools.

Provide training and resources to the administrations.

<table>
<thead>
<tr>
<th>Identify Need</th>
<th>Conditions of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Need to fully implement Common Core standards by 2016</td>
</tr>
<tr>
<td>O</td>
<td>Pupil Outcomes</td>
</tr>
<tr>
<td>X</td>
<td>We need to assure that all students are achieving at or above proficiency levels in state and local assessments.</td>
</tr>
</tbody>
</table>

**Related State and/or Local Priorities:**

1. X
2. 
3. x
4. x
5. x
6. 
7. 
8. 
9. COE only:
10. 

**Local: Specify**

- [ ] Code only: 9
- [ ] 10
- [ ] 8
- [ ] 7
- [ ] 6
- [ ] 5
- [ ] 4
- [ ] 3
- [ ] 2

**Goal Applies to:**

**Applicable Pupil Subgroups:** English Learner, Low Income, Redesignated, Foster Youth, Special Education

**Actions/Services**

<table>
<thead>
<tr>
<th>Expected Annual Expenditures</th>
<th>Service</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5000</td>
<td></td>
<td></td>
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<tr>
<td>$5000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$5000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scope of Service**

Pupils to be served within identified scope of service.

**Expected Measurable Outcomes:**

- Students and parents will feel connected to the school community as evidenced by parent surveys and participation in school events.
- Increased frequency of ELAC/DELAC meetings and Conference and Education Events.
- Increased Translation/Outreach for SSC, PTO, Parent Events.

**Identified Need:**

Communities need to increase outreach efforts and attendance of EL families at District and school events.

 luậts are adhearing to above proficiency levels in state and local assessments. 

**Goal:**

11. Ensure all of our parents have full access and feel welcome to participate in school community.
<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Students and parents will feel more connected to the school community as evidenced by parent surveys and participation in events.</th>
</tr>
</thead>
</table>

### Actions/Services

**Scope of Service**
- Pupils to be served within identified scope of service

**Budgeted Expenditures**
- Regular and Established ELAC/DELAC meetings and events.

#### LCAP Year 2: 2016-17

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>Regular and Established ELAC/DELAC meetings and events.</td>
</tr>
</tbody>
</table>

#### LCAP Year 3: 2017-18

<table>
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</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>Regular and Established ELAC/DELAC meetings and events.</td>
</tr>
</tbody>
</table>

### Additional Details

- **LCOE Contact:**
  - See Goal 5
- **General Fund:**
  - $2000
- **Measure B:**
  - $5000

- **Other Subgroups (Specify):**
  - Special Education
  - Foster Youth
  - Reenrolled or Reidentified English Language Learners
  - Low Income Pupils

- **Low Income pupils**
  - x
- **English Learners**
  - x
- **Foster Youth**
  - x
- **Reenrolled or Reidentified English Language Learners**
  - x
- **Special Education**
  - x

- **Invisible Child:**
  - x
- **English Learners**
  - x
- **Foster Youth**
  - x
- **Reenrolled or Reidentified English Language Learners**
  - x
- **Special Education**
  - x

- **Other Subgroups (Specify):**
  - Special Education
  - Foster Youth
  - Reenrolled or Reidentified English Language Learners
  - Low Income Pupils

- **Low Income pupils**
  - x
- **English Learners**
  - x
- **Foster Youth**
  - x
- **Reenrolled or Reidentified English Language Learners**
  - x
ting capacity of site administrators and staff to increase parent engagement at schools.

- **Special Education**
  - x

### Additional Notes

- **Other Subgroups:**
  - Specify
- **General Fund:**
  - $2000
- **Measure B:**
  - $5000

---

*Page 48 of 92*
<table>
<thead>
<tr>
<th>Measure B</th>
<th>General Fund $2000</th>
</tr>
</thead>
</table>
| Other Subgroups: (Specify)  
| Foster Youth  
| Redesignated Fluent English Proficient  
| Low Income Pupils  
| English Learners  
| OR:  
| ALL |  

**Goal 5**

See Goal 5

**SMCOE Contract**

<table>
<thead>
<tr>
<th>Events with increased parent participation in the planning process.</th>
<th>OR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Translation/Outreach for SSC, PTO, Parent planning process.</td>
<td></td>
</tr>
</tbody>
</table>

Staff to increase parent engagement at schools.

Continue to build capacity of site administrators and
**LCAP Year 2: 2016-17**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Recruit and retain highly qualified staff that reflects the diversity of the District's student body.</th>
</tr>
</thead>
</table>

### Related State and/or Local Priorities:

- 1. Local: Specify
- 2. Specify
- 3. Specify
- 4. Specify
- 5. Specify
- 6. Specify
- 7. Specify
- 8. Specify
- 9. COE only: Specify
- 10. Specify
- 11. Specify
- 12. Specify

### Identified Need:

**Conditions of Learning**

Students need to have more representative teaching staff that reflects the ethnic diversity of the student body.

### Goal Applies to:

- All Schools
- All Students

### Pupil Groups to be Served:

- Foster Youth
- Low Income Pupils
- English Learners
- Other Subgroups: Specify

### Service Scope of Service:

- K-8
- ALL

### Action/Services:

- Create recruitment materials to attract new teachers particularly for our hard to fill areas.
- Expand job fair attendance for district administrators.
- Continue to develop new teachers through orientation and induction.

### Expected Annual Measurable Outcomes:

Students will benefit from having more diverse staff as role models and will be able to experience more personal connections.

### Budgeted Expenditures:

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Measure B</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000</td>
<td>$27,500</td>
</tr>
</tbody>
</table>

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: Specify

### LCAP Year 1: 2015-16

<table>
<thead>
<tr>
<th>Goal</th>
<th>Recruit and retain highly qualified staff that reflects the diversity of the District's student body.</th>
</tr>
</thead>
</table>

### Related State and/or Local Priorities:

- 1. Local: Specify
- 2. Specify
- 3. Specify
- 4. Specify
- 5. Specify
- 6. Specify
- 7. Specify
- 8. Specify
- 9. COE only: Specify
- 10. Specify
- 11. Specify
- 12. Specify

### Identified Need:

**Conditions of Learning**

Students need to have more representative teaching staff that reflects the ethnic diversity of the student body.

### Goal Applies to:

- All Schools
- All Students

### Pupil Groups to be Served:

- Foster Youth
- Low Income Pupils
- English Learners
- Other Subgroups: Specify

### Service Scope of Service:

- K-8
- ALL

### Action/Services:

- Create recruitment materials to attract new teachers particularly for our hard to fill areas.
- Expand job fair attendance for district administrators.
- Continue to develop new teachers through orientation and induction.

### Expected Annual Measurable Outcomes:

Students will benefit from having more diverse staff as role models and will be able to experience more personal connections.

### Budgeted Expenditures:

<table>
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OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: Specify

### LCAP Year 2: 2016-17

<table>
<thead>
<tr>
<th>Goal</th>
<th>Recruit and retain highly qualified staff that reflects the diversity of the District's student body.</th>
</tr>
</thead>
</table>

### Related State and/or Local Priorities:

- 1. Local: Specify
- 2. Specify
- 3. Specify
- 4. Specify
- 5. Specify
- 6. Specify
- 7. Specify
- 8. Specify
- 9. COE only: Specify
- 10. Specify
- 11. Specify
- 12. Specify

### Identified Need:

**Conditions of Learning**

Students need to have more representative teaching staff that reflects the ethnic diversity of the student body.

### Goal Applies to:

- All Schools
- All Students

### Pupil Groups to be Served:

- Foster Youth
- Low Income Pupils
- English Learners
- Other Subgroups: Specify

### Service Scope of Service:

- K-8
- ALL

### Action/Services:

- Create recruitment materials to attract new teachers particularly for our hard to fill areas.
- Expand job fair attendance for district administrators.
- Continue to develop new teachers through orientation and induction.

### Expected Annual Measurable Outcomes:

Students will benefit from having more diverse staff as role models and will be able to experience more personal connections.

### Budgeted Expenditures:

<table>
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<tr>
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<th>Measure B</th>
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<tbody>
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<td>$27,500</td>
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</tbody>
</table>

OR:

- Low Income Pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: Specify
# Expected Annual Measurable Outcomes

Students will benefit from having more diverse staff as role models and will be able to experience more personal connections. We will increase our recruitment efforts by attending two additional recruitment events in our region and two outside of our immediate area.

## Actions/Services

### Pupils to be Served within Identified Scope of Service

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Pupils to be Served</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create recruitment materials to attract new teachers ( Outside of our immediate area)</td>
<td>Outside of our immediate area</td>
<td>K-8</td>
<td>$27,500</td>
</tr>
<tr>
<td>Expand Job Fair attendance for district administrators.</td>
<td></td>
<td></td>
<td>$1500</td>
</tr>
<tr>
<td>Post jobs in a variety of places to reach a broader audience.</td>
<td></td>
<td></td>
<td>$72,500</td>
</tr>
</tbody>
</table>

### LCAP Year: 2017-18

- **General Fund:**
  - Other subgroups (Specify):
    - Foster Youth, Redesigned English proficient
    - Low-income pupils, English learners

- **Measure B:**
  - Other subgroups (Specify):
    - Foster Youth, Redesigned English proficient
    - Low-income pupils, English learners

**Expected Annual Budgeted Expenditures:**

- $27,500
- General Fund
- Measure B: $72,500
- $1500
- $72,500

**Measureable Outcomes:**

Students will benefit from having more diverse staff and will be able to experience more personal connections. We will increase our recruitment efforts by attending two additional recruitment events in our region and outside of our immediate area.
Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

<table>
<thead>
<tr>
<th>General Fund</th>
<th>K-8</th>
<th>audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1500</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Expand job fair attendance for district administrators.
Annual Update Instructions:

For each goal in the prior year LCAP, review the progress toward the goals and expected annual outcomes. Based on the review of progress, any changes to the actions/services and expenditures, consider changes to goals, actions/services, and expenditures to meet the needs as identified in the LCAP. The review should focus on the effectiveness of the actions/services and the progress toward the goals.

Guiding Questions:

1. How have the actions/services addressed the identified needs and goals of specific schools and programs? What changes to the actions/services are being made in the LCAP?

2. What data/evidence was examined to review progress toward goals in the annual update?

3. What progress has been achieved toward the goal and expected outcomes? How effective were the actions/services in achieving the desired outcomes?

4. What information was examined to review progress toward goals in the annual update?

5. What progress has been achieved toward the goal and expected outcomes? How effective were the actions/services in making progress toward goals in the annual update?

6. What differences are there between budgeted expenditures and actual annual expenditures? What were the reasons for any differences?
"Original GOAL from prior year LCAP:

1. Ensure a transition plan and full implementation of the new CCSS and ELD

**Expected Annual Measurable Outcomes:**

Students writing a has improved as evidenced by benchmark assessments. Students are writing more every day in a variety of genres.

**Planned Actions/Services:**

- Survey site and district administrators on implementation of CCSS
- Provide professional development for site and district administrators on components of CCSS implementation

**Budgeted Expenditures:**

- $150,000
- CCSS $372.72
- MB $40.00

**Actual Expenditures:**

- CCSS $372.72
- MB $40.00

**Scope of service:**

- K-8
- ALL

**Service:**

- CCSS Leadership Series-Leading Change: Common Core CCSS $372.72
- Lucy Calkins Workshop All Day SMCOE, Oct. 27, 2014
- Edmodo Training for Administrators Oct. 2, 2014

**Scope of pupil support:**

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

**Goal Applies to:**

- All
- Local: Specified
- Core only: 9-10
- 1-2, 3, 4, 5, 6, 7, 8, K-1

**Expected LCAP Year:** 2014-15

**Goals:**

- Measurable
- Annual

**Relevant State and/or Local Priorities:**

- Related State and/or Local Priorities: All
- Local: Specified
- Core only: 9-10
- 1-2, 3, 4, 5, 6, 7, 8, K-1
<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Expenses in prior years: Integrated into the curriculum for professional development for math teachers grades K-8.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See Above for details. Go to &quot;See Above&quot; for grade levels K-8.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
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<td>K-8</td>
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</tbody>
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<table>
<thead>
<tr>
<th>OR:</th>
<th>Other Subgroups:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income pupils - English Learners</td>
<td></td>
</tr>
<tr>
<td>Foster Youth - Redesignated Learners</td>
<td></td>
</tr>
<tr>
<td>Redesigned Fluent English Proficient</td>
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<tr>
<td>Other Subgroups (Specify)</td>
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</table>

See Above for grade levels K-8.

### Expense: K-8

<table>
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<th>Expense</th>
<th>Scope of Service:</th>
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</thead>
<tbody>
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<td>MB $24,74.97</td>
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<table>
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<tr>
<th>OR:</th>
<th>Other Subgroups:</th>
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</tr>
<tr>
<td>Redesigned Fluent English Proficient</td>
<td></td>
</tr>
<tr>
<td>Other Subgroups (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

See Above for grade levels K-8.

### Expense: K-8

<table>
<thead>
<tr>
<th>Expense</th>
<th>Scope of Service:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MP $174,205</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OR:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Low Income pupils - English Learners</td>
<td></td>
</tr>
<tr>
<td>Foster Youth - Redesignated Learners</td>
<td></td>
</tr>
<tr>
<td>Redesigned Fluent English Proficient</td>
<td></td>
</tr>
<tr>
<td>Other Subgroups (Specify)</td>
<td></td>
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</table>

See Above for grade levels K-8.

### Expense: K-8

<table>
<thead>
<tr>
<th>Expense</th>
<th>Scope of Service:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$107,738.12</td>
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</table>

<table>
<thead>
<tr>
<th>OR:</th>
<th>Other Subgroups:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income pupils - English Learners</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Other Subgroups (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

See Above for grade levels K-8.
<table>
<thead>
<tr>
<th>Other Subgroups (Specify)</th>
<th>Low Income pupils</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Redesigned fluent English proficient</th>
<th>Other Subgroups (Specify)</th>
<th>Low Income pupils</th>
<th>English Learners</th>
<th>Scope of service: K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income pupils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Low Income pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foster Youth</td>
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<td></td>
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<tr>
<td>Foster Youth</td>
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<td></td>
<td></td>
<td>Redesigned fluent English proficient</td>
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<td></td>
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<tr>
<td>Redesigned fluent English proficient</td>
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<td>OR:</td>
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<td>OR:</td>
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<tr>
<td>X: ALL</td>
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</tr>
</tbody>
</table>

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

This goal was consolidated into goal 1 in the 2015-2016 plan. Acronyms were minimized for clearer understanding.


See Above

Scope of service: K-8

Provide training to administrators from the San Mateo County Office of Education in helping them engage their staffs in understanding and unpacking and understanding the CCSS ELA standards with an emphasis on ELD skills in understanding and unpacking and understanding the CCSS ELA standards with an emphasis on ELD.
**Goal from prior year**: LCAP:

2. **Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students**

**Related State and/or Local Priorities:**

1. 

**Scope of service:** K-8

**Service:** K-8

**Budgeted Expenditures**

$35,389.55

**Expected Annual Expenditures**

CCSS $35,389.55

See Goal 1

**Current Year:** 2014-15

**Planned Actions/Services**

- Develop an articulated map of our K-8 Mathematics curriculum; review, update, and monitor the district's compacted course of study to fully align with the CCSS; and the Next Generation Science standards

**Outcome:**

- Student learning will improve as a result of training and support related to the implementation of new bridge materials and standards-based curriculum

**Measurable Annual Expectations:**

- All students receive instruction with CCSS math materials this year by teachers who have had training in CCSS math

**Applicable Pupil Subgroups:**

- ALL

OR:

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

**Related State and/or Local Priorities:**

- Foster Youth
- Redesignated fluent English proficient
- Low Income pupils
- English Learners
- OR:

ALL

**Scope of service:** K-8

**Service:** K-8

**Expected Annual Expenditures**

CCSS $35,389.55

See Goal 1

**Current Year:** 2014-15

**Planned Actions/Services**

- Develop an articulated map of our K-8 Mathematics curriculum; review, update, and monitor the district's compacted course of study to fully align with the CCSS; and the Next Generation Science standards

**Outcome:**

- Student learning will improve as a result of training and support related to the implementation of new bridge materials and standards-based curriculum

**Measurable Annual Expectations:**

- All students receive instruction with CCSS math materials this year by teachers who have had training in CCSS math

**Applicable Pupil Subgroups:**

- ALL

OR:

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)
This goal was consolidated into goal 2 in the 2015-2016 plan. Acronyms were minimized for clarity understanding.

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and expectations? Changes may be made to:

- Other Subgroups (Special):
  - Foster Youth, Foster Placed, English Language Learners
  - Low Income Pupils, English Language Learners

OR:

- K-8

Scope of Service:

- Teacher extra hours, and substitutes
- SVMI Partnership contract
- Expressions
- Other: #5 Teacher piloting EDM and Math
- Math pilot materials for EDM
- Math Pilot Materials for EDM
- Bridge Materials purchased
- EDM

Big Ideas:
- Adoption Hillview Board Approved Sept. 9, 2014

CCSS Funds: $100,000

Purchase state adopted instructional materials based on new CCSS (Implementation funds)

Teacher materials, curriculum, or Substitute.

2015-16 school year. Purchase state adopted instructional materials and new CCSS textbooks as well as on-line learning materials.

Crisis: Research and additional bridge material: Research materials, English Language Learners

Other Subgroups: Existing materials. Cased supplemental material.

Fully implement the CCSS in mathematics using bridge materials.
**Goal from prior year LCAP:**

3. Increase students scoring proficient and above on the CCSS/SBAC English language arts and Math scores established in 2014-2015.

**Related State and/or Local Priorities:**

OR:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

COE only: 9. _____

10. _____

**Service:**

Scope of Service:

K-8

**Expenditures**

Estimated

Annual

Actual

Budged

Planned Actions/Services

**LCAP Year:** 2014-15

**Outcome:**

Measureable Annual Actual

We were unable to use the benchmarks this year due to late release by the state. Math assessment is happening at the end of the year. We are working to use the benchmarks next year due to late release by the state.

**Expenditures:**

MPAEF

Testing

$3,484.83

Train site test coordinators on test administration.

Assessment Ad Hoc Committee Developed to create Broad-Based Support for SBAC Administration.

Training for Site Administrators.

Planning Actions/Services

**Goal Applies to:**

All

**Applicable Pupil Subgroups:**

Low income pupils

Foster Youth

English Learners

Low income pupils

Foster Youth

English Learners

**OR:**

ALL

K-8

3-8

**Other Subgroups (Specify):**

OR:

Low income pupils

Foster Youth

English Learners

OR:

ALL

K-8

3-8
<table>
<thead>
<tr>
<th>2014-15</th>
<th>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and expenditures will be made as a result of reviewing past progress and maintaining all of the actions from and looks at the district assessment system as a whole, but maintaining all of the actions from</th>
<th>Transition to CCSS - aligned assessment systems to inform instruction, establish priorities for professional learning, and provide goals for accountability in 2015-16 plan. Acronyms were minimized for clearer understanding. The new goal has less emphasis on the Smarter Balanced assessment and looks at the district assessment system as a whole, but maintains all of the actions from and looks at the district assessment system as a whole, but maintaining all of the actions from</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other Subgroups (Specify)</strong></td>
<td>Foster Youth, Redesigned English Projected</td>
<td>Foster Youth, Redesigned English Projected</td>
</tr>
<tr>
<td><strong>Low Income Pupils</strong></td>
<td>Redesigned English Learners</td>
<td>Redesigned English Learners</td>
</tr>
<tr>
<td>OR:</td>
<td>x All</td>
<td>x All</td>
</tr>
<tr>
<td>Scope of Service:</td>
<td>K-8</td>
<td>K-8</td>
</tr>
<tr>
<td><strong>Scope of Service:</strong></td>
<td>Teacher extra hours, and substitutions</td>
<td>Teacher extra hours, and substitutions</td>
</tr>
<tr>
<td><strong>Expenses Reflecting in Goals #1 &amp; 2</strong></td>
<td>Testing, KAPF, $150,000</td>
<td>Testing, KAPF, $150,000</td>
</tr>
<tr>
<td></td>
<td>SF $44,733</td>
<td>SF $44,733</td>
</tr>
<tr>
<td></td>
<td>82 Goal 1</td>
<td>82 Goal 1</td>
</tr>
<tr>
<td><strong>See Goals 1 &amp; 2</strong></td>
<td>Create new assessments; Purchase/create online</td>
<td>Create new assessments; Purchase/create online</td>
</tr>
<tr>
<td><strong>Scope of Service:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Goal 1: Establish a vision for teaching and learning that leverages technology to meet the needs of K-2, 3-5, 6-8 students.

- **Scope of service:** K-8

**Expected Annual Expenditures:**

- **Beg. Expenses in Goal 1:**
  - 2x
  - 4x
  - 6x
  - 8x

- **Estimated Annual Expenditures:**
  - 2x
  - 4x
  - 6x
  - 8x

**Actual Expenditures:**

- **Expended:**
  - 2x
  - 4x
  - 6x
  - 8x

**Actual Actions/Services:**

- **Duplicate Actions in Goal 1:**

**Scope of service:**

- **OR:**
  - x ALL

**Local Subgroups (Specify):**

- Foster Youth
- Redesignated English Learners
- Low Income Pupils

**Other Subgroups (Specify):**

- Foster Youth
- Redesignated English Learners

**OR:**

- x ALL

**Expected:**

- The 1:1 iPad program was successfully expanded to 5th grade following the student technology ratio district-wide and grades lowering the student technology ratio district-wide and grades lowering the student technology ratio district-wide.

**Actual:**

- The 1:1 iPad program was successfully expanded to 5th grade following the student technology ratio district-wide and grades lowering the student technology ratio district-wide.

**Other Relevant State and/or Local Priorities:**

- Related State and/or Local Priorities:

**Related State and/or Local Priorities:**

- Related State and/or Local Priorities:

### Goal 2: Provide opportunities for teachers and students to experiment, take risks, and try new things collaboratively.

- **Scope of service:** K-8

**Expected Annual Expenditures:**

- **Beg. Expenses in Goal 1:**
  - 2x
  - 4x
  - 6x
  - 8x

- **Estimated Annual Expenditures:**
  - 2x
  - 4x
  - 6x
  - 8x

**Actual Expenditures:**

- **Expended:**
  - 2x
  - 4x
  - 6x
  - 8x

**Actual Actions/Services:**

- **Duplicate Actions in Goal 1:**

**Scope of service:**

- **OR:**
  - x ALL

**Local Subgroups (Specify):**

- Foster Youth
- Redesignated English Learners
- Low Income Pupils

**Other Subgroups (Specify):**

- Foster Youth
- Redesignated English Learners

**OR:**

- x ALL

**Expected:**

- Provide opportunities for teachers and students to experiment, take risks, and try new things collaboratively.

**Actual:**

- Provide opportunities for teachers and students to experiment, take risks, and try new things collaboratively.

**Other Relevant State and/or Local Priorities:**

- Related State and/or Local Priorities:

**Related State and/or Local Priorities:**

- Related State and/or Local Priorities:
<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>5-8</th>
<th>5-8</th>
<th>5-8</th>
<th>5-8</th>
</tr>
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<tbody>
<tr>
<td>OR: Low Income pupils</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>OR: Foster Youth</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>OR: Redesigned fluent English proficient</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>OR: Other Subgroups: (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expensed budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not reflected in this year's budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

This goal was consolidated into goal 3 in the 2015-2016 plan. Acronyms were minimized for clearer understanding.

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

This goal was consolidated into goal 3 in the 2015-2016 plan. Acronyms were minimized for clearer understanding.
Recruit highly qualified staff that reflects the diversity of the District's student body.

### Goal

**Original Goal from Prior Year LCAP:**

5. Recruit highly qualified staff that reflects the diversity of the District's student body.

**Related State and/or Local Priorities:**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.

**Goal Applies to:**

Schools: All

Applicable Pupil Subgroups: All

**Expected Annual Measurable Outcomes:**

Students will benefit from having more diverse staff role.

**Actual Annual Measurable Outcomes:**

We attended two fairs last year without a significant change. We are increasing recruitment efforts this year.

**Budgeted Expenditures**

- $2000 General Fund for Professional Memberships and Subscriptions
- $375 General Fund for District registered for several recruitment fairs: Stanford, Davis, Santa Clara

**Planned Actions/Services**

- Attend two additional recruitment events in our area.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.

**Actual Actions/Services**

- Attended two fairs last year without a significant change. We are increasing recruitment efforts this year.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
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- Leverage and build partnerships with neighboring universities to recruit student teachers.
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- Establish recruitment pipelines.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.

**Estimated Annual Expenditures**

- $5000 General Fund

**Scope of Service:**

- K-8

**Local Action:**

- Attend two additional recruitment events in our area.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.
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- Establish recruitment pipelines.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.

**Other Subgroups:**

- Foster youth
- Redesignated fluent English proficient
- Low income pupils
- English learners
- OR:
  - All
  - Other Subgroups (Specify)

**Related Local Priorities:**

- Recognized teacher especially hard to fill assignments.
- Recruit student teachers;
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.
- Leverage and build partnerships with neighboring universities to recruit student teachers.
- Establish recruitment pipelines.

**Professional Memberships and Subscriptions**

- $2000 Gen Fund

**Local: Specify**

- COE only: 9 - 10
- 1 x 2 - 3
- 4 x 5
- 6 x 7
- 8

**Related State and/or Local Priorities:**

- Establish recruitment pipelines.
<table>
<thead>
<tr>
<th>Scope of Service:</th>
<th>K-8</th>
</tr>
</thead>
</table>

New Teacher Orientation, August 11-13, 2014

MPAEF $24,598.35

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and goal attainment? This goal remained the same in the 2015-2016 plan, but was moved to number 12. Actions were modified to reflect increased recruitment efforts.

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

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

New Teacher Orientation/PD to support new teacher development See Above
This goal was incorporated into goals 1-8 as an overall objective for student achievement.

<table>
<thead>
<tr>
<th>Original LCAP:</th>
<th>Related State and/or Local Priorities:</th>
<th>Goal Applies to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students to achieve at or above proficiency levels in state and local assessments from prior year</td>
<td></td>
<td>Schools:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Annual Expenditures</th>
<th>Actual Annual Expenditures</th>
<th>Actual Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Goal 1</td>
<td></td>
<td></td>
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</tbody>
</table>

Develop single school plans that address the needs of all students and have goals to close existing achievement gaps. All levels of the organization work to improve student achievement and close the achievement gap for all underperforming students.

<table>
<thead>
<tr>
<th>Local: Specify</th>
<th>COE only: 9-10</th>
<th>2-3x 4x 5x 6x 7-8x</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realted State and/or Local Profiles:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**GOAL from prior year LCAP:**

7. Numbers of English Learners attaining proficiency in Mathematics and Language Arts increases annually.

**Related State and/or Local Priorities:**

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________

COE only: 9. __________

**Goal Applies to:**

Schools: All

Applicable Pupil Subgroups: English Learners

**Expected Annual Measurable Outcomes:**

Students will demonstrate the benefit from receiving instruction from highly qualified teachers who have received professional development in the ELD standards with improved academic proficiency as measured by local assessments. ELD teachers will demonstrate the benefit from receiving instruction.

Local: Specify

- COE only: 9 - 10
- K - 2, X - 3, 4 - 5, 6 - 7, 8 - 9

**Planned Actions/Services:**

<table>
<thead>
<tr>
<th>Service:</th>
<th>K-8</th>
<th>Scope of</th>
<th>182</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Master Plan Review/EL Team</td>
<td></td>
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</tr>
</tbody>
</table>

**Expenditures**

<table>
<thead>
<tr>
<th>Estimated Annual Expenditures</th>
<th>Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update the District EL Master Plan with input from administrators, EL specialists and parents.</td>
<td>See Goals 1 &amp; 2 EL Master Plan Review/EL Team</td>
</tr>
</tbody>
</table>

**Scope of Service:**

K - 8

All

OR:

- Low Income Pupils
- Foster Youth
- Redesignated English Learners
- Other Subgroup (Specify)

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Elapsed Year: 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Service</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Reading Recovery for students identified as ELD (Elementary)</td>
</tr>
<tr>
<td>PD for site administrators and ELD support teachers</td>
</tr>
</tbody>
</table>

**Activities duplicated in goal #3**

<table>
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<tbody>
<tr>
<td>Reading Recovery for students identified as ELD (Elementary)</td>
<td>See Goal 14</td>
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<tr>
<td>PD for site administrators and ELD support teachers</td>
<td>See Goal 9</td>
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**Other Subgroup: (Specify)**

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</table>

**Equity PD District wide to move work forward:**

<table>
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**Other Subgroup: (Specify)**

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**Other Subgroup: (Specify)**

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<td>Reading Recovery for students identified as ELD (Elementary)</td>
<td>See Goal 14</td>
<td>See Goal 14</td>
</tr>
<tr>
<td>PD for site administrators and ELD support teachers</td>
<td>See Goal 9</td>
<td>See Goal 9</td>
</tr>
<tr>
<td>Service: K-8</td>
<td>Scope of Service: K-8</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Gen Fund: $1,936,600</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other Subgroup:</strong> (Specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth x Redesignated Lean English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income Pupils x English Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal 1:**
Scope of service: K-8

**Provide Summer Learning Opportunities:**

- SVMI Coaching Institute
- SVMI Summer School 2014
- **Total:** Summer School Classes Summer 2014
- **Pre-K** Summer School 2014
- 1.0 EL Teacher for 1.0 EL Learning at all elementary
- Maintain existing EL Specialists and add increase of 0.53 FTE EL Teacher for 1.0 EL Learning at all elementary

**Goal 2:**

- SVMI Membership/PD
- SVMI District Partnership
- SVMI Membership/PD Spotlight on Success Partnership
- **Total:** SVMI Membership/PD

**Maintain existing EL Specialists and add increase of 0.53 FTE EL Teacher for 1.0 total EL Staffing at all elementary sites.**

**Goal 3:**

- Teacher Leadership Capacity
- Continue District Partnership with SVMI and build Summer School Enrichment Programs
- **Total:** Summer School Classes Summer 2014
- 1.0 EL Teacher for 1.0 EL Learning at all elementary
- Provide Summer Learning Opportunities:
  - SVMI Coaching Institute
  - SVMI Summer School 2014
  - **Total:** Summer School Classes Summer 2014
  - **Pre-K** Summer School 2014

**Goal 4:**

- Provide summer learning opportunities:
  - SVMI Coaching Institute
  - SVMI Summer School 2014
  - **Total:** Summer School Classes Summer 2014
  - **Pre-K** Summer School 2014

**Goal 5:**

- SVMI Membership/PD
- SVMI District Partnership
- SVMI Membership/PD Spotlight on Success Partnership
- **Total:** SVMI Membership/PD

**Goal 6:**

- Teacher Leadership Capacity
- Continue District Partnership with SVMI and build Summer School Enrichment Programs
- **Total:** Summer School Classes Summer 2014
- 1.0 EL Teacher for 1.0 EL Learning at all elementary
- Provide Summer Learning Opportunities:
  - SVMI Coaching Institute
  - SVMI Summer School 2014
  - **Total:** Summer School Classes Summer 2014
  - **Pre-K** Summer School 2014

**Goal 7:**

- SVMI Membership/PD
- SVMI District Partnership
- SVMI Membership/PD Spotlight on Success Partnership
- **Total:** SVMI Membership/PD

**Goal 8:**

- Teacher Leadership Capacity
- Continue District Partnership with SVMI and build Summer School Enrichment Programs
- **Total:** Summer School Classes Summer 2014
- 1.0 EL Teacher for 1.0 EL Learning at all elementary
- Provide Summer Learning Opportunities:
  - SVMI Coaching Institute
  - SVMI Summer School 2014
  - **Total:** Summer School Classes Summer 2014
  - **Pre-K** Summer School 2014
What changes in actions, services, and/or changes to goals and/or reviewing past progress and expenditures will be made as a result of reviewing past progress and/or changes to goals?

<table>
<thead>
<tr>
<th>Improvement Plan</th>
<th>Subgroup</th>
<th>Service Scope</th>
<th>Other Subgroup: (Special)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Income pupils</td>
<td>K-5</td>
<td>Foster Youth, Redesegnated English learners</td>
</tr>
<tr>
<td></td>
<td>English Learners</td>
<td></td>
<td>Low Income pupils, Redesegnated English learners</td>
</tr>
<tr>
<td></td>
<td>OR: ALL</td>
<td></td>
<td>OR: ALL</td>
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<td></td>
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</tr>
</tbody>
</table>

This goal remains the same in the 15-16 plan but was moved to number 5. Actions have been updated to reflect current efforts in this area as defined in our District Program Improvement Plan. This goal remains the same in the 15-16 plan but was moved to number 5. Actions have been updated to reflect current efforts in this area as defined in our District Program Improvement Plan.
<table>
<thead>
<tr>
<th>Service:</th>
<th>Scope of Service:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>Kick off to Kindergarten, Secretary Expenses</td>
</tr>
<tr>
<td>$76,832</td>
<td>See Goal 7</td>
</tr>
<tr>
<td>Other Subgroup: (Specify)</td>
<td>Summer 2014: Summer School Enrichment, 2. Kick off to Kindergarten, Summer School classes</td>
</tr>
<tr>
<td>Foster Youth, x x x</td>
<td>Provide summer learning opportunities: Design and add to</td>
</tr>
<tr>
<td>Low Income pupils, x x x</td>
<td>Language proficiency for EL students; monitoring system and collaborative structures in place for</td>
</tr>
<tr>
<td>OR:</td>
<td>coordination between EL specialists and classroom teachers.</td>
</tr>
<tr>
<td>ALL</td>
<td>Related State and/or Local Priorities:</td>
</tr>
<tr>
<td>General Fund</td>
<td>Increased EL Teacher Staging</td>
</tr>
<tr>
<td>$386,328.00</td>
<td>See Goal 7</td>
</tr>
<tr>
<td>Service:</td>
<td>See Goal 7</td>
</tr>
<tr>
<td>Scope of Service:</td>
<td>To support EL initiatives to increase EL teacher staffing at all elementary sites to 1.0</td>
</tr>
</tbody>
</table>

### Actual Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Budgeted</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Learning Opportunities:</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Other Subgroup: (Specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth, x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income pupils, x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service:</td>
<td>Increased EL Teacher Staging</td>
<td></td>
</tr>
<tr>
<td>Scope of Service:</td>
<td>See Goal 7</td>
<td></td>
</tr>
<tr>
<td>Budgeted</td>
<td>$386,328.00</td>
<td></td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Planned Actions/Services

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Learning Opportunities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kick off to Kindergarten, Secretary Expenses</td>
<td>$76,832</td>
<td>General Fund</td>
</tr>
<tr>
<td>Other Subgroup: (Specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth, x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income pupils, x x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service:</td>
<td>Increased EL Teacher Staging</td>
<td></td>
</tr>
<tr>
<td>Scope of Service:</td>
<td>See Goal 7</td>
<td></td>
</tr>
<tr>
<td>Budgeted</td>
<td>$386,328.00</td>
<td>General Fund</td>
</tr>
<tr>
<td>Actual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LCAP Year: 2014-15

<table>
<thead>
<tr>
<th>Goal Applies to:</th>
<th>Schools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local: Specify:</td>
<td>All</td>
</tr>
<tr>
<td>COE only: 9-12</td>
<td>10</td>
</tr>
<tr>
<td>6-8</td>
<td>4</td>
</tr>
<tr>
<td>Redline State and/or Local Priorities:</td>
<td>3</td>
</tr>
<tr>
<td>Goal Applies to:</td>
<td>Schools:</td>
</tr>
<tr>
<td>Local: Specify:</td>
<td>All</td>
</tr>
<tr>
<td>COE only: 9-12</td>
<td>10</td>
</tr>
<tr>
<td>6-8</td>
<td>4</td>
</tr>
<tr>
<td>Redline State and/or Local Priorities:</td>
<td>3</td>
</tr>
</tbody>
</table>
This goal was consolidated into goal 5 in the 15-16 plan. Actions have been updated to reflect current efforts in this area as defined in our District Program Improvement Plan.

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

Other Subgroup: (Specify)

- Foster Youth
- Redesignated English Learners
- Low Income Pupils
- English Learners
- OR: ALL
GOAL from prior year:

Implement high quality professional development model for teachers, administrators and other staff to improve the education of English Learners.

Related State and/or Local Priorities:

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

Goal Applies to:

Schools: All

Applicable Pupil Subgroups:

- English Learners
- Low Income pupils
- Foster Youth
- Referred Special

Expected Annual Measurable Outcomes:

K-2 teachers have been trained on the ELD standards and are ready to begin implementation in their classrooms and evidenced by PD participation and observations. Classroom teachers have greater awareness of ELD standards and instruction strategies. Begin to incorporate ELD standards and instruction strategies.

Actual Annual Measurable Outcomes:

K-2 teachers have been trained on the ELD standards and are ready to begin implementation in their classrooms. (PD Feedback)

Actual Expenditures:

$4,858.45

Planned Actions/Services:

- Identify key evidence based learning strategies to improve the instruction of our English learners.
- Collaborate with neighboring districts to observe classrooms and share ideas and strategies.
- CUBE Conference Attendance, Teacher PD

CABE Conference Attendance, Teacher PD

Scope of service:

K-8

GOAL from prior year:

Original
Use service providers and in-house facilitators to provide high-quality multi-level instruction PD; Partner with local SMCOE for PD in supporting Instruction strategies and peer-to-peer observations and collaborations and peer-to-peer observations and with local CDE for PD in supporting Instruction with high-quality multi-level Instruction PD; Partner with in-service providers and in-house facilitators to

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Service:</th>
<th>Scope of Service:</th>
<th>Other Subgroups (Specify):</th>
<th>Other Subgroups (Specify):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K-8</td>
<td></td>
<td>Low Income Pupils</td>
<td>Low Income Pupils</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Redesignated Fluent English Proficient</td>
<td>Redesignated Fluent English Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Foster Youth</td>
<td>Foster Youth</td>
</tr>
</tbody>
</table>

This goal was incorporated into goal 1 of the 2015-2016 plan to reflect that English Language arts and English Language Development Standards are represented in a joint framework from the California Department of Education and they are best learned in an integrated manner.

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

$15,000

Actions duplicated in goal 7

Networks for Success Contract with SMCOE, EL Support Teacher Extra Hours and Substitutions

OR:

Low Income Pupils

English Learners

Foster Youth

Reesigned Fluent English Proficient

Other Subgroups (Specify): (Specify)

OR:

Low Income Pupils

English Learners

Foster Youth

Reesigned Fluent English Proficient

Other Subgroups: (Specify)

OR:

Low Income Pupils

English Learners

Foster Youth

Reesigned Fluent English Proficient

Other Subgroups: (Specify)
**GOAL from prior year LCAP:**

10. Implement comprehensive and articulated tiered intervention K-8

---

**Related State and/or Local Priorities:**

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.

---

**Goal Applies to:**

- Schools: All
- Applicable Pupil Subgroups:
  - All
  - K-8

---

**Expected Annual Measurable Outcomes:**

Students' specific learning needs will be identified and addressed strategically. Students will participate in strategic interventions to address their unique learning needs as reflected in student participation records.

---

**Actual Annual Measurable Outcomes:**

Strategic Intervention programs provided support for students.

---

**Planned Actions/Services:**

- Local: Specify
  - K-8
  - 1-2
  - 3-4
  - 5-6
  - 7-8
  - 9-10

**Actual Actions/Services:**

- Local: Specify
  - K-8
  - 1-2
  - 3-4
  - 5-6
  - 7-8
  - 9-10

---

**Budgeted Expenditures:**

N/A

**Estimated Actual Expenditures:**

N/A

**Actual Expenditures:**

N/A

---

**Produce District document that lists tiered interventions:**

---

**Identify the assessment systems we will use to collect data on student progress:**

Harness the power of our new data management system to collect and analyze: Core and additional data.

---

**State: K-8**

**Scope of service:**

---

**Other Subgroups:**

- Foster Youth
- English Learners
- Low Income Pupils

---

**Goal 1 & 3 Actions Duplicated in goals 1 and 3**

Illuminate Assessment
Purchase/ PD
Report Card Development
Scope of service: K-8

---

**Outcome:**

- Measurable
- All
- All

---

**Goal Applies to:**

- Local: Specify
  - K-8
  - 1-2
  - 3-4
  - 5-6
  - 7-8
  - 9-10

---

**Goal Year:**

2014-15
This goal remained the same in the 2015-16 plan but was moved to goal number 8. In consultation with the Parent Advisory Committee the actions were made more explicit.

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenses</td>
<td>7 Goals 18 See Goals 18</td>
</tr>
</tbody>
</table>

What changes in actions, services, and/or changes to goal? Result of reviewing past progress and expenditures will be made as a scope of service:

<table>
<thead>
<tr>
<th>Other Subgroups (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth, Res distance English proficient</td>
</tr>
<tr>
<td>Low income pupils, English learners</td>
</tr>
</tbody>
</table>

Provide PD and training on Universal Design for Learning.

Provide PD and training on Early childhood work. Mindset, specific strategies to meet the needs of students, learning and language acquisition.
GOAL from prior year LCAP:

11. Optimize the roles of our teams of educators to leverage expertise and better meet the needs of all students

Related State and/or Local Priorities:

- COE only: ______
- Local: Specify: ______
- Schools: All, English, Lateral

**Schools:** All, Encinal, Laurel

**Applicable Pupil Subgroups:** All

**Annual Measurable Outcomes:**
- Teachers modeled instructional practices in teacher led co-teaching workshops throughout the year.
- Increased counselors and psychologists at schools.

<table>
<thead>
<tr>
<th>Service:</th>
<th>K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Service:</td>
<td>COE teaching models piloted.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>$193,393 (Counselors, Psych)</td>
</tr>
</tbody>
</table>

**Budgeted: $193,393**

- Increased counselors and psychologists at schools.
- Co-teaching models piloted.

**Actual: $154,955**

- Counselors: $83,674
- Psychologists: $71,281

<table>
<thead>
<tr>
<th>Local: Specify:</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relied State and/or Local Priorities:</td>
<td>1</td>
</tr>
</tbody>
</table>

**Goal Applies to:** Schools: All

**Goal Year:** 2014-15

**Planned Actions/Services:**

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Results and SBAC performance as measured by local assessments, survey: Teacher learning will improve due to increased opportunities for student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measureable:</td>
<td>Expected: All, English, Lateral</td>
</tr>
<tr>
<td>Achievable:</td>
<td>Goal Applied to: Schools: All, English, Lateral</td>
</tr>
</tbody>
</table>

**Actual Actions/services:**

- Manage time and other resources to enhance co-teaching and other models of learning support.
- Schools develop models that work for their cultures and reflect them in their site plans.

**Actual Expenditures:**

- Estimated: $154,955
- Actual: $125,895
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and changes to goals?

This goal was incorporated into goal 10 in the 2015-16 plan. This did not happen this year.

See Goal 1

District PD and Site Collaboration, Site Admin will collaborate with each other on their
Student Support Personnel, Certificated and Classified, General Education and Special Education, and the roles and responsibilities in PE, ART, Music, etc.

Provide time for principals to collaborate and define

Benefits

K-8
Goal Applies to:
Schools: All
Applicable Pupil Subgroups:
All
Scope of Service: K-8
Expenses in:
See Goal 1
Teacher Led workshops held throughout the year. Peer to peer observations at the site level.
Goal Applies to:
Local: Specified:
COE only: 9-10
1x 2x 3x 4x 5x 6x 7x 8x
6x
Related State and/or Local Priorities:
12. Build more structured opportunities for collaborative learning for teachers from prior year.

Expected Annual Expenditures: $14,155

Targeted Outcomes:
- Peer to peer observations at the site level.
- Teacher Led workshops held in Fall and Spring.
- Teacher Led workshops held in Fall and Spring.

Planned Actions/Services
Goal Year: 2014-15

COE and Administrators.
This goal was incorporated into goal 10 in the 2015-16 plan.

What changes in actions, services, and/or changes in goals?

Result of reviewing past progress and expenditures will be made as a

<table>
<thead>
<tr>
<th>Other Subgroups (Specify)</th>
<th>Other Subgroups (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth</td>
<td>Foster Youth</td>
</tr>
<tr>
<td>Redesignated Fluent English learners</td>
<td>Redesignated Fluent English learners</td>
</tr>
<tr>
<td>Low Income pupils English Learners</td>
<td>Low Income pupils English Learners</td>
</tr>
</tbody>
</table>

OR: ____________

ALl

Scope of Service: K-8

Scope of Service: K-8

Action and expenses in previous action: 

See Goal 1

Resources through Teacher Portal, Edmodo, and Google.

Teacher Led Workshops, collaboration, and sharing of

Build structures for trainings, peer-to-peer partnerships,
**Goal from Prior Year LCAP:**

13. Ensure all of our parents have full access to participate in and lead in our school community through ELAC, SSC, PTO and other committees.

**Related State and/or Local Priorities:**

- Other Subgroups: (Specify)
- Foster Youth
- Redesigned English Learners
- Low Income Pupils
- English Learners

**Goal Applies to:**

Schools: All

**Applicable Pupil Subgroups:**

- English Learners
- Foster Youth
- Redesigned fluent English proficient

**Expected Annual Measurable Outcomes:**

Students will benefit from their parents becoming more actively involved in the school activities at their sites, in understanding studies will benefited from their parents becoming more actively involved in the school activities at their sites, in understanding

**Actual Annual Measurable Outcomes:**

ELACs Established at all school and/or duties assigned to SSC. Two DELAC meetings held at district office. Parent Conference and Speaker series held for all stakeholders.

**Budgeted Expenditures**

- Title III: $165.06
- General Fund: $237.13
- Measure B: $1337.68
- Other Subgroups: (Specify)

**Estimated Annual Expenditures**

- $4000

**Actual Expenditures**

- Emails and phone calls used to encourage participation also provided food and childcare. Largest turnout on record at last DELAC.

**Scope of service:**

- K-8

**Plan/LCAP Year: 2014-15**

Series held for all stakeholders.

- District office: Parent Conference and Speaker
- Two DELAC meetings held at all school and/or duties
- ELACs established at all school and/or duties

**Actual Actions/services**

New list created of current employees willing to translate District materials into Spanish for EL. Let current MPCSD employees who are available to translate District materials into Spanish.

**Scope of service:**

- K-8

**New list created of current employees willing to translate District materials into Spanish for EL. Let current MPCSD employees who are available to translate District materials into Spanish.**

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

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td></td>
</tr>
</tbody>
</table>

N/A This has not happened yet.

See Above

This goal was moved to goal 11 in the 15-16 plan. The parent advisory committee felt that the goal needed more parent engagement incorporated into it beyond translation for English Learner (EL) families. An action was added to increase outreach and opportunities for EL families.

The district and make sure they are translated into all core communication documents for parents in Spanish.

Other Subgroups (Specify):
- Foster Youth
- Low Income Pupils
- Redesigned English Proficient

OR:
- ALL

Service: K-8
**GOAL from prior year LCAP:**

14. Increase early intervention and ongoing support for struggling readers and writers throughout the district.

**Related State and Local Priorities:**

- From prior year LCAP:

<table>
<thead>
<tr>
<th>Goal Applies to:</th>
<th>Local Actions: Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: All</td>
<td>English Learners</td>
</tr>
</tbody>
</table>

**Expected Annual Expenditures:**

- Measure B: $8,942.53

**Planned Actions/Services:**

<table>
<thead>
<tr>
<th>LCAP Year: 2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
</tr>
<tr>
<td><strong>Implemented:</strong></td>
</tr>
<tr>
<td>Reading Recovery</td>
</tr>
<tr>
<td>fully implemented at all Elementary schools.</td>
</tr>
</tbody>
</table>

**Scope of service:**

- 1st Grade
- ALL

**OR:**

- Low Income pupils
- English Learners
- Other Subgroups (Specify):
  - Foster Youth

**Actual Expenditures:**

- Read the Recovery fully implemented at all Elementary Schools. (Specify)

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Actual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8,942.53</td>
<td>Increased number of students increased at schools where EL teachers also do Reading Recovery because of increased time.</td>
</tr>
</tbody>
</table>

**Outcome:**

- Number of students increased at schools where EL teachers also do Reading Recovery due to increased time.
**Goal from prior year LCAP:**

15. Student representation in courses at the middle school will reflect the diversity of our student population.

**Related State and/or Local Priorities:**

- Code only: 9-10
- Local: Specifying
- 1-2: X
- 3-4: X
- 5-6: X
- 7-8: X

<table>
<thead>
<tr>
<th>Goal</th>
<th>Scope of Service</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Conduct audit of course enrollment by student groups to determine areas of low enrollment in compacted courses and determine next steps.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
<tr>
<td>2.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Review plan to increase course participation by underrepresented groups as well as compacted pathway to increase course participation in compacted courses.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
<tr>
<td>3.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Math pathways developed to address equity issues.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
<tr>
<td>4.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Math pathways developed to address equity issues.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
<tr>
<td>5.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Math pathways developed to address equity issues.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
<tr>
<td>6.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Math pathways developed to address equity issues.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
<tr>
<td>7.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Math pathways developed to address equity issues.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
<tr>
<td>8.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Math pathways developed to address equity issues.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
<tr>
<td>9.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Math pathways developed to address equity issues.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
<tr>
<td>10.</td>
<td>x Other Subgroups (specify)</td>
<td>Special Education</td>
<td>Math pathways developed to address equity issues.</td>
<td>Participation of underrepresented students is audited and monitored.</td>
</tr>
</tbody>
</table>

**Goal Applies to:**

Schools: Hillview Middle School

**Applicable Pupil Subgroups:**

- Low income, English Learners, Foster Youth, Special Education

**Expected Annual Expenditures:**

- Currently 32 Students are enrolled in ELA intervention and 31 in Math.

**Planned Year: 2014-15**
<table>
<thead>
<tr>
<th>Expenditures in</th>
<th>Goal 3 &amp; 4</th>
<th>OR: Low Income pupils</th>
<th>OR: English Learners</th>
<th>OR: Foster Youth</th>
<th>OR: Redesignated fluent English proficient</th>
<th>OR: Other Subgroups (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of service:</td>
<td>K-8</td>
<td>x ALL</td>
<td>x ALL</td>
<td>x ALL</td>
<td>x ALL</td>
<td>x ALL</td>
</tr>
</tbody>
</table>

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

This goal remains the same but was moved to goal number 9 in the 2015-16 plan. The parent advisory committee wanted explicit language about specifically how representation would change which is reflected in new actions for 2015-16.

Please see Goals 3 & 4 for increased screening and intervention at elementary schools, meeting academic standards, providing interventions for students not meeting academic standards, and cohesive and comprehensive extended learning opportunities consistent and connected enhanced/extracurricular activities.
<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service:</th>
<th>K-8</th>
<th>K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 11</strong></td>
<td><strong>Embedded in Wellness Team developing a plan.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses in CAL Pads</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Actual Annual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Service</th>
<th>Scope of Service:</th>
<th>K-8</th>
<th>K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 11 (Counselors)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses in CAL Pads</td>
<td>Now have access to student information through CAL Pads</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Actual Annual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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<th>K-8</th>
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<td><strong>Goal 11 (Counselors)</strong></td>
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<td></td>
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<tr>
<td>Expenses in CAL Pads</td>
<td>Now have access to student information through CAL Pads</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Actual Annual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal Applies to:**
- All

**Student Population:**

1. The educational outcomes of foster youth will mirror that of the general population.
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

This goal was incorporated into goal 6 in the 2015-16 plan. The language is more specific about the needs for monitoring and for both social emotional and academic support.

Other Subgroups (Specify):
- Foster Youth
- Redesigned Fluent English Learners
- Low Income Pupils

OR:
**GOAL from prior year LCAP:**

17. Students possess the attitudes, knowledge and skills that contribute to effective learning in school and in their personal life.

*Related State and/or Local Priorities:*

1. __
2. __
3. __
4. __
5. __
6. __
7. __
8. __
9. __
10. __

**COE only:**

- Implement a cohesive Guidance program K-8.

**Local:**

- Specify: CTE only: 9 – 10
- Specify: 3 – 4, 5 – 6, 7 – 8

**Related State and/or Local Priorities:**

- Embed in Goals 1, 4 and 11
- See Goals 1, 2, and 11

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Actual Expenditures</th>
<th>Budgeted Expenditures</th>
<th>Planned Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>$75,000 Grant</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Provide ongoing PD for Behavior Specialists and counselors.
- Expand My Digital T2T throughout the district.
- RTI Implementation, Project Cornerstone and PBIS.
- School Guidance Curriculum: Emotional Wellness.
- Implement a cohesive Guidance program K-8.
- Emphasize computer support and psychological services.

**LCAP Year:** 2014-15

<table>
<thead>
<tr>
<th>Actual</th>
<th>Measurable Outcomes</th>
<th>Expected Annual Expenditures</th>
<th>Measurable Annual Expenditures</th>
<th>Goal</th>
<th>Goal Action Plan</th>
<th>Goal Year</th>
<th>Goal Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>All</td>
<td>A cohesive Guidance program K-8:</td>
<td>2014-15</td>
<td>9</td>
</tr>
</tbody>
</table>

**Scope of service:**

- ALL

**Grants:**

- $75,000 Grant
- $150,000 Special Services

**Measurable Outcomes:**

- Wellness Committee formed.
- Students served.
- Students have greater access to services.
- Services articulated across all schools.
- Students services embedded in Goals 1, 2, 4 and 11.
- Improve a cohesive Guidance program K-8.
- Emphasize computer support and psychological services.
Wellness Committee will develop a cohesive mechanism for ongoing monitoring and evaluation of guidance needs, from community partnerships, and other subgroups. The action steps have been further defined in accordance with our developing district wellness plan.

This goal remains the same but was moved to goal number 4 to better reflect the importance of social and emotional wellness in MPCSD.

#### Other Subgroups: (Specify)

- Foster Youth, Redesigned Fluent English Proficient
- Low Income Pupils, English Learners

#### Scope of Service:

- All

#### See Above

Wellness Action Plan

See Goal 11

[other information redacted]
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 Section 15496(a)(5).

<table>
<thead>
<tr>
<th>Total amount of Supplemental and Concentration Grant funds calculated: $1,431,259.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,431,259.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FTE</th>
<th>Reading Support Teachers</th>
<th>$760,137.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7</td>
<td>EL Support Teachers</td>
<td>$412,030.00</td>
</tr>
<tr>
<td>1.2</td>
<td>Psychologists</td>
<td>$90,869.00</td>
</tr>
<tr>
<td>5.7</td>
<td>EL Students</td>
<td>$464,337</td>
</tr>
<tr>
<td>0.6</td>
<td>Psychologists</td>
<td>$90,869.00</td>
</tr>
<tr>
<td>1.2</td>
<td>Counselors</td>
<td>$168,230.00</td>
</tr>
<tr>
<td>2.5</td>
<td>All Students</td>
<td>$760,137.00</td>
</tr>
</tbody>
</table>

B. Any other priority areas (see Section 15496(b) for guidance).

C. Additional description of how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and school district.

D. Describe how the LCAP is expanding these funds in the LCAP year, including a description of and justification for the use of any funds in a districtwide, schoolwide, or charterwide manner as specified in Section 15496.5.
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.

Our current spending for Supplemental services is 7.88%, which is just over 3 times the required proportionality percentage. During 2015-2016, we are expending our supplemental funds by providing staffing for supplemental services that benefit our unduplicated English learners. The majority of students receiving Reading services are our unduplicated pupils. English learners provided for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).
For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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 absentee rate" shall be calculated as follows:

(1) The number of cohort members who are enrolled in an adult education high school diploma or passed a regular high school diploma during the school year.

(2) The total number of days the pupil is enrolled during the school year.

(3) Divide (1) by (2).

(b) "Middle 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.

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The number of cohort members who graduated in a regular high school diploma or earned an adult education high school diploma during the school year during an academic year (July 1 – June 30).

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The number of cohort members who drop out 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.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Middle 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.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(f) "Chronic absentee 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).

(2) The total number of days the pupil is enrolled during the regular day of schools of the district, exclusive of Saturdays and Sundays.

(3) The number of days the pupil is absent due to chronic absence during the regular day of school as defined under Education Code sections 52060 and 52066.

(4) Divide (1) by (2).

The following shall apply:

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

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:
“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).

“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).

(e) “Suspension rate” shall be calculated as follows: