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
time.

(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 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.

(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.

School District for Grades K-12.

Approximately 2,950 students, kindergarten through 8th grade, enrolled in the four schools of the district. Our schools feed into the Sequoia Union High School District. Each child achieves their goals in a culture where all members contribute to achieving the best possible outcome. The Menlo Park Elementary School District serves parts of Menlo Park, Atherton and unincorporated San Mateo County. Atherton and Atherton are located 27 miles south of San Francisco and 20 miles northwest of San Jose. The edge of Silicon Valley, two miles from Stanford University. These are the birthplaces of many entrepreneurs and innovators. Our vision is for every child to achieve their best self in a culture of innovation and critical thinking. In a culture where all members of the community, we believe a culture of innovation empowers foundation to strong relationships, is integral to our mission. Engagement:

We value a strong partnership among students, staff, and parents, and we also seek to partner with and benefit from the unique strengths of our broader community. A culture of inclusivity is the norm in our schools, where all backgrounds and perspectives are valued, and we share a deep commitment to providing opportunity and achieving success for every child. Partnership:

We value a strong partnership among students, staff, and parents, and we also seek to partner with and benefit from the unique strengths of our broader community. A culture of inclusivity is the norm in our schools, where all backgrounds and perspectives are valued, and we share a deep commitment to providing opportunity and achieving success for every child. Partnership:

We believe that excellence requires hard work, patience and persistence. We value a strong partnership among students, staff, and parents, and we also seek to partner with and benefit from the unique strengths of our broader community. A culture of inclusivity is the norm in our schools, where all backgrounds and perspectives are valued, and we share a deep commitment to providing opportunity and achieving success for every child. Partnership:

Introduction:

Every child deserves to achieve their best. We believe that both children and adults should continually seek to challenge themselves, be willing to step out in front, and act as leaders.

Every child achieves academic excellence.

Vision:

Every child discovers and grows their talents.

Every child becomes emotionally and physically stronger.

Introduction:

Menlo Park Elementary School District serves parts of Menlo Park, Atherton and unincorporated San Mateo County. Atherton and Atherton are located 27 miles south of San Francisco and 20 miles northwest of San Jose. The edge of Silicon Valley, two miles from Stanford University. These are the birthplaces of many entrepreneurs and innovators. Our vision is for every child to achieve their best self in a culture of innovation and critical thinking. In a culture where all members of the community, we believe a culture of innovation empowers foundation to strong relationships, is integral to our mission.

Engagement:

We value a strong partnership among students, staff, and parents, and we also seek to partner with and benefit from the unique strengths of our broader community. A culture of inclusivity is the norm in our schools, where all backgrounds and perspectives are valued, and we share a deep commitment to providing opportunity and achieving success for every child. Partnership:

Every child achieves academic excellence.

Vision:

Every child discovers and grows their talents.

Every child becomes emotionally and physically stronger.
The "MPCSD" budget is approximately $40 million for the 2015 X 2016 school year. Because "MPCSD" is community funded, we exceed what we receive as a Local Control Funding Formula (LCFF) District. The accounting mechanism of the new state funding formula (Local Control Funding Formula - LCFF) requires "MPCSD" expenditures of $464,337 on students of need. The district receives substantial financial support from other local sources. Seven million dollars of funding comes from the four parcel tax measures approved by our local residents. Our ending reserve balance, which by Board resolution is to be no less than 10% of expenditures, is budgeted at $91.1 million across two years and no longer tied to 4.5-students/income ratio. The expansion of classroom capacity in the Laurel community will also provide much needed relief from the current over-conglomerate at Laurel and Oak Knoll. Our building and parking lots were all replaced during the modernization work, windows, door and hardware were replaced throughout the existing school. The school facilities provide a safe and comprehensive learning and working environment for staff and students as reflected in our SARC reports. (Basic Priority 1)

As part of the Bond program, the school District replaced the "Hillview" Middle School with new facilities. The new state of the art campus was completed and opened in September 2012 with the field being completed in March 2013. The new school includes 48 teaching spaces including a gym building, performing arts building with music classrooms, specialized science classrooms, library, administration, and support space. The school includes a large new synthetic field with a running track and blacktop area for basketball and other physical activities. Our Kindergarten has 36 classrooms, a multipurpose room, a library, music and art Facilities and an administration building. The main campus is comprised of 30 years old, made of renovation of buildings, a library, music and arts rooms, and a classroom. The new school includes 48 teaching spaces including a library, music and art facilities, and an administration building.

In November, 2013, Seventy-five percent of voters approved an additional $23 million bond Measure W, which will address our ever-increasing enrollment. Our District distinguishes itself by its unparalleled community involvement in its PTOS and education Foundation. The Menlo Park Athletic Foundation (MPAF) and school parent teacher organizations (PTOS) continue to raise crucial funds for our schools. These organizations have worked

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the past few years across all schools. Our schools will continue to foster Resilience by knowing each child well. Students are individually monitored and provided the opportunity through a guided education or Individual Education Plan (IEP, special education, 504) to understand their growth and development, and teachers and parents have made intensive efforts to create a caring school climate. We have seen a profound and transformative shift in all schools. Our schools will continue to foster resilience by knowing each child well. Specific areas for guidance programs in our schools will include updated empowerment programs that address character education, digital citizenship, emotional wellness, RTI interventions, Project Cornerstone and PBIS. With the added support of teachers and parents, our students are working hard to achieve their academic and personal goals.

**School Climate Priority 6**

During the annual review process, the Parent Advisory Committee thoroughly reviewed our LCAP goals and measurable objectives. In that review we found that several goals were either duplicates when transferring to the new state template or were closely related to each other and somewhat repetitive. There were also many acronyms and terms that parents were unfamiliar with. With guidance from the San Mateo County Office of Education, the 2015-2016 LCAP was expanded. (School Climate Priority 6)

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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 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.

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The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. School districts and county offices of education are encouraged to support pupil outcomes and overall performance pursuant to Education Code sections 52064, 47605.3, and 47606.5.

The LCAP is intended to be a comprehensive planning tool for identifying, in developing goals, specific actions and expenditures, performance priorities and goals, and specific actions to achieve those goals for all pupils and for each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled).

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the form. Each section of the form should be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

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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 their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grades served, or the nature of the program operated, by the charter school.

## Priorities

### A. Conditions of Learning

- **School Climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and
- **Pupil Engagement:** school attendance rates, Chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, unduplicated pupils and special education pupils

### 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 pupils determined prepared for college by the Early Assessment Program
- **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 52120 and subdivisions (a) to (l), inclusive, of Education Code section 48296 (Priority 7)

### C. Engagement

- **Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special education pupils (Priority 8)
- **Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, unduplicated pupils

### Implementation

- **Implements standards:** implementation of academic content and performance standards and English Language Development standards adopted by the State Board for all pupils, including English learners (Priority 2)
- **Pupil attendance:** pupil attendance in a broad course of study that includes all of the subject areas described in Education Code section 52120 and subdivisions (a)

### Foster Youth (for county offices of education only)

- Cooperative planning for the needs of the juvenile court system, and ensuring transfer of health and education records (Priority 10)

### Student Risk (for county offices of education only)

- Coordination of services, including working with the County child welfare agency to share information

### Foster Pupils (for county offices of education only)

- Coordination of instruction of foster pupils pursuant to Education Code section 48926 (Priority 9)

### coursework (other than dual enrollment or AP courses)

- To include all of the subject areas described in Education Code section 52120 and subdivisions (a)
Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52238.03, is critical to the LCAP and budget process. Education Code sections 52062, 52063, and 52066, and the LCAP’s engagement process define the minimum requirements for translated documents.

Section 1: Stakeholder Engagement

Instructions:

1. How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and 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’s process in a timely manner to allow for engagement in the development of the LCAP?

3. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4. What specific actions were taken to meet the requirements of Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of groups and organizations of pupils identified in Education Code sections 42238.01, 52238.03, and 7606.5, including engagement with representatives of parents and pupils identified in Education Code section 42238.01?

5. What specific actions were taken to meet the requirements of Education Code sections 52062, 52063, and 52066, and the LEA’s engagement process?

6. What specific actions were taken to consult with pupils to meet the requirements of 5 CCR 15495(a) to support the requirements for translation of documents.

7. How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?
### Impact LCAP

**Involvement Process**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun 10</td>
<td>LCAP Adoption Board Meeting</td>
</tr>
<tr>
<td>Jun 13</td>
<td>Public Hearing LCAP</td>
</tr>
<tr>
<td>May 28</td>
<td>Draft of the MPCSD LCAP posted on District website</td>
</tr>
<tr>
<td>May 28</td>
<td>LCAP &amp; Budget Review Board Meeting/Parent Meeting</td>
</tr>
<tr>
<td>May 20</td>
<td>LCAP Leadership Team Draft Review - May 20</td>
</tr>
<tr>
<td>May 19</td>
<td>DELPAC/PAC Review Draft</td>
</tr>
<tr>
<td>Apr 28</td>
<td>LCAP Update - April 28</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Board Approval PAC - May 13</td>
</tr>
<tr>
<td>Apr 28</td>
<td>School Site Council Survey Data Collection</td>
</tr>
<tr>
<td>Apr 28</td>
<td>PTO Presentations Encinal, Laurel, Hillview, and Oak Knoll</td>
</tr>
<tr>
<td>Apr 28</td>
<td>LCAP bliomansation Teachers Presentation &amp; Input/Survey</td>
</tr>
<tr>
<td>Apr 28</td>
<td>LCAP Round Parent Forum Input Sessions</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Special Education Teachers Presentation Education Input/Survey</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Regular Meeting - April 28</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Reviewing LCAP &amp; Planning Response - May 14</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Leadership LCAP Planning - Jan 22 (Identified Possible District Priorities)</td>
</tr>
<tr>
<td>Apr 28</td>
<td>School Board LCAP Presentation</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Leadership Team LCAP Orientation - Dec 17</td>
</tr>
</tbody>
</table>

*Note: Dates and events are subject to change.*
### Annual Update

**LCAP Approval Meeting**
- MPCSD Regular Board meeting, June 9, 2015, 6:00pm (TERC A&B)  

**MPCSD Regular Board meeting, May 12, 2015, 6:00pm (TERC A&B)**  

**Draft Review Meetings**
- PAC Meeting May 13, 2015, 5:30 PM (TERC A&B) (Rescheduled from April)
- Teacher Input June 1, 2015 via email pdf
- Community Meeting June 3, 6:00 PM (TERC A&B)
- Teacher Input June 1, 2015 via email pdf
- TERC A&B

### Impact

As a result of our Annual Review meetings we identified that the wellness Action Plan and innovation work in school specifically around the student impact for course access at our Middle School was not well represented in the LCAP.

The LCAP has been updated to match the LCAP cycle. At the Leadership team meeting we shared LCAP goals and aligned and incorporated goals into the plans. Single School Plans were updated to match the LCAP cycle.

### Annual Review Meetings

- **Leadership Team LCAP Review of goals** December 7, 2015
- **DELAC** Meeting/Review of progress to date and input Dec 5
- **PAC Meeting** May 13, 2015

### LCAP Improvement

The 15-16 LCAP has incorporated this feedback in the action steps.
When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities.

Using the following instructions and building on Section 2 of the LCAP and template (see below), for each of the LCAP goals, duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, complete a goal table (see below) for each of the LCAP’s goals. Duplicate and expand the fields as necessary.

Meet the goal:

Between school-site and district-level goals and actions, an LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

From the school plans submitted pursuant to Education Code Section 64001, Pupils must, the LCAP should be shared with and input requested from school-site level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment.

To facilitate alignment between the LCAP and school plans, the LCAP small identity and incorporate school-specific goals related to the state and local priorities.

Describe any changes to the goals.

Achieved any changes to the goals’ description of the expenditure required to implement the specific actions; an annual update to include a review of progress towards the goals and achieve any state priority as defined in 5 CCR 15495((1) and any local priorities; a description of the specific actions an LEA will take to meet the immediate school districts. Education Code sections 47606 and 5206, for county offices of education. Education Code sections 5206 and 5206d, and for charter schools.

Education Code section 47606, 47606.5, and 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.

**Instructor:**

The effectiveness of actions and services provided, and describe the changes made in the LCAP for the next three years that are based on this review and assessment.

Follow in this way the program and goals continued in the LCAP aligned with the term of a school district and county office of education budget and multiyear budget projected to take effect.

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 continued in the LCAP aligned with the term of a school district and county office of education budget and multiyear budget projected to take effect.
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 unreduplicated priority. For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to “ALL”.

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/service is district-wide, identify the scope of service is district-wide, schoolwide, countywide, or charterwide.

Scope of Service: Describe the scope of each action/service by identifying the schools covered. Use the statements “ALL for all schools, specify an individual school, specify an individual grade span or group of grades.”

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

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/service is district-wide, 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 unreduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action and/or service. Include a description of the supporting data used to identify the need(s). Goals may address multiple priorities. The LCAP must address goals that address each of the state priorities, as defined in § CCR 15495(i), and any additional local priorities; however, one additional action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unreduplicated priority. 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 unreduplicated priority.
Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-developed priorities?

5) How are the unique needs of individual schools (e.g., school-level data analysis) addressed in school-level (e.g., "English Learner" and "English Language Development" (ESL) programs)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address locally-developed priorities?

9) What information was considered/reviewed for individual schools?

10) What information was considered/reviewed for individual school sites?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to target youth to achieve goals identified in the LCAP?

12) Where can these expenditures be found in the LEA's budget?

13) What expenditures support changes to actions/services as a result of the goal identified?

14) How do these actions/services link to identified goals and expected measurable outcomes?
GOAL:
1. Implement the CCSS English Language Arts and Literacy and ELD standards.

Related State and/or Local Priorities:

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

COE only: 9. __________

Local: Specify ________________________________

Pupil Outcomes:
- Teachers will participate in internal and external professional development activities to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms.
- Site Administrators will participate in professional 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.
- The district will continue to identify, review and adopt core and supplemental instructional resources designed to meet the diverse needs of all students.

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

William's Instructional Needs - We need to ensure that all English learners receive support in accessing CCSS to meet grade level standards. We need to ensure that all English learners receive support in accessing CCSS to meet grade level standards.

Annual Measurable Objectives in ELA:
- Students will build both their knowledge and confidence in the subject matter as evidenced by classroom observations, surveys, and we will establish a baseline for the Smarter Balanced Assessment.

Expect Annual Measurable Outcomes:
- Students will build both their knowledge and confidence in the subject matter as evidenced by classroom observations.

A. Teachers will participate in internal and external professional development activities to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms.

B. Site Administrators will participate in professional 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.

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

Audience and/or Intended Change:
- All Students

Expenditures
- Budgeted
- Pupil Outcomes: "Pupils to be served within identified scope of service"
- Outcome: "Expenditures"
- Scope of Services: "Programs/Services"

LCAP Year: 2015-16

Goal Applies to:
- Schools: All Schools

Applicable Pupil Subgroups: All Students

Goal Applies to:
- Schools: All Schools

Identified Need:
- Conditions of Learning - Need to fully implement Common Core 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.

**Actions/Services**

1. **Pupils to be served within identified scope of service**
   - **Scope of Service:**
     - **Budgeted Expenditures:**
       - $6,000
       - $2,500
       - $1,000

2. **Service**
   - Other Subgroups (Specify):
     - Foster Youth
     - Redesignated Fluent English Proficient
     - Other Subgroups: (Specify)

3. **Service**
   - OR:
     - **K-8** All
     - Low Income Pupils
     - English Learners

**Pupils to be served within identified scope of service**

**Actions:**

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

- Site Administrators will participate in professional 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.

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

**B. The district will continue to identify, review, and adopt instructional strategies in their classrooms, and implement performance on the Smarter Balanced Assessment.**

### 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 as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.

**Actions/Services**

1. **Pupils to be served within identified scope of service**
   - **Scope of Service:**
     - **Budgeted Expenditures:**
       - $6,000
       - $2,500
       - $1,000

2. **Service**
   - Other Subgroups (Specify):
     - Foster Youth
     - Redesignated Fluent English Proficient
     - Other Subgroups: (Specify)

3. **Service**
   - OR:
     - **K-8** All
     - Low Income Pupils
     - English Learners

**Pupils to be served within identified scope of service**

**Actions:**

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

- Site Administrators will participate in professional 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.

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

**B. The district will continue to identify, review, and adopt instructional strategies in their classrooms, and implement 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.

Other Subgroups: (Specify)

<table>
<thead>
<tr>
<th>Measure B</th>
<th>5/10,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>X ALL</td>
</tr>
</tbody>
</table>

K-8

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

Other Subgroups: (Specify)

<table>
<thead>
<tr>
<th>Measure B</th>
<th>5/10,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>X ALL</td>
</tr>
</tbody>
</table>

K-8

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

2. Implement the CCSS Mathematics standards.

Related State and/or Local Priorities:

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

CoE only: \( \frac{9}{10} \)

Local: Specify.

### Identified Need:

- Conditions of Learning

- Need to fully implement Common Core standards by 2016-17.

With the transition to the CCSS, the MPCSD will need to acquire new materials aligned to Common Core State Standards by 2016-17. William's Instructional Materials

Pupil Outcomes:

- Need to ensure that all English learners receive support in accessing CCSS to meet grade level standards.

- Need to continue to acquire new materials aligned to Common Core State Standards.

Expected Annual Outcomes:

- Students will build their knowledge and confidence in the subject matter as evidenced by classroom observations, surveys, and annual assessment. Students will build their knowledge and confidence in the subject matter as evidenced by classroom observations, surveys, and annual assessment.

### Actions/Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Pupil Outcomes: (Specify)</th>
<th>Scope of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td>Pupils to be served within identified scope of</td>
<td></td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Budgeted</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the Math CCSS standards and instructional strategies in their classrooms.

- Review, update and monitor the district’s mathematics pathways to ensure that they are meeting student needs.

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

- The district will ensure that all students have access to resources that support the CCSS.

- The MPCSD will need to acquire new materials aligned to Common Core State Standards by 2016-17.

### Goal Applies to:

- Schools: All Schools
- Applicable Pupil Subgroups: All Students
- LCAP Year: 2015-16
### **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>Service</th>
<th>Scope of Service</th>
<th>Pupils to be Served within Identified Scope of Service</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms and instructional strategies in their classrooms</td>
<td>Balanced Assessment: Subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.</td>
<td>4. Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms</td>
<td>Balanced Assessment: Subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.</td>
<td>4. Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms</td>
<td>Balanced Assessment: Subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.</td>
<td>4. Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms.</td>
<td></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 in the subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Pupils to be Served within Identified Scope of Service</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms</td>
<td>Balanced Assessment: Subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.</td>
<td>4. Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms</td>
<td>Balanced Assessment: Subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.</td>
<td>4. Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms</td>
<td>Balanced Assessment: Subject matter as evidenced by classroom observations, surveys, and improved performance on the Smarter Balanced Assessment.</td>
<td>4. Teachers will participate in Professional Development activities organized internally by district staff or with outside service providers to increase their ability to apply the ELA/ELD CCSS standards and instructional strategies in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Actions/Services</td>
<td>Measurable Annual Outcomes</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>3. Integrate technology to meet the teaching and learning needs of all students.</td>
<td>Adopt supplemental instructional resources designed to meet the diverse needs of all students.</td>
<td>We will establish a baseline for use of technology in the classroom as evidenced by survey results.</td>
<td></td>
</tr>
</tbody>
</table>

**Identified Need:** Create an MPCSD environment that encourages innovation K-8 with implementation of CCSS.

**Conditions of Learning:**
- Create an MPCSD environment that reflects the innovative community in which it resides and creates more personalized, multi-media approaches to learning.

**Pupil Outcomes:**
- Create innovative new approaches to improve the educational experiences and instructional delivery for all students.

**Schools:** All Schools

**Applicable Pupil Subgroups:** All Students

**Scope of Service:**
- Local: Specify
- COE only: 9-10
- 1-2, 3-4, 5-6, 7-8
- ALL

**Expenditures Budgeted:**
- Measure B: $25,000
- Measure C: $20,000
- Measure D: $25,000

**Total Budgeted:** $70,000
### LCAP Year 2: 2016-17

#### Expected Annual Expenditures

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Pupils to be Served</th>
<th>Service Scope of</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Ensure that all students, teachers and specialists have access to current district technology tools.</td>
<td>K-8</td>
<td>ALL</td>
<td>$500,000</td>
</tr>
<tr>
<td><strong>b.</strong> Teachers will participate in professional development activities organized internally by district or with outside service providers to increase their ability to apply the SAMR model in their classrooms.</td>
<td>K-8</td>
<td>ALL</td>
<td>$24,000</td>
</tr>
<tr>
<td><strong>c.</strong> 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>K-8</td>
<td>ALL</td>
<td>$500,000</td>
</tr>
<tr>
<td><strong>d.</strong> Continue to deepen our use of technology to provide access to learning for students with unique learning needs.</td>
<td>K-8</td>
<td>ALL</td>
<td>$1000</td>
</tr>
</tbody>
</table>

**LCAP Year 1: 2015-16**

#### Expected Annual Expenditures

<table>
<thead>
<tr>
<th>Scope of Services</th>
<th>Expenditures</th>
<th>Outcome: We will monitor increased use of technology in the classroom as evidenced by survey results.</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8</td>
<td>$450,000</td>
<td>6th Grade Math and Science.</td>
</tr>
<tr>
<td>K-8</td>
<td>$450,000</td>
<td>7th Grade Math and Science.</td>
</tr>
<tr>
<td>K-8</td>
<td>$450,000</td>
<td>8th Grade Math and Science.</td>
</tr>
</tbody>
</table>

**Special Education**

- X Other Subgroups (Specify): Special Education
- X Foster Youth
- X Redesignated LEP
- X Low Income Pupil
- X English Learners

**Low Income Pupils**

- X Other Subgroups (Specify): Low Income Pupil
- X Foster Youth
- X Redesignated LEP
- X Low Income Pupil
- X English Learners

**English Learners**

- X Other Subgroups (Specify): English Learners
- X Foster Youth
- X Redesignated LEP
- X Low Income Pupil
- X English Learners

**Foster Youth**

- X Other Subgroups (Specify): Foster Youth
- X Redesignated LEP
- X Low Income Pupil
- X English Learners

**Redesignated Fluent English Proficient**

- X Other Subgroups (Specify): Redesignated Fluent English Proficient
- X Low Income Pupil
- X English Learners

**Other Subgroups**

- (Specify)
b. Teachers will participate in professional development activities organized internally by district staff or with outside service providers to increase their ability to apply the SAMR model in their classrooms.

5 - 8

x ALL

$12,500

- All

OR:

b. Teachers will participate in professional development activities organized internally by district staff or with outside service providers to increase their ability to apply the SAMR model in their classrooms.

5 - 8

x ALL

$12,500

- All

OR:

b. Teachers will participate in professional development activities organized internally by district staff or with outside service providers to increase their ability to apply the SAMR model in their classrooms.

5 - 8

x ALL

$12,500

- All

OR:

b. Teachers will participate in professional development activities organized internally by district staff or with outside service providers to increase their ability to apply the SAMR model in their classrooms.

5 - 8

x ALL

$12,500

- All

OR:

b. Teachers will participate in professional development activities organized internally by district staff or with outside service providers to increase their ability to apply the SAMR model in their classrooms.

5 - 8

x ALL

$12,500

- All

OR:

b. Teachers will participate in professional development activities organized internally by district staff or with outside service providers to increase their ability to apply the SAMR model in their classrooms.

5 - 8

x ALL

$12,500

- All

OR:

b. Teachers will participate in professional development activities organized internally by district staff or with outside service providers to increase their ability to apply the SAMR model in their classrooms.

5 - 8

x ALL

$12,500

- All

OR:
**GOAL:** 4. Students possess the attitudes, knowledge and skills that contribute to effective learning in school and in their personal life.

**Goal Applies to:**
- Schools: All Schools
- Applicable Pupil Subgroups: All Schools
- Local: Specify
- COE only: Specify
- LCAP Year 1: 2015-16

**Identified Need:**
- Pupil Outcomes - Create innovative new approaches to improve the educational experience and instructional delivery for students.

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

**Exceeded Annual Measurable Outcomes:**
- We will know that our wellness initiative is having a positive impact through Healthy Kids survey and Wellness Action Plan.

---

### Service
**Pupils to be served within identified scope of measure:**
- ALL

### Actions/Services
**Budgeted Expenditures:**
- $75,000 Grant

---

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

**OR:**
- K-8

---

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

**OR:**
- K-8

---

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

**OR:**
- K-8

---

**Innovator Teacher**
<table>
<thead>
<tr>
<th>LCAP Year</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Annual</strong></td>
<td>Measurable</td>
<td>Actions/Services</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td>Pupils to be served within identified scope of service</td>
<td></td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td><strong>Scope of Service</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Psychologists</strong></td>
<td>$189,230.00</td>
<td>OR: Foster Youth, Redesignated Fluent English Proficient</td>
</tr>
<tr>
<td><strong>Low Income Pupils</strong></td>
<td>$90,000 Grant</td>
<td>Other Subgroups (Specify)</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td>$150,000 Sp.Ed.</td>
<td></td>
</tr>
<tr>
<td><strong>Counselors</strong></td>
<td>$75,000 Grant</td>
<td>K-8 X ALL</td>
</tr>
<tr>
<td><strong>Psychologists</strong></td>
<td>$75,000 Grant</td>
<td></td>
</tr>
<tr>
<td><strong>Low Income Pupils</strong></td>
<td>$75,000 Grant</td>
<td></td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td>$75,000 Grant</td>
<td></td>
</tr>
<tr>
<td><strong>OR:</strong></td>
<td>$75,000 Grant</td>
<td></td>
</tr>
</tbody>
</table>

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

Actions/Services:
- Continue our partnership with Sequoia Healthcare and continue to refine the Wellness Action Plan.
- Continue to refine the Wellness Action Plan.
GOAL:
5. Numbers of English Learner (Limited English Proficient) students attaining language proficiency in English increases annually.

Identified Need: Conditions of Learning - Need to fully implement Common Core standards by 2016-17. Pupil Outcomes - Closer monitoring of our EL students is needed. As a result of our Program improvement planning, we have identified a need for more regular collaboration and coordination with classroom teachers. District coordinated ongoing professional development for EL specialists, in ELD instructional strategies and support.

Service Scope of Pupils to be served within identified scope of service: ALL K-8

Actions/Services

**Local: Networks for Success Partnership**
- General Fund $12,000
- Title III $412,023
- Other Subgroups (Special): Foster Youth, Redesigned Fluent English Proficient, Other Subgroups  (Specify): __________

**Local: EL Support Teacher PLC**
- General Fund $1500
- Title III $5000
- Other Subgroups (Special): Foster Youth, Redesigned Fluent English Proficient, Other Subgroups (Specify): __________

**Local: Professional Development in Instructional Strategies for Integrated and Designated ELD**
- General Fund $12,000
- Title III $412,023
- Other Subgroups (Special): Foster Youth, Redesigned Fluent English Proficient, Other Subgroups (Specify): __________

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 Proficient within the first 4 years of our program measured by the CELDT.

LCAP Year 1: 2015-16

** телефones (Specify)**

Other Subgroups: X Redesigned Fluent English Proficient
- Low Income pupils X English Learners
- OR: ALL

**State and/or Local Priorities: 1__2__3__4__5__6__7__8__9__10**

Local: Specify

Revised State and/or Local Priorities: 1 2 3 4 5 X 7 X 8 _
<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
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</tbody>
</table>

**Expected Annual Measurable Outcomes:**

**LCAP Year 2: 2016-17**

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>All</td>
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</tbody>
</table>

**LCAP Year 3: 2017-18**

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

- **Networks for Success Partnership**
  - K-8
  - Budgeted Expenditure $12,000

- **Teacher PLC**
  - K-8
  - Budgeted Expenditure $1,500

- **Professional Development in Instructional Strategies for Integrated and Designated ELD**
  - K-8
  - Budgeted Expenditure $5,000

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<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>All</td>
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<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Actions/Services</th>
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<tbody>
<tr>
<td>All</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of Service</th>
<th>Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subgroups</td>
<td>Title III</td>
<td>General Fund</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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<td>----------------------------------</td>
</tr>
<tr>
<td>OR Low Income pupils x English Learners</td>
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</tr>
<tr>
<td>OR Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Redesignated Fluent English proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Other Subgroups (Specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR K-8</td>
<td>$1500</td>
<td></td>
</tr>
<tr>
<td>OR 4-12</td>
<td>$412,023</td>
<td></td>
</tr>
<tr>
<td>OR ALL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- EL Support Teacher PLC:
  - K-8

- Professional Development in Instructional Strategies for Integrated and Designated ELD:
  - K-8
GOAL:
6. Create Systems to monitor the progress of Foster Youth to ensure academic and social support success.

Related State and/or Local Priorities:

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

Goal Applies to:
Schools: All Schools
Applicable Pupil Subgroups: Foster Youth

LCAP Year 1: 2015-16
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.
- Deepen work on intrinsic bias and building relationships with students (equity) with the Student Services team and beyond.
- To make sure all needs are met, school counselors monitor foster youth individually in all schools. Continue positive behavior interventions in all.
- Foster youth statistically have lower discipline rates. Ensure intervention teams are addressing needs.

LCAP Year 2: 2016-17
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.

Identified Need:
Conditions of Learning
- Need to fully implement Common Core standards by 2016
- Foster youth statistically have lower discipline rates. Ensure intervention teams are addressing needs.

Pupil Outcomes
Create innovative new approaches to improve the educational experience and instructional delivery for students.

Goal Applies to:
Schools: All Schools
Applicable Pupil Subgroups: Foster Youth

LCAP Year 1: 2015-16
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Actions/Services
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LCAP Year 2: 2016-17
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.

Identified Need:
Conditions of Learning
- Need to fully implement Common Core standards by 2016
- Foster youth statistically have lower discipline rates. Ensure intervention teams are addressing needs.

Pupil Outcomes
Create innovative new approaches to improve the educational experience and instructional delivery for students.
<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>a. Continue positive behavior interventions in all schools.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Counselors Monitor Foster Youth individually to make sure all needs are met.</td>
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<td></td>
</tr>
<tr>
<td>K-8</td>
<td>ALL</td>
<td>See Goal 4 - Wellness Action Plan</td>
<td>OR:</td>
</tr>
<tr>
<td>b. Deepen work on intrinsic bias and building relationships with students (equity) with the Student Services team and beyond.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>to make sure all needs are met.</td>
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</tr>
<tr>
<td>Foster Youth: Monitor Foster Youth individually in all schools.</td>
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<tr>
<td>Counselors: Monitor Foster Youth individually in all schools.</td>
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<td></td>
</tr>
<tr>
<td>K-8</td>
<td>ALL</td>
<td>See Goal 4 - Wellness Action Plan</td>
<td>OR:</td>
</tr>
</tbody>
</table>

**Expected Annual Measurable Outcomes:**

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

**Actions/Services**

<table>
<thead>
<tr>
<th>Pupils to be served within identified scope of service</th>
<th>Service</th>
<th>Other Subgroups (Specify):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Subgroups (Specify):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reassigned English Learners:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-8</td>
<td>ALL</td>
<td></td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
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<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
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<tr>
<td>K-8</td>
<td>ALL</td>
<td>See Goal 4 - Wellness Action Plan</td>
<td>OR:</td>
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<tr>
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<td>Counselors: Monitor Foster Youth individually in all schools.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-8</td>
<td>ALL</td>
<td>See Goal 4 - Wellness Action Plan</td>
<td>OR:</td>
</tr>
</tbody>
</table>
GOAL: 7. Create an articulated local assessment and monitoring system incorporating commercial and locally created assessments to monitor student progress and peformance.

Related State and/or Local Priorities:

Identified Need:
Conditions of Learning:

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

Expected Annual Measurable Outcomes:
There will be a decrease of first grade students who are at risk as measured by the Developmental Reading Assessment (DRA) and we will establish a baseline a first grade students at-risk in reading as measured by the Smarter Balanced Assessment (SBAC).

Actions/Services

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

**Scope of Service**

<table>
<thead>
<tr>
<th>Measure B</th>
<th>Service Description</th>
<th>Local: Specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>Implement the new K-3 reporting and create and use K-3-Report cards to improve student performance.</td>
<td>G/P/ELP/FEPI/OH</td>
</tr>
<tr>
<td>K-8</td>
<td>Implement the SBAC Digital Library tools to improve student instruction.</td>
<td>Measure B/OR: Low Income pupils/English Learners/Foster Youth/Redesigned fluent English proficient/Other Subgroups (Specify)</td>
</tr>
<tr>
<td>2-8</td>
<td>Complete the SMART Balanced Assessment system, we will need to set new annual student expectations and goals based on our SMART Balanced Assessment results and measure to improve student performance.</td>
<td>Measure B/OR: Low Income pupils/English Learners/Foster Youth/Redesigned fluent English proficient/Other Subgroups (Specify)</td>
</tr>
<tr>
<td>N/A, Site Based</td>
<td>Implement the SMART Balanced Assessment system, we will need to set new annual student expectations and goals based on our SMART Balanced Assessment results and measure to improve student performance.</td>
<td>Measure B/OR: Low Income pupils/English Learners/Foster Youth/Redesigned fluent English proficient/Other Subgroups (Specify)</td>
</tr>
</tbody>
</table>

**Expenditures**

<table>
<thead>
<tr>
<th>Measure B</th>
<th>Budgeted Expenditures</th>
<th>Local: Specify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Measure B/OR: Low Income pupils/English Learners/Foster Youth/Redesigned fluent English proficient/Other Subgroups (Specify)</td>
</tr>
</tbody>
</table>

**Outcome**

- Improve reading and comprehension skills of students
- Increase student engagement in reading activities
- Enhance student motivation and interest in reading

**Goal**

LCAP Year 1: 2015-16

Applicable Pupil Subgroups: All Students

Identified Need:

- Ensure timely intervention for students
- Commercial and locally created assessments to monitor student progress and performance

Commerical and locally created assessments to monitor student progress and performance.
**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**

<table>
<thead>
<tr>
<th>Service</th>
<th>Pupils to be served within identified scope of</th>
<th>Action/Services</th>
<th>Scope of</th>
<th>Measure</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Assessment Ad Hoc Committee will continue to build capacity in data literacy across the schools.</td>
<td>K-3</td>
<td>* ALL</td>
<td>K-3</td>
<td>$6,000</td>
<td>Measure B</td>
</tr>
<tr>
<td>b. Teachers will use student profiles and generate student instruction.</td>
<td>2-8</td>
<td>* ALL</td>
<td>2-8</td>
<td>$2,000</td>
<td>Measure B</td>
</tr>
<tr>
<td>c. Implement the SBAC Digital Library Tools to improve student instruction.</td>
<td>K-3</td>
<td>* ALL</td>
<td>K-3</td>
<td>N/A</td>
<td>Site Based</td>
</tr>
<tr>
<td>d. Review report card performance for grades 4-8 and develop a process for improvement.</td>
<td>K-3</td>
<td>* ALL</td>
<td>K-3</td>
<td>N/A</td>
<td>Site Based</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Service</th>
<th>Pupils to be served within identified scope of</th>
<th>Action/Services</th>
<th>Scope of</th>
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<td>b. Teachers will use student profiles and generate student instruction.</td>
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<td>c. Implement the SBAC Digital Library Tools to improve student instruction.</td>
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<td>K-3</td>
<td>N/A</td>
<td>Site Based</td>
</tr>
<tr>
<td>Measure B</td>
<td>Collaboration</td>
<td></td>
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<tr>
<td><strong>Other Subgroups (Specify):</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Redesignated Fluent English proficient</td>
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<td></td>
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<tr>
<td>Low Income pupils</td>
<td>English Learners</td>
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<tr>
<td>OR:</td>
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<tr>
<td>ALL</td>
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</tbody>
</table>

2-8

Implement the SBAC Digital Library tools to improve student instruction.

Student Instruction.

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

System to track student progress.

Consistently use the Illuminated data and assessment prebuilt reports to inform their instruction and will consistently use the Illuminate 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:

- Use our new SST rubrics to meet student academic and social and emotional needs.
- Align and articulate tiered intervention practices across the elementary schools and with the middle school.
- Align and articulate tiered intervention practices for student intervention in areas of need.
- Use our new SST rubrics to meet student academic and social and emotional needs.

Identified Need:

- Conditions of Learning!
- 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. We need to align diagnostic assessments and interventions used in MPCSD so that we can identify and meet student needs as early as possible. 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 Applies to:

- All Schools
- All Students

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:

- Identify and implement evidence-based practices for student intervention in areas of need. K-5
- Align and articulate tiered intervention practices across the elementary schools and with the middle school. K-8
- Use our new SST rubrics to meet student academic and social and emotional needs. K-8

Pupils to be served within identified scope of service:

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

Expenditures

- Identify and implement evidence-based practices for student intervention in areas of need. K-5
  - OR: Low Income pupils
  - OR: English Learners
  - OR: Foster Youth
  - OR: Redesignated fluent English proficient
  - OR: Other Subgroups: (Specify)

- Align and articulate tiered intervention practices across the elementary schools and with the middle school. K-8
  - OR: Low Income pupils
  - OR: English Learners
  - OR: Foster Youth
  - OR: Redesignated fluent English proficient
  - OR: Other Subgroups: (Specify)

- Use our new SST rubrics to meet student academic and social and emotional needs. K-8
  - OR: Low Income pupils
  - OR: English Learners
  - OR: Foster Youth
  - OR: Redesignated fluent English proficient
  - OR: Other Subgroups: (Specify)
### 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.

<table>
<thead>
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</tr>
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<td>K-5 All</td>
</tr>
<tr>
<td>Grade 3-5 students at risk on the Smarter balanced assessment in English language arts and math.</td>
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<tr>
<th>Evaluations/Service</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Recovery</strong></td>
<td>Grade 1-3</td>
</tr>
<tr>
<td><strong>Measure B</strong></td>
<td>Grade 3-8</td>
</tr>
</tbody>
</table>

### LCAP Year 3: 2017-18

**Expected Annual Measurable Outcomes:**

Students will be more successful as a result of closer monitoring and earlier intervention as evidenced by a 6% decrease of grade 3-8 students at risk on the Smarter balanced assessment in English language arts and math.

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<td>K-8 All</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td>K-8 All</td>
</tr>
<tr>
<td><strong>Foster Youth</strong></td>
<td>K-8 All</td>
</tr>
<tr>
<td><strong>Redesignated fluent English proficient</strong></td>
<td>K-8 All</td>
</tr>
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<td>Other Subgroups: (Specify)</td>
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<td>Other Subgroups: (Specify)</td>
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<td><strong>Use our new SST rubrics to meet student academic and social and emotional needs.</strong></td>
<td>K-8 All</td>
</tr>
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<td>Other Subgroups: (Specify)</td>
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</tbody>
</table>
### See Goal 4

<table>
<thead>
<tr>
<th>Wellness Action</th>
<th>4,000</th>
<th>Other Subgroups (Specify): Foster Youth, Redesignated Fluent English Proficient, Low Income Pupils, English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OR:</strong></td>
<td></td>
<td><strong>K-8</strong></td>
</tr>
</tbody>
</table>

- **$760,137**
- **Teachers, Teachers, Teachers, Recovery**
- **Reading**
- **Wellness Action Plan**

**Alignment and articulation:**

- **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.**

**Goal 4 Action Plan**

**Wellness Action Plan**

- **Foster Youth, Redesignated Fluent English Proficient, Low Income Pupils, English Learners**

**OR:**

- **K-8**

**Other Subgroups (Specify):**

- **Low Income Pupils, English Learners**

**Reading Recovery**

**Wellness Action Plan**

- **Foster Youth, Redesignated Fluent English Proficient, Low Income Pupils, English Learners**

**OR:**

- **K-8**

**Wellness Action Plan**

- **Foster Youth, Redesignated Fluent English Proficient, Low Income Pupils, English Learners**

**OR:**

- **K-8**

**Wellness Action Plan**

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**OR:**

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**Wellness Action Plan**

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**OR:**

- **K-8**
GOAL:
9. Student representation in courses at the middle school will reflect the diversity of our student population. |

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

**Identified Need:**
- There will be a decrease of 5% in enrollment of underrepresented groups in remedial courses at the middle school.

**Goal Applies to:**
- All Schools

**Applicable Pupil Subgroups:**
- Low Income
- English Learners
- Foster, Redesignated, Foster, Special Education

**Expected Annual Measurable Outcomes:**
- LCAP Year 1: 2015-16
  - There will be a decrease of 5% in enrollment of students in remedial courses at the middle school (Current Enrollment: 32 ELA, 31 Math)

**Actions/Services:**
- | N/A-Site Based |
  | Summer School |
  | Expended Budget |
  | Pupils to be served within identified scope of service |
  | Service Scope of |

**Goal Applies to:**
- Local: Special Education
  - COE only: 9
  - 2 × 3, 4 × 5, 6 × 7, 8 × 9
  - Related State and/or Local Priorities: 1

**Goal:**
- Related State and/or Local Priorities: 1, 2, 3, 4, 5

**Expected Annual Measurable Outcomes:**
- LCAP Year 2: 2016-17
  - There will be a decrease of 5% in participation of underrepresented groups in remedial courses at the middle school.
### Expected Annual Measurable Outcomes:

- **Goal 6**: Increase participation of underrepresented students in summer school math “onramp” programs.

<table>
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<tbody>
<tr>
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<td>Special Education</td>
</tr>
<tr>
<td>Summer School</td>
<td>$17,435 Summer School</td>
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**b. Focus on early intervention at the Elementary schools (see goal 6):**

- **Goal 8**: Focus on early intervention at the Elementary schools.

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**a. Increase participation of underrepresented students in summer school math “onramp” programs.**
GOAL:
10. Build more structured opportunities for adult collaborative learning and to build teacher capacity in design thinking in the classroom.

Related State and/or Local Priorities:

COE only:  9
Local: Specify _______________________

Identified Need:
"Conditions" of "Learning"
需 to fully implement Common Core standards by 2016

Pupil Outcomes:
A. Continue our partnership with the Stanford d school to build teacher capacity in using design thinking in the classroom.
B. Support cadre of Technology Innovation teachers to collaborate and use technology more effectively in their classrooms.
C. Support cadre of teachers to evaluate and pilot ELA/ELD resources to help determine district adoptions and support their peers.
D. Support cadre of Technology Innovation teachers to collaborate and use technology more effectively in their classrooms.

Expenditures

<table>
<thead>
<tr>
<th>Service</th>
<th>Pupils to be Served Within Identified Scope of</th>
<th>Actions/Services</th>
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<tr>
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<td>$10,000 Measure b</td>
<td>Support cadre of Technology Innovation teachers to collaborate and use technology more effectively in their classrooms.</td>
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</table>

Goal Applies to:
Schools: All Schools

Applicable Pupil Subgroups: All Students

| Measure b | | $10,000 Measure b |
|---------|------------------|

Goal:
10. Build more structured opportunities for adult collaborative learning and to build teacher capacity in design thinking in the classroom.
### LCAP Year 2: 2016-17

**Expected Annual Measurable Outcomes:**

- Student performance will improve as measured by district writing data, classroom observations and improvement in student performance on the Smarter Balanced Assessment.

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<th>Actions/Services</th>
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<th>Budgeted Expenditures</th>
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<td>Support cadre of teachers to evaluate and pilot ELA/ELD resources to help determine district adoptions and support their peers.</td>
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<tr>
<td>c.</td>
<td>Continue our partnership with the Stanford d.school to build teacher capacity in using design thinking in the classroom.</td>
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### LCAP Year 3: 2017-18

**Expected Annual Measurable Outcomes:**

- Student performance will improve as measured by district writing data, classroom observations and improvement in student performance on the Smarter Balanced Assessment.

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<td>Measure</td>
<td>Category</td>
<td>School Type</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>x ALL</td>
<td>N/A Site-Based</td>
<td>K-8</td>
</tr>
<tr>
<td>$10,000</td>
<td>N/A Site-Based</td>
<td>K-8</td>
</tr>
<tr>
<td>OR:</td>
<td>N/A Site-Based</td>
<td>K-8</td>
</tr>
<tr>
<td>Identified Need</td>
<td>Conditions of Learning</td>
<td>O Need to fully implement Common Core standards by 2016</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Pupil Outcomes</td>
<td></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>

**Goal Applies to:**
- Schools: All Schools
- Local: Specify

**Expected Annual Measurable Outcomes:**
- Students and parents will feel connected to the school community as evidenced by parent surveys and participation in school and Parent Events.
- Parent Conference and Education Events.
- Increased Frequency of ELAC/DELAC Meetings.

**Actions/Services**

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<td>K-8</td>
<td>Provide training and resources to site administrators to ensure all of our parents have full access and feel welcome to participate in school and Parent Events.</td>
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<tr>
<td>Increased Translation/Outreach for SSC, PTO, and Parent Events</td>
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<td>Provide training and resources to site administrators to ensure all of our parents have full access and feel welcome to participate in school and Parent Events.</td>
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**Budgeted Expenditures**

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<tr>
<td>Measure A</td>
<td>K-8 ALL</td>
<td>$5000</td>
<td>OR:</td>
<td></td>
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<td>Measure B</td>
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</table>

**Identified Need:**
- Local: Specify
## Expected Annual Measurable Outcomes:

Students and parents will feel more connected to the school community as evidenced by parent surveys and participation in events.

### LCAP Year 2: 2016-17

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<td>a. Regular and Established ELAC/DELAC Meetings</td>
<td></td>
<td></td>
<td>$5000</td>
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<tr>
<td>b. Increased Translation/Outreach for SSC, PTO, and Events</td>
<td></td>
<td></td>
<td>$2000</td>
</tr>
<tr>
<td>c. Continue to build capacity of site administrators and Parent Conference and Education Events</td>
<td></td>
<td></td>
<td>$5000</td>
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### LCAP Year 3: 2017-18

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Note: The table format is retained for clarity and ease of reading.
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<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Funding Source</th>
<th>Goal</th>
<th>Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Increase parent participation in the planning process.</td>
<td>General Fund</td>
<td>K-8</td>
<td>Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups (Specify)</td>
</tr>
</tbody>
</table>

Staff to increase parent engagement at schools.

Continue to build capacity of site administrators and parents.

Parent Conference and Education Events.

d. Increased translation outreach for SSC, PTO.

Planning process.

and Events with increased parent participation in the
GOAL: 12. Recruit and retain 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
- COE only: [ ] 9
- Local: [ ] 10

<table>
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<tr>
<th>LCAP Year 2: 2016-17</th>
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<tbody>
<tr>
<td><strong>General Fund</strong></td>
</tr>
<tr>
<td>$1500</td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
</tr>
<tr>
<td>$27,500</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
</tr>
<tr>
<td><strong>Budgeted</strong></td>
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</table>

Identified Need: Conditions of Learning
Students need to have more representative teaching staff that reflects the ethnic diversity of the student body.

**Goal:**

- Recruit and retain highly qualified staff that reflects the diversity of the student body.

**Outcomes:**

- Measurable Annual Expected Outcomes: Students will benefit from having more diverse staff who model and will be able to experience more personal connections.

**Actions/Services:**

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</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>X</td>
</tr>
</tbody>
</table>
### 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 area and two outside of our immediate area.

### 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>a. Create recruitment materials to attract new teachers</td>
<td>K-8</td>
<td>x ALL</td>
<td>$2,750.00</td>
</tr>
<tr>
<td>b. Post jobs in a variety of places to reach a broader audience</td>
<td>K-8</td>
<td>x ALL</td>
<td>$2,750.00</td>
</tr>
<tr>
<td>c. Expand job fair attendance for district administrators</td>
<td>K-8</td>
<td>x ALL</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>Measures B:</td>
<td></td>
<td></td>
<td>$550.00</td>
</tr>
</tbody>
</table>

**Total Budgeted Expenditures:** $5,450.00

**Measure A:**
- Other Subgroups: (Specify)
- Foster Youths
- Reclassified Limited English Proficient
- Low Income Pupils

**Measure B:**
- Other Subgroups: (Specify)
- Foster Youths
- Reclassified Limited English Proficient
- Low Income Pupils

**Measure C:**
- Other Subgroups: (Specify)
- Foster Youths
- Reclassified Limited English Proficient
- Low Income Pupils

**Measure D:**
- Other Subgroups: (Specify)
- Foster Youths
- Reclassified Limited English Proficient
- Low Income Pupils

**Measure E:**
- Other Subgroups: (Specify)
- Foster Youths
- Reclassified Limited English Proficient
- Low Income Pupils

**Other Subgroups:**
- Redesignated Fluent English Proficient
- Other Subgroups: (Specify)

**Measure F:**
- Other Subgroups: (Specify)
- Foster Youths
- Reclassified Limited English Proficient
- Low Income Pupils

**Other Subgroups:**
- Redesignated Fluent English Proficient
- Other Subgroups: (Specify)

**Measure G:**
- Other Subgroups: (Specify)
- Foster Youths
- Reclassified Limited English Proficient
- Low Income Pupils

**Other Subgroups:**
- Redesignated Fluent English Proficient
- Other Subgroups: (Specify)

**Measure H:**
- Other Subgroups: (Specify)
- Foster Youths
- Reclassified Limited English Proficient
- Low Income Pupils

**Other Subgroups:**
- Redesignated Fluent English Proficient
- Other Subgroups: (Specify)

**Measure I:**
- Other Subgroups: (Specify)
- Foster Youths
- Reclassified Limited English Proficient
- Low Income Pupils

**Other Subgroups:**
- Redesignated Fluent English Proficient
- Other Subgroups: (Specify)
Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

<table>
<thead>
<tr>
<th>Measure B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>$1500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Subgroups (Specify):</td>
<td></td>
</tr>
<tr>
<td>Redesignated Fluent English Proficient</td>
<td></td>
</tr>
<tr>
<td>Low Income Pupils</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Measure B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Subgroups (Specify):</td>
<td></td>
</tr>
<tr>
<td>Redesignated Fluent English Proficient</td>
<td></td>
</tr>
<tr>
<td>Low Income Pupils</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
</tr>
</tbody>
</table>

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

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.
Annual Update Instructions:

For each goal in the prior year LCAP, review the progress toward the goal and expected measurable outcomes (s) How effective were the actions and services in making progress toward the goal? What progress has been achieved toward the goal and expected measurable outcomes? The review must include an assessment of the effectiveness of the specific actions.

Describe any changes to the actions or goals the LEA will make in the LCAP as a result of the review of progress toward the goal? What changes to the actions or goals the LEA will take as a result of the review of progress toward the goal? What progress has been achieved toward the goal and expected measurable outcomes? The review must include an assessment of the effectiveness of the specific actions.

1) How have the actions/services addressed the identified needs and goals of specific subgroups of pupils and did the provision of those actions/services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code sections 52052, 52060, and 52066? The review must include an assessment of the effectiveness of the specific actions.

3) How have the actions/services addressed the identified needs and goals of specific schools and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., qualitative and quantitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcomes? What changes to the actions/services are being made in the LCAP as a result of the review of progress toward the goal? How effective were the actions and services in making progress toward the goal?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?
### Original goals from prior year LCAP:

1. Ensure a transition plan and full implementation of the new CCSS and ELD standards by 2016-2017.

### Related State and/or Local Priorities:

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

### Local priorities:

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

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Service</th>
<th>Scope of service</th>
<th>Estimated Annual Expenditures</th>
<th>Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>MB $540.00</td>
<td>K-8</td>
<td>$150,000</td>
<td>CCSS $372.72</td>
</tr>
<tr>
<td>CCSS $400.00</td>
<td>K-8</td>
<td>$150,000</td>
<td>CCSS $372.72</td>
</tr>
<tr>
<td>MB $40.00</td>
<td>K-8</td>
<td>$150,000</td>
<td>CCSS $372.72</td>
</tr>
</tbody>
</table>

### Measurable Annual Outcomes

- Students writing a has improved as evidenced by benchmark assessments.
- Students are writing more every day in a variety of genres.
- Students writing across all core subjects have improved as evidenced by benchmark assessments.

### Action(s) Services

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

### Goal Applies to:

- Schools: All
- Local only: __
- COE only: __

### Local Goal:

- ENSURE a transition plan and full implementation of the new CCSS and ELD standards by 2016-2017.
b. Provide professional development on integration of technology into the curriculum.

c. Continue professional development for math teachers grades K-8; Increase implementation of Writers Workshop grades K-5 and begin pilot for Readers Language Arts teachers K-8; Increase implementation of TCRWP Writing Coaching at all Elementary Schools (Coming June 2015).


Scope of service: K-8

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

Expenses:

MB $99,624.74
CSS $74,274.97

OR:

- All

Scope of service: K-8

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

Expenses:

MP $71,420.59
MEF $107,723.81

OR:

- All

Scope of service: K-8

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated English proficient
- Other Subgroups: (Specify)
What changes in actions, services, and/or changes in goals to result of reviewing past progress and expenditures will be made as a result?

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

### Goals 1 & 7

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

- Other Subgroups (Specify)
- Foster Youth
- Redesignated fluent English proficient
- Low income pupils

**OR:**
- ALL

See Above

- Provide training to administrators from the San Mateo County Office of Education in helping them engage their students in understanding and unpacking the CCSS ELA standards with an emphasis on ELD standards.
- Provide PD in ELA standards.

### Expenses in Scope of service: K-8

- Other Subgroups (Specify)
- Foster Youth
- Redesignated fluent English proficient
- Low income pupils

**OR:**
- ALL

See Above

- Provide training to administrators from the San Mateo County Office of Education in helping them engage their students in understanding and unpacking the CCSS ELA standards with an emphasis on ELD standards.
- Provide PD in ELA standards.
## Related State and/or Local Priorities:

1. [X]
2. [__]
3. [__]
4. [__]
5. [__]
6. [__]
7. [__]
8. [__]

**Goals Applies to:**
- Schools: All
- Applicable Pupil Subgroups: All

### Expected Annual Expenditures

- **Budgeted Expenditures:** $33,389.55
- **Actual Expenditures:**
  - **Scope of service:** K-8
  - **Expenditures:**
    - Teacher extra hours and substitutes: $35,389.55
    - K-5 Piloting Math Curriculum during 14-15 Grade 5-8 pathway is completed - Oct 2014

### LCAP 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.
- **Outcome:**
  - Student learning will improve as a result of training and support

**Goal 1**

**Expected Annual Expenditures**
- **Budgeted Expenditures:** $33,389.55
- **Actual Expenditures:**
  - **Scope of service:** K-8
  - **Expenditures:**
    - Teacher extra hours and substitutes: $35,389.55
    - K-5 Piloting Math Curriculum during 14-15 Grade 5-8 pathway is completed - Oct 2014

### Actual Actions/Services

- See Goal 1

**Goal 2**

**Expected Annual Expenditures**
- **Budgeted Expenditures:** $33,389.55
- **Actual Expenditures:**
  - **Scope of service:** K-8
  - **Expenditures:**
    - Teacher extra hours and substitutes: $35,389.55
    - K-5 Piloting Math Curriculum during 14-15 Grade 5-8 pathway is completed - Oct 2014

### Actual Actions/Services

- See Goal 1

**Goal 3**

**Expected Annual Expenditures**
- **Budgeted Expenditures:** $33,389.55
- **Actual Expenditures:**
  - **Scope of service:** K-8
  - **Expenditures:**
    - Teacher extra hours and substitutes: $35,389.55
    - K-5 Piloting Math Curriculum during 14-15 Grade 5-8 pathway is completed - Oct 2014

### Actual Actions/Services

- See Goal 1
This goal was consolidated into goal 2 in the 2015-2016 plan. Acronyms were minimized for clearer understanding.

<table>
<thead>
<tr>
<th>CCSS Funds</th>
<th>$100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of service: K-8</td>
<td></td>
</tr>
</tbody>
</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and evaluating whether or not to achieve the goals?

This goal was consolidated into goal 2 in the 2015-2016 plan. Acronyms were minimized for clearer understanding.

<table>
<thead>
<tr>
<th>CCSS Funds</th>
<th>$100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of service: K-8</td>
<td></td>
</tr>
</tbody>
</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and evaluating whether or not to achieve the goals?
### Goal 3: Increase students scoring Proficient and above on the CCSS/SBAC benchmark English language arts and Math scores established in 2014-2015.

#### Related State and/or Local Priorities:
- \( \times \) 1
- \( \times \) 2
- \( \times \) 3
- \( \times \) 4
- \( \times \) 5
- \( \times \) 6
- \( \times \) 7
- \( \times \) 8

#### Local: Specify

- \( \checkmark \) All

#### Scope of Service

<table>
<thead>
<tr>
<th>Service</th>
<th>K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for Site Administrators</td>
<td>3-8</td>
</tr>
<tr>
<td>Assessments Ad Hoc Committee Developed to create Broad-</td>
<td>3-8</td>
</tr>
<tr>
<td>Scope of service:</td>
<td>3-8</td>
</tr>
</tbody>
</table>

#### Actual Expenditures

<table>
<thead>
<tr>
<th>Domain</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing</td>
<td>$5484.83</td>
</tr>
<tr>
<td>MPAF</td>
<td>$2054.64</td>
</tr>
</tbody>
</table>

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Domain</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing</td>
<td>$5484.83</td>
</tr>
<tr>
<td>MPAF</td>
<td>$2054.64</td>
</tr>
</tbody>
</table>

#### Planned Actions/Services

<table>
<thead>
<tr>
<th>Domain</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for Site Administrators</td>
<td>See goals 1 &amp; 2</td>
</tr>
<tr>
<td>Assessment Ad Hoc Committee Developed to create Broad-</td>
<td>Assessment Ad Hoc Committee Developed to create Broad-</td>
</tr>
</tbody>
</table>

#### Expected Annual Expenditures

<table>
<thead>
<tr>
<th>Domain</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing</td>
<td>$5484.83</td>
</tr>
<tr>
<td>MPAF</td>
<td>$2054.64</td>
</tr>
</tbody>
</table>

#### Measurable Outcomes

- Field test being conducted April - May 2014. Follow up survey to be conducted after field test. Students will understand how to navigate the SBAC testing platform.

#### Expected Measurable Outcomes

- 

#### Goal Year: 2014-15

- Local: Specify
  - COE only: 9-10
  - \( \times \) 1
  - \( \times \) 2
  - \( \times \) 3
  - \( \times \) 4
  - \( \times \) 5
  - \( \times \) 6
  - \( \times \) 7
  - \( \times \) 8

- Related State and Local Priorities:
  - \( \checkmark \) All

- Goal LCAP:
b. Transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

See Goals 1 & 2

Illuminate Training and Assessment System
August 15, October 6
Assessment Ad Hoc Committee Formed
Illuminate Conference Participation
Teacher extra hours, and substitutes

Scope of service:
K-8

OR:

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

Scope of service:
K-8

2. Create new assessments; Purchase/create online assessments (see Goals 1 & 2). See goals 1 & 2

Scope of service:
K-8

Expenses

$9,344.73

SRI subscriptions grades 3-5
Ten Marks Subscriptions for summer school and Math Pilot/Bridge
Benchmark Assessment Development by Teachers (K math
6-Math and ELA, 6-8 Writing)

Teacher extra hours, and substitutes

Scope of service:
K-8

OR:

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

Scope of service:
K-8

82. See Goals 1 & 2

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 7 in the 2015-2016 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 2014-15.

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 2014-15.

This goal was consolidated into goal 7 in the 2015-2016 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 2014-15.
4. Establish a vision for teaching and learning that leverages technology to:

- meet the needs of K-2, 3-5, 6-8 students.
- Foster a schoolwide culture of flexibly grouping students.
- Increase student access to technology tools.

Scope of service: K-8

Local: Specific: COE only: 9-10

Scope of service:

Expected

Actual

Outcomes:
- Teacher work and/or student work that is engaged and student work that is evidential of student work
- Students have access to new sources of knowledge using 1:1:1 iPads in grades 5-8.
- Teachers and students will experiment, take risks, and try new things collaboratively.
- Technology Committee Apps evaluation

Related State and/or Local Priorities:

Related State and/or Local Priorities:


Expected

Annual

Outcomes:
- School surveys, observations and examples of student work
- Teachers and students will experiment, take risks, and try new things collaboratively as evidenced by
- Related State and/or Local Priorities:
- Related State and/or Local Priorities:
- Related State and/or Local Priorities:
- Related State and/or Local Priorities:

Additional Activities:
- Technology Committee Apps evaluation
- New & Edmodo subdomain created for MPCSD
- Beg. & Adv. training for Edmodo, Oct. 6

Duplicate Actions in Goal 1

New & Edmodo subdomain created for MPCSD
- Beg. & Adv. training for Edmodo, Oct. 6

PLANNED ACTIONS/SERVICES

BUDGETED EXPENDITURES

ACTUAL EXPENDITURES

ACTUAL ACTIONS/SERVICES
<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>K-8</th>
<th>K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>Low Income pupils</td>
<td>English Learners</td>
</tr>
<tr>
<td>X:</td>
<td>ALL</td>
<td>ALL</td>
</tr>
</tbody>
</table>

**c. Teacher resources are shared among teachers.**

Lead Teachers Certified to support peers with Edmodo.

**See goals 1 & 2**

**d. Provide Universal access & design for learning.**

Universal Access Devices deployed in Schools, Training Oct 6 PD

**See goals 1 & 2**

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>K-8</th>
<th>K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
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<td>English Learners</td>
</tr>
<tr>
<td>X:</td>
<td>ALL</td>
<td>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 was consolidated into goal 3 in the 2015-2016 plan. Acronyms were minimized for clearer understanding.
**GOAL from prior LCAP:**

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

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

1. X

2. __

3. __

4. __

5. X

6. __

7. __

8. __

COE only: 9. __

10. __

**Local Priorities:**

- Recruit and build partnerships with neighboring universities to recruit student teachers: Establish multiple recruitment fairs.
- Leverage and build partnerships with neighboring universities to recruit student teachers: Establish partnerships with neighboring universities.
- Recruit highly qualified staff that reflects the diversity of the District's student body.

**Goal Applies to:**

Schools: All

Applicable Pupil Subgroups: All

**Expected Annual Measurable Outcomes:**

Students will benefit from having more diverse staff as role models and will be able to express more personal connections. We will increase our recruitment efforts by attending 2-4 additional recruitment events in our area. We will increase our recruitment efforts by attending 3-4 fairs.

**Actual Annual Measurable Outcomes:**

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

**Spended/Budgeted Expenditures**

- **Fund**
  - 2000 General: $5,000
  - 375 General: $2,000

- **Service**
  - K-8: District Regisred for Several Recruitment Fairs: Stanford, Davis, Santa Clara

- **Expenditures**
  - Professional Memberships and Subscriptions: $2,000 (Gen Fund)
  - District Regisred for Several Recruitment Fairs: Stanford, Davis, Santa Clara: $2,000 (Gen Fund)

**Actual Actions/Services**

- Attend certificated recruitment fairs to recruit appropriately certificated teachers especially for hard to fill assignments.

- **Budgeted Expenditures**
  - Professional Memberships and Subscriptions: $2,000 (Gen Fund)
  - District Regisred for Several Recruitment Fairs: Stanford, Davis, Santa Clara: $2,000 (Gen Fund)

**Actual Actions/Services**

- Attend certificated recruitment fairs to recruit appropriately certificated teachers especially for hard to fill assignments.

**Planned Actions/Services**

- Attend certificated recruitment fairs to recruit appropriately certificated teachers especially for hard to fill assignments.

**Goal Applies to:**

Local: Specifying

County: All

Schools: All

**Goal:**

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

**Spended/Budgeted Expenditures**

- **Funding**
  - 2000 General: $5,000
  - 375 General: $2,000

- **Service**
  - K-8: District Regisred for Several Recruitment Fairs: Stanford, Davis, Santa Clara

- **Expenditures**
  - Professional Memberships and Subscriptions: $2,000 (Gen Fund)
  - District Regisred for Several Recruitment Fairs: Stanford, Davis, Santa Clara: $2,000 (Gen Fund)

**Actual Actions/Services**

- Attend certificated recruitment fairs to recruit appropriately certificated teachers especially for hard to fill assignments.

**Planned Actions/Services**

- Attend certificated recruitment fairs to recruit appropriately certificated teachers especially for hard to fill assignments.

**Goal Applies to:**

Local: Specifying

County: All

Schools: All

**Goal:**

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

**Spended/Budgeted Expenditures**

- **Funding**
  - 2000 General: $5,000
  - 375 General: $2,000

- **Service**
  - K-8: District Regisred for Several Recruitment Fairs: Stanford, Davis, Santa Clara

- **Expenditures**
  - Professional Memberships and Subscriptions: $2,000 (Gen Fund)
  - District Regisred for Several Recruitment Fairs: Stanford, Davis, Santa Clara: $2,000 (Gen Fund)

**Actual Actions/Services**

- Attend certificated recruitment fairs to recruit appropriately certificated teachers especially for hard to fill assignments.

**Planned Actions/Services**

- Attend certificated recruitment fairs to recruit appropriately certificated teachers especially for hard to fill assignments.

**Goal Applies to:**

Local: Specifying

County: All

Schools: All

**Goal:**

5. Recruit highly qualified staff that reflects the diversity of the District's student body.
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and expected outcomes will be made as a result of reviewing past progress?

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

Modified to reflect increased recruitment efforts. This goal remained the same in the 2015-2016 plan, but was moved to number 12. Actions were modified to reflect increased recruitment efforts.
This goal was incorporated into goals 1-8 as an overall objective for student achievement.

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

OR:
- ALL

Service: Scope of:

No additional cost.

Expenditures

Estimated:

Actual:

Planned Actions/Services

Actual Actions/Services

LCAP Year: 2014-15

Goal: Apply to: Local: All Subgroups: All

Local

Goal: LCAP:

Assessments

6. All students to achieve at or above proficiency levels in state and local

Related State and Local Priorities:
### 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. 
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6. 
7. 
8. 

**COE only:** 9. 

**Local **

- Title III

**Applicable Pupil Subgroups:** English Learners

### Expected Measurable Annual Expenditures

<table>
<thead>
<tr>
<th>Budgeted</th>
<th>Actual</th>
<th>Actual Actions/Services</th>
<th>Planned Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Changes:</strong> Update the District EL Master Plan with input from administrators, EL specialists and parents.</td>
<td><strong>Changes:</strong> See Goals 1&amp;2 EL Master Plan Review/ EL Team</td>
<td><strong>Changes:</strong> Title III $92,380</td>
<td><strong>Changes:</strong> We have aligned SPSAs to the LCAP and matched the LCAP Year</td>
</tr>
<tr>
<td>Scope of service: K-8</td>
<td>Scope of service: K-8</td>
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<td><strong>Reading Recovery</strong></td>
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<td>ZAP the gap Attendance - Ed Services Team (National Equity Project 122, CCCS and English Initiative SWCOE) Fees Refunded</td>
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<td>See Goal 3</td>
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<td>Activities duplicated in goal 3</td>
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<td>Testing $107.39</td>
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<td>CSS $687.82</td>
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<td>Scope: K-8</td>
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<tr>
<td><strong>FTE EL teacher for 1.0 EL classes at all elementary schools.</strong></td>
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<tr>
<td><strong>$1,193,600 Gen Fund</strong></td>
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**OR:**

<table>
<thead>
<tr>
<th>Service:</th>
<th>Scope: K-8</th>
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</thead>
<tbody>
<tr>
<td><strong>Low income pupils x English Learners</strong></td>
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<tr>
<td><strong>Other Subgroup (Specify): Foster Youth x Resigned English proficient</strong></td>
<td></td>
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<tr>
<td><strong>Other Subgroup (Specify): Low income pupils x English Learners</strong></td>
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<tr>
<td><strong>Other Subgroup (Specify): Redesignated EL</strong></td>
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</tbody>
</table>

**HIGH INCOME pupils x Other Subgroup: (Specify)**

<table>
<thead>
<tr>
<th>Service:</th>
<th>Scope: K-8</th>
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</thead>
<tbody>
<tr>
<td><strong>SVMI Coaching Institute 15-20 EL Pre K Summer School 2014</strong></td>
<td></td>
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<tr>
<td><strong>$100,000 Gen Fund</strong></td>
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</table>

**OR:**

<table>
<thead>
<tr>
<th>Service:</th>
<th>Scope: K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low income pupils x English Learners</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Foster Youth x Redesignated EL</strong></td>
<td></td>
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<tr>
<td><strong>Low income pupils x English Learners</strong></td>
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<tr>
<td><strong>Other Subgroup (Specify): Redesignated EL</strong></td>
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**OR:**

<table>
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<tr>
<th>Scope of service:</th>
<th>K-8</th>
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<td><strong>ALL</strong></td>
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**Provide**

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<tr>
<th>Scope of service:</th>
<th>K-8</th>
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<tbody>
<tr>
<td><strong>ALL</strong></td>
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</tbody>
</table>

**Teacher leadership capacity.**

**Continue District Partnership with SVMI and build Summer School Enrichment Programs.**

**Provide Summer Learning Opportunities.**

**K-2 Kick Off to Kindergarten Summer School classes Summer 2014**
### 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.

<table>
<thead>
<tr>
<th>Other Subgroup (Specify)</th>
<th>Low Income Pupils</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Redesignated Fluent English Proficient</th>
<th>Other Subgroup (Specify)</th>
<th>Low Income Pupils</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Redesignated Fluent English Proficient</th>
<th>Other Subgroup (Specify)</th>
<th>Low Income Pupils</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Redesignated Fluent English Proficient</th>
</tr>
</thead>
</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and expected outcomes will be made as a result of...
**Goal from prior year LCAP:**

District-wide benchmark assessments for Language Proficiency for EL students; monitoring system and collaborative structures in place for coordination between EL Specialists and classroom teachers.

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

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
COE only: 9.  
Local: Specify_____________________

**Goal Applies to:**

Schools: All

**Expected Annual Measurable Outcomes:**

- Students who are at risk by the end of the year; students will be more successful as a result of closer monitoring and earlier intervention as evidenced by a 5% decrease of students who are at risk.

- Students will be more successful as a result of closer monitoring and earlier intervention as evidenced by a 5% decrease of students who are at risk.

- Students will be more successful as a result of closer monitoring and earlier intervention as evidenced by a 5% decrease of students who are at risk.

- Students will be more successful as a result of closer monitoring and earlier intervention as evidenced by a 5% decrease of students who are at risk.

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

- Coordination between EL Specialists and classroom teachers.
- District-wide benchmark assessments for Language Proficiency for EL students; monitoring system and collaborative structures in place for coordination between EL Specialists and classroom teachers.

**Planned Actions/Services**

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Service: Kick off to Kindergarten; Secretary Expenses</th>
<th>See Goal 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>$76,836.00</td>
<td>Kick off to Kindergarten; Secretary Expenses</td>
<td>See Goal 7</td>
</tr>
<tr>
<td>General Fund</td>
<td>Increased EL Teacher Stipends</td>
<td>See Goal 7</td>
</tr>
<tr>
<td>$350,328.00</td>
<td>Increased EL Teacher Stipends</td>
<td>See Goal 7</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

- Increased EL Teacher Stipends: $350,328.00
- Kick off to Kindergarten: $76,836.00

**Expenditures**

- Increased EL Teacher Stipends: $350,328.00
- Kick off to Kindergarten: $76,836.00

**Scope of Service:**

- K-5 English Learners
- Foster Youth
- Redesignated English proficient
- Other Subgroup: (Specify)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and evaluating whether changes to goals will reflect current efforts in this area as defined in our District Program Improvement Plan?

This goal was consolidated into goal 5 in the 15-16 plan. Actions have been updated to reflect

Other Subgroup: (Specify)

Foster Youth x Redesignated English Learners
Low Income Pupils x Redesignated English Learners

OR: ALL
<table>
<thead>
<tr>
<th>Service:</th>
<th>Scope of Service:</th>
<th>K-8</th>
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<th>8</th>
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</thead>
<tbody>
<tr>
<td>CABE Conference Attendance, Teacher PD</td>
<td>See Goals 1 &amp; 2</td>
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<table>
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<tr>
<th>Expenditures</th>
<th>Actual Annual Expenditures</th>
<th>Estimated Annual Expenditures</th>
<th>Budgeted</th>
<th>Actual</th>
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<td>$4,858.45</td>
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</table>

**Expected Annual Measurable Outcomes:**
- K-2 teachers have been trained on the ELD standards and instruction strategies. They have begun implementation in their classrooms.
- Classroom teachers have greater awareness of ELD standards and instruction strategies.

**Actual Annual Measurable Outcomes:**
- K-2 teachers have been trained on the ELD standards and instruction strategies. They have begun implementation in their classrooms.

**Other Subgroup (Specify):**
- Foster Youth
- Redesignated English Learners
- Low Income Pupil
- Other:
  - All

**OR:**
- All

**Goal Applies to:**
- Schools: All
- English Learners

**Related State and/or Local Priorities:**
- Local: Specific
  - Measure B

**Local Priority:**
- Measure B

**Revised State and/or Local Priorities:**
- Measure B

**Goal from Prior Year:**
- Related to the education of English Learners.
**What changes in actions, services, and/or changes to goals?**

<table>
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<tr>
<th>Service:</th>
<th>Scope of service:</th>
<th>K-8</th>
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<tr>
<td>Expenses</td>
<td><strong>Other Subgroups:</strong> (Specify)</td>
<td>Low Income Pupils, English Learners, Foster Youth, Redesignated English Proficient</td>
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<td>OR: X ALL</td>
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<thead>
<tr>
<th>Actions Duplicated in Goal 7</th>
<th>Expended in Goal 7</th>
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<tbody>
<tr>
<td><strong>Teacher Extra Hours, and Substitutes</strong></td>
<td>Teacher for Success Contract with SMCOE, EL Support</td>
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</tbody>
</table>

$15,000

- Use service providers and in house facilitators to partner with local SMCOE for PD in supporting instruction and improve student achievement.
- Provide teacher with high quality mill level instruction PD.

The California Department of Education and they are best learned in an integrated manner.

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

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

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10. Implement comprehensive and articulated tiered intervention K-8

**Original Goal from prior year**: LCAP:

**Implement comprehensive and articulated tiered intervention K-8**

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

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**Expected Annual Measurable Outcomes**: Students’ specific learning needs will be identified and addressed through regular participation; Specific learning needs will be identified and addressed through regular participation.

**Actual Annual Measurable Outcomes**: Strategic Intervention programs provided support for students all year.

**Planned Actions/Services**

- Produce District document that lists tiered interventions
- Illuminate Assessment Purchase/PD
- Address unique learning needs as reflected in student participation records
- Strategic intervention programs provided support for students

**Scope of service**:

- | ALL |
- | 5-8 |
- | ALL |
- | ALL |
- | K-5 |
- | K-8 |

**Budgeted Expenditures**

- N/A

**Actual Expenditures**

- N/A

**Expenses**

- N/A

**Actual Annual Expenditures**

- N/A

**Scope of service**:

- | ALL |
- | 5-8 |
- | ALL |
- | ALL |
- | K-5 |
- | K-8 |

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

- | K-8 |
- | ALL |
- | K-8 |
- | ALL |
- | K-5 |
- | K-8 |

**Goal Applies to**:

- Schools: All
- Pupil Subgroups: All

**Actual Actions/services**

- Strategic Intervention programs provided support for students all year.
- Produce District document that lists tiered interventions
- Illuminate Assessment Purchase/PD
- Address unique learning needs as reflected in student participation records
- Strategic intervention programs provided support for students
What changes in actions, services, and/or changes to goals? Result of reviewing past progress and expenditures will be made as a scope of service.

<table>
<thead>
<tr>
<th>Other Subgroups: (Specify)</th>
<th>OR:</th>
<th>Other Subgroups: (Specify)</th>
<th>OR:</th>
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<tbody>
<tr>
<td>Low Income Pupils</td>
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<td>Low Income Pupils</td>
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<td>ESL</td>
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<td>ESL</td>
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<td>Foster Youth</td>
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<td>Foster Youth</td>
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<td>Redesigned English</td>
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<td>Redesigned English</td>
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<td>Other</td>
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Actions Duplicated in goals 1 and 7

Goals 18: See goals 18

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<th>Scope of Service</th>
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Expenditures Relected in goals 1, 8, 7

The needs of students, learning, and language acquisition, learning, Equity work, and strategies to meet

c. Provide PD and training on Universal Design for Learning.
### GOAL from prior 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:**

<table>
<thead>
<tr>
<th>#</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<td>4</td>
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<td>5</td>
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<td>7</td>
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<td>8</td>
<td></td>
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<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

- **Scope of Service:** K-8

**Expended**

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Local Annual</th>
<th>Estimated Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>$193,393 (Counselors, Psych)</td>
<td>$154,955 Counselors</td>
<td>$83,674 Psychologists</td>
</tr>
</tbody>
</table>

- **Expenditures**

**Actual Actions/Services**

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

**Planned Actions/Services**

- Teachers modeled instructional practices in teacher led workshops throughout the year.
- Each school was a Teaching Learning Center with General Education and Adapted Education models.
- Each school has a dedicated counselor.

**Actual Measurable Outcomes**

- Teachers implemented instructional practices in teacher led workshops.
- Each school was a Teaching Learning Center with General Education and Adapted Education models.
- Each school has a dedicated counselor.

**Budgeted Expenditures**

- $193,393 (Counselors, Psych) | $154,955 Counselors | $83,674 Psychologists

**Expected Measurable Outcomes**

- Student learning will improve due to increased opportunities for flexible instruction.

**Goal Applies to:**

- Schools: All

**Annual Local:**

- COE only: 9-10
- 2-3x4x5x6x7x8x

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

- Foster Youth
- Redesignated English Learners
- Low income pupils
- English Learners

**Goal from prior LCAP:**

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

**Local: Specify**

- COE only: 9-10
- 2-3x4x5x6x7x8x

Page 75 of 91
This goal was incorporated into goal 10 in the 2015-16 plan in consultation with the parent advisory committee actions were clarified to reflect our district commitment to developing teacher leadership and our partnership with the Stanford Design School.

**b.** Provide time for principals to collaborate and define the roles and relationships in PE, ART, EL, Student Support Personnel, Classified and General Education and Special Education; Site Admin will collaborate with each other on their master schedules.

>see Goal 1

**c.** Implement Leadership Team District Thursday Grade Level Collaboration Sessions.

>see Goal 1

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

<table>
<thead>
<tr>
<th>Scope of service:</th>
<th>K-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td>ALL</td>
</tr>
<tr>
<td>Service:</td>
<td>K-8</td>
</tr>
</tbody>
</table>

This did not happen this year.

OR:

>see Goal 1

**Expenditures**

More cross team collaboration, District PD and Site Collaboration days used for:

| Scope of service: K-8 |
|-----------------------|---|
| OR:                   | ALL |
| Service:              | K-8 |

N/A

**OR:**

Low Income pupils

English Learners

Foster Youth

Redesigned fluent English proficient

Other Subgroups:

(Specify)

______________

OR:

Low Income pupils

English Learners

Foster Youth

Redesigned fluent English proficient

Other Subgroups:

(Specify)

______________
**Goal:** from prior year

**LCAP:**

12. **Build more structured opportunities for collaborative learning for teachers**

---

### Goal Applies to:

- **Schools:** All
- **Applicable Pupil Subgroups:** All

### Expected Annual Measurable Outcomes:

- Students will have more consistent instruction as a result of:
  - Intensive teacher collaboration, modeling and focused peer-to-peer opportunities for focused peer-to-peer activities.
  - Teacher Led workshops held in fall and spring.
  - Teacher Led workshops held throughout the year.

### Actual Measurable Outcomes:

- Actual workshops held in fall and spring.
  - Peer to peer observations at the site level.

### Related State and/or Local Priorities:

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. COE Only:
10. __________

### Other Subgroups (Specify):

- Foster Youth
- English Learners
- Low Income Pupil
- Redesigned English Proficient

### Scope of Service:

- K-8

### Planned Actions/Services:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Actual</th>
<th>Estimated</th>
<th>Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Led workshops held in fall and spring.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actual Actions/Services:

- Teacher Led workshops held in fall and spring.

---

**LCAP Year:** 2014-15

**Outcomes:**

- Practice and survey results:
  - Intensive teacher collaboration, modeling and focused peer-to-peer opportunities for focused peer-to-peer activities.

---

**Goal:** from prior year

**Goal:** from prior year

**Goal:** from prior year

---

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

- 1x 2x 3x 4x 5x 6x 7x 8x
This goal was incorporated into goal 10 in the 2015-16 plan.

**Expenses in Goal 1**

Action and expenses in previous action:

See Goal 1

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

**Scope of service:**

<table>
<thead>
<tr>
<th>Other Subgroups (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low income pupils - English Learners</td>
</tr>
<tr>
<td>Foster Youth - Redesigned fluent English proficient</td>
</tr>
<tr>
<td>Other Subgroups</td>
</tr>
</tbody>
</table>

**OR:**

ALL

Scope of service: K-8

Teacher led Workshops, collaboration and sharing of resources through Teacher Portal. Edmodo and Google.

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:**

<table>
<thead>
<tr>
<th>COE only</th>
<th>9 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>3 - 4</td>
</tr>
<tr>
<td>5</td>
<td>6 - 7</td>
</tr>
</tbody>
</table>
| 8 - 9 | All School | Schools: All

**Goal Applies to:**

- Schools:
- All
- Local Subgroups: (Specify) 
- Other Subgroups: (Specify)

**Goal Scope:**

- K-8

**Expected Annual Measurable Outcomes:**

Students will benefit from their parents becoming more actively involved in the school activities at their sites in understanding school community as evidenced by parent surveys.

**Actual Annual Measurable Outcomes:**

ELAC established at all school sites.

**Scope of service:**

K-8

**New List created of current employees willing to translate District materials into Spanish for EL minority parents who are available to translate.**

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4000</td>
<td></td>
</tr>
</tbody>
</table>

**Activities provided for EL families:**

- Emails and phone calls used to encourage participation also provided food and childcare.
- Largest turnout on record at last DELAC.
- Increase promotion efforts by inviting all families of EL students to district events individually.
- Increase outreach efforts by inviting all families of EL students to district events individually.

**Planned Actions/Services:**

- Series held for all stakeholders: district office, Parent Conference, and Speaker.

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

- Low income pupils x English Learners
- Redesignated English Proficient
- Foster Youth x Redesignated English Proficient
- Low Income Pupil x English Learners
- Other Subgroups: (Specify)
- Local Subgroups: (Specify)

**Local Subgroups:**

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

**Original 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.
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.

| Other Subgroups (Specify) | Scope of Service: K-8 | OR: ALL
|---------------------------|-----------------------|---
| Foster Youth | Redesigned fluent English proficient learners | Low income pupils | English learners
| Low income pupils | English learners |

This has not happened yet.

See Above

N/A
This goal was incorporated into goal 8 in the 2015-16 plan.

<table>
<thead>
<tr>
<th>Local: Specify</th>
<th>Schools: All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related State and/or Local Priorities: 14. Increase early intervention and on-going support for struggling readers and writers throughout the district.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Applies to:</th>
<th>Local: Specify</th>
<th>Schools: All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure B</td>
<td>$8,542.53</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of service: 1st Grade</th>
<th>Scope of service: 1st Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Recovery is implemented at all Elementary Schools.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Goal 7: Reading Recovery is fully implemented at all Elementary Schools.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Measurable outcomes:</th>
<th>Measurable time: Teachers also do Reading Recovery because of increased time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students increased at schools where EL teachers also do Reading Recovery.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected goals</th>
<th>Actual goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for struggling readers and writers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students served in early intervention.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure B</th>
<th>$8,542.53</th>
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</thead>
<tbody>
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<table>
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<tr>
<th>Expected goals</th>
<th>Actual goals</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students served in early intervention.</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Expenditures</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Expenditures</td>
</tr>
<tr>
<td>Actual Expenditures</td>
<td>Estimated Expenditures</td>
</tr>
<tr>
<td>Interim</td>
<td>Outcomes:</td>
</tr>
<tr>
<td>Intervention and 31 in Math</td>
<td>Participation of underrepresented students is actually increased.</td>
</tr>
</tbody>
</table>

**Planned Actions/Services:**

**Goal Year:** 2014-15

**LCAP:**

**Measurable Outcomes:**

- Participation of underrepresented students is actually increased.
- Participation of underrepresented students is actually increased.

**Outcome:**

- Participation of underrepresented students is actually increased.
- Participation of underrepresented students is actually increased.

**Local: Specify**

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

**RCED State and Local Policies:**

- Related State and Local Policies: 9-10

- Related State and Local Policies: 9-10

**Goal:**

- Related State and Local Policies: 9-10

- Related State and Local Policies: 9-10

**Related to Prior Goal:**

- Related State and Local Policies: 9-10
<table>
<thead>
<tr>
<th>Expenditures in Goals 3 and 4</th>
<th>Scope of Service: K-8</th>
<th>OR: persecuted and English learners; (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased screening and intervention at elementary schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Inventory/Other Screening tools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-- Other Subgroups: (Specify) --
- Foster Youth
- Redesignated English Learner
- Low Income Pupils

-- OR: --
- ALL

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.

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

See Goal 3 & 4 Learning opportunities cohesive and coordinated enhanced/extended meeting academic standards; provide increased screening and intervention at elementary schools.
**Goal from prior year LCAP:**

16. The educational outcomes of foster youth will mirror that of the general student population.

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

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

**Goals Applies to:**

Schools: All

Applicable Pupil Subgroups:

- Foster Youth
- Redesignated English Learners
- Low income pupils
- English Learners
- OR: All
- Other Subgroups: (Specify)

**Expected Annual Measurable Outcomes:**

Data monitoring system developed/identified for foster youth.

**Actual Annual Measurable Outcomes:**

Now have access to student information through CAL Pads.

**Scope of service:**

K-8

**Scope of service:**

K-8

**Service:**

Wellness Team developing a plan to promote foster youth counseling

**Planned Actions/Services:**

See Goal 11

**Local: Specify**

COE only: 9-10

1-2-3-4-5-6-7-8

Relinked State and/or Local Priorities:

16. The educational outcomes of foster youth will mirror that of the general student population.
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and expected outcomes? 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 proficient
- Low income pupils
- English Learners

OR:
ALL
**Goal:**

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.

**Goal Applies to:**

Schools: All

**Applicable Pupil Subgroups:**

All

**Expected Annual Measurable Outcomes:**

Implement a cohesive Guidance program K-8.

**Planned Actions/Services**

<table>
<thead>
<tr>
<th>Services</th>
<th>Expended</th>
<th>Actual</th>
<th>Estimated</th>
<th>Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>$150,000 Grant</td>
<td></td>
<td></td>
<td>$75,000 Grant</td>
<td></td>
</tr>
</tbody>
</table>

**Service:**

Develop and begin implementation of Wellness Action Plan

**Scope of services:**

- Wellness Committee formed.
- Students services articulated across all schools. Students have greater access to services.
- My Digital T.A.T.2 program implemented throughout the district at all grade levels. RTI interventions, Project Cornerstone and PBIS.
- School Guidance Curriculum: Emotional Wellness.
- School Guidance Curriculum: Empowerment Program.
- School Guidance Curriculum: Character Education.
- School Guidance Curriculum: Appropriate use of social media.

**LACAP Year:**

2014-15

**Outcomes:**

Implement a cohesive Guidance program K-8.

**Goal:**

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.

**Goal Applies to:**

Schools: All

**Applicable Pupil Subgroups:**

All

**Expected Annual Measurable Outcomes:**

Implement a cohesive Guidance program K-8.

**Planned Actions/Services**

<table>
<thead>
<tr>
<th>Services</th>
<th>Expended</th>
<th>Actual</th>
<th>Estimated</th>
<th>Budgeted</th>
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</thead>
<tbody>
<tr>
<td>$150,000 Grant</td>
<td></td>
<td></td>
<td>$75,000 Grant</td>
<td></td>
</tr>
</tbody>
</table>

**Service:**

Develop and begin implementation of Wellness Action Plan

**Scope of services:**

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- Students services articulated across all schools. Students have greater access to services.
- My Digital T.A.T.2 program implemented throughout the district at all grade levels. RTI interventions, Project Cornerstone and PBIS.
- School Guidance Curriculum: Emotional Wellness.
- School Guidance Curriculum: Empowerment Program.
- School Guidance Curriculum: Character Education.
- School Guidance Curriculum: Appropriate use of social media.
This goal remains the same but was moved to goal number 4 to better reflect the importance of social and emotional wellness in MPCSD. The action steps have been further defined in accordance with our developing district wellness plan.

<table>
<thead>
<tr>
<th>Scope of Service:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What changes in actions, services, and/or changes to goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with social service organizations, form community partnerships, and embrace mechanisms for ongoing monitoring and evaluation of goal. Wellness Committee will develop a cohesive package for social service providers.</td>
</tr>
</tbody>
</table>

See Goal 11

Wellness Action Plan

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

OR:

- Foster Youth, Redesignated English Learners
- Low Income Pupils, Redesignated English Learners
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,

<table>
<thead>
<tr>
<th></th>
<th>Total Amount</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Support Teachers</td>
<td>$1,431,259.00</td>
<td>1.2</td>
</tr>
<tr>
<td>EL Support Teachers</td>
<td>$412,030.00</td>
<td>3.3</td>
</tr>
<tr>
<td>Psychologists</td>
<td>$90,899.00</td>
<td>1.6</td>
</tr>
<tr>
<td>Counselors</td>
<td>$168,230.00</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Total amount of Supplemental and Concentration Grant funds calculated: $1,431,259.00

Any local priority areas (see 5 CCR 15496(b) for guidance).

Additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and schoolwide control ward, or charterwide manner as specified in 5 CCR 15496.

Describe how the LCAP is expanding these funds in the LCAP year include a description of, and justification for, the use of any funds in a districtwide, schoolwide, or charterwide manner.

Any local priority areas (see 5 CCR 15496(b) for guidance).

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,
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 intensive support for our English learners and launching a wellness initiative. The majority of our students receiving services are our unduplicated students. Last year we increased teacher time with a total of 3.9 FTE of staff to specifically support English language learners. We also invested in additional English language and special education services. We continue to support these existing increases in 2015-2016. We are also investing in reading, counseling, and social-emotional wellness instruction and services. We have also increased our unduplicated staffing ratio and launched a wellness initiative that supports social/emotional wellness instruction and services. We have also invested in additional English language and special education services. The majority of students receiving reading services are our unduplicated students.

The Chronic Absenteeism Rate shall be calculated as follows:

(b) Middle School Dropout Rate shall be calculated as set forth in California Code of Regulations Title 5, section 1039.1.

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

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

(2) The total number of cohort members.

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

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).