

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

Vision

Every child achieves academic excellence.
Every child becomes emotionally and physically stronger.
Every child discovers and grows their talents.

Core Values

We are committed to achieving our Vision by relentlessly focusing on these Core Values:

- We value excited and curious learners who take initiative and feel confident in themselves, and teachers who revel in the quest to help every child become their best. We believe that an educational experience where students are highly engaged and challenged to achieve mastery, built upon a foundation of strong relationships, is integral to our mission...**Engagement**
- We value a zest for continuous improvement by students, teachers, and all members of the community. We believe a culture of innovation empowers children to realize they can change the world. Our community supports and values staying current on the latest thinking, trying new ways to reach students, and taking the initiative to develop and share best practices...**Innovation**
- We believe that effective leaders display a positive attitude, treat others with kindness and respect, and exercise the courage to stand up for and do what is right. We believe that both children and adults should continually seek to challenge themselves, be willing to step out in front, and act as role models and guides. We believe service to others is a foundation of leadership...**Leadership**
- 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 community where all members never give up on themselves or each other, where obstacles are seen as opportunities, and where all members continually stretch to achieve more than was thought possible...**Perseverance**



The Menlo Park Elementary School District serves parts of Menlo Park, Atherton and unincorporated San Mateo County. Menlo Park and Atherton are located 27 miles south of San Francisco and 20 miles northwest of San Jose, on the edge of Silicon Valley, two miles from Stanford University. There are approximately 2,903 students, kindergarten through 8th grade, enrolled in the four schools of the District. Our schools feed into the Sequoia Union High School District for grades 9-12.

The MPCSD budget is approximately \$40 million for the 2014-15 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 \$452,810 on students of need. MPCSD currently expends over twice that amount and expects to spend almost three times that amount in 2014-15. Most of our funding comes from local property taxes. 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 15.5%. Salaries and benefits comprise 85.6% percent of our budget. Our District has a long history of funding initiatives to support our highest need students. In 2013-14 our District spent \$1,043, 569 to support 8.7 FTE District-wide for EL Specialists and Reading Specialists.

All teachers working in the MPCSD are highly qualified and appropriately assigned per credential requirements. (Basic-Priority 1) In addition, all of the MPCSD school facilities have recently been modernized, are clean and well maintained. In 2006, the community approved a \$91.1 million bond measure to improve district facilities. In the fall of 2010, a new state of the art fourth and fifth grade complex was completed at Encinal School, the final phase in the campus reconfiguration to become a K- 5 school. The new work consisted of multipurpose building and new classrooms. In addition, existing classrooms saw further modernization with new windows, doors, and upgraded FA system. From 2008-2011, Laurel School completed modernization and site improvements that were not completed with the last Bond measure, and two new classroom pod buildings and three specialist classrooms were constructed to replace aging portables.

As part of the Bond program, the school District replaced the Hillview Middle School facility 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. Oak Knoll School has 36 classrooms, a multipurpose room, a library, music and art facilities and an administration building. The main campus is approximately 50 years old. A major renovation of the facility was completed in 2010. 12 new classrooms and a new multipurpose facility opened in September 2010. The field, playground, 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)

In November, 2013, Seventy-five percent of voters approved an additional \$23 million bond, Measure W, which will address our ever-increasing enrollment by funding construction of new grades 3-5 school facilities in the Willows neighborhood for the Laurel School community. Once the new site comes online in the fall of 2016, Laurel School will expand to become a K-5 school across two sites and will no longer feed its grades 4-5 students into Encinal. This expansion of classroom capacity in the Laurel community will also provide much needed relief from the current over-enrollment at Encinal and Oak Knoll. Our building plans will be submitted to the state by August 2014 for a fall 2016 opening, and we have been actively engaged in a process for community input and consultation on both physical structure as well as educational programming for the site.

Our District distinguishes itself by its unparalleled community involvement in its PTOs and education foundation. The Menlo Park Atherton Education Foundation (MPAEF) and school Parent Teacher Organizations (PTOs) continue to raise crucial funds for our schools. These organizations have worked closely together over the past years and have greatly increased parent participation. These valued organizations contribute more than 10% of our District's budget, and enable us to maintain small class sizes, offer specialist education in art, library, science and more with more than 80% of families contributing last year and the MPAEF making a record grant of \$3.6 million to our District. The MPAEF continues to fund staff, curricular initiatives, programs and innovation. There is a District PTO Council, District English Learner Advisory Council (DELAC) Special Ed Task Force, Technology Committee, School Site Councils at each site, and numerous volunteer opportunities. This year our District established a Parent Advisory Committee (PAC) and DELPAC comprised of a diverse group of parents representing all of our students including our students of high need. Our District prides itself on providing education not only for our students, but also for our staff (in the form of professional development), and for our parents. (Parent Involvement -Priority 3) Our LCAP reflects the vision of our district and has included specific goals and actions directed at increasing parent engagement specifically for our under represented groups.

Our teachers and administrators have been working effectively to ensure a smooth transition for our students into the CCSS 2014-15 school year. In every classroom, students are working toward Common Core-aligned curriculum in reading, writing and math, with more to come as we ramp up to full implementation next school year. Robust staff development is continuing, and our District is also collaborating with the eight K-8 districts that feed into Sequoia Union High School District (SUHSD), to ensure we are working closely together on Math. Fourteen teachers from our District are leading this work and collaborating with teachers throughout the SUHSD. Of particular focus is the mathematics pathway to high school. (CCSS-Priority 2) Our data indicates that the percentage of English Learners making progress in learning English as measured by CELDT has increased annually. In addition, the percentage of English Learners in Language instruction educational programs fewer than 5 years in attaining Language Proficiency has increased annually. (Pupil Outcomes-Priority 4)

In MPCSD, a review of our data indicated school attendance rates were not a significant issue and we did not deem this area a priority topic. (Pupil Engagement-Priority 5) Administrators, teachers, parents and students have made intensive efforts to create a caring school climate. We have seen a profound and transformative shift over the past few years across all schools. Our schools will continue to foster resilience by knowing each child well. All students, including our foster youth, are individually monitored and provided the opportunity whether through a general education or Individual Education Plan (IEP, Special Education, 504) to understand their growth and development and take action on their next steps personally, educationally and occupationally. 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 Positive Behavioral Interventions and Support (PBIS). Walk on any campus, and you can immediately sense the positive tone when students and teachers engage with each other. The rate of suspensions, calculated by dividing the total number of incidents by the total enrollment for the District is extremely low. In 2012-13, the District suspension rate was .03 and there were no expulsions. With more students in our District, we are working hard to alleviate pedestrian, cyclist and car commuter concerns about safety and congestion around our schools. Our schools have some of the highest proportions of bike riders in the county. The District recently hired a traffic safety coordinator, funded by a grant from San Mateo County, who has produced Safe Routes maps for each school and created an on line scheduling tool to allow families to organize bike, walk and carpools. In addition our yellow bus service to Laurel and Encinal was extended. (School Climate Priority 6)

LEA: Menlo Park City School District Contact: Jennifer J. Kollmann, Director of Curriculum & Instruction, jkollmann@mpcsd.org (650)321-7140 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupil determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code section 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • Leadership Team LCAP Orientation — Dec 17 • School Board LCAP Presentation — Jan 14 • Leadership LCAP Planning — Jan 21 (Identified possible District Priorities/ Actions) • EL Specialists all day input session & planning retreat — Jan 15 • DELAC Parent meeting — Feb 24 • Tinsley Outreach meeting – Feb 26 • Reviewed SARC data and other district data that further clarified the current state of the district related to each of the 8 State Priorities • Leadership Team LCAP Priorities/Survey Review — Mar 4 • PI Plan approval — Mar 11 Board meeting • Special Education Para Educator LCAP Input/Survey — Mar 13 • Leading for Equity Institute — Mar 21 through Mar 24 • Special Education Teachers Presentation & Input/Survey — Apr 3 • LCAP Parent Community Forum Input Sessions — Apr 21 & Apr 28 	<p>The MPCSD held a series of input sessions and community meetings to engage a diverse group of stakeholders prior to the development of the initial draft LCAP. Verbal and written feedback was collected from each stakeholder group with respect to ideas, consideration, priorities and action steps.</p> <p>During the course of our LCAP stakeholder sessions, our EL Specialists and the District Leadership Team successfully utilized the areas of intersection with our Program Improvement planning. A team of administrators from MPCSD participated in the spring Leading for Equity (LFE) Institute from March 21- 24 with the intent of continuing to move forward the equity work that was already established in the district. Our team developed strategies toward equity goals specifically focused on our EL program and refined our actions and goals for supporting our EL learners and low-income families. In late April and May, Dr. Maurice Ghysels, Superintendent, Ginny Maiwald, Director of Student Services, Alicia Bowman, Director of Student Assessment, Program Evaluation & Research and Jennifer Kollmann, Director of Curriculum and Instruction made presentations at all of our PTO meetings. Topics covered at these presentations included CCS, SBAC assessment, the Local Control Accountability Plan and partnerships for engaging all students. These presentations served as a forum to hear questions and concerns about improving outcomes for all students, to gather additional</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • LCAP information posted on the MPCSD website/ sent to parents • PTO Presentations Encinal, Laurel, Hillview, and Oak Knoll — April & May • LCAP Update — April 23 Board meeting • SMCOE LCAP Tech Assistance — Apr 28 • PAC/DELPAC recruitment April • School Site Council Survey Data Collection • Board Approval PAC – May 13 • Bargaining Unit Input –May • DELPAC/PAC Review Draft – May 14 & May 19 • LCAP Leadership Team Draft Review — May 20 • LCAP & Budget Review Board Meeting/Public Hearing— May 28 • Draft of the MPCSD LCAP posted on District website May 28 • Public Hearing LCAP Jun 3 • LCAP Adoption Board Meeting — Jun 10 	<p>feedback about the district’s focus areas and an opportunity to share new LCAP initiatives such as our Wellness Initiatives and improved Guidance program for all students.</p> <p>As a result of our Program Improvement process, LCAP needs assessment and stakeholder sessions, the District determined the focus priority areas as Conditions of Learning, Pupil Outcomes, and Engagement. Given stakeholder input, the District decided to increase the total FTE of EL Specialists, offer a new four-week summer bridge program specifically designed for children who have never had a preschool experience, are English language learners, prospective EL Spanish Immersion students or are from low-income families. This program is designed for Kindergarten readiness and to foster parent engagement and a strong connection to MPCSD. In addition the program will partner with our regular Special Education Extended School Year (ESY) program in coordinating and sharing joint activities, including music therapy, between the summer school ESY program and these two new summer kindergarten classes.</p> <p>As a result of stakeholder input related to other student outcomes, the District’s LCAP outlines specific goals and actions to support EL students, students with disabilities, low-income and foster youth. We explored new enrichment opportunities in the Arts and in Mathematics for all our grades 6-8 students. This summer we will support offering an expanded Summer Drama enrichment program and will prototype offering some math on line courses to support the transition to the Common Core State Standards. The District has committed to offer new services through a cohesive Guidance program K-8, with on going articulation between Counselors, Inclusion Specialists, and Psychologists to support all support all students including EL students, students with disabilities, low-income and foster youth. These additional services will be made through FTE increases with our Psychologists and Counseling staff. Our staff will vigorously monitor and support our foster youth as outlined in our goals and actions.</p> <p>The District will continue to host a 2014 summer school program to provide a summer extension of services from classroom and specialist teachers, to boost the achievement of identified target students and to provide learning experiences that will improve student engagement. Scholarship opportunities will be given to low-income students to participate in summer enrichment camps.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To

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

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups 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 predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
<p>Conditions of Learning Need to fully implement Common Core and ELD standards by 2016-17</p> <p>Metrics: Common assessment data, SBAC, PD agendas, surveys, observations by principals.</p>	1.Ensure a transition plan and full implementation of the new CCSS and ELD standards by 2016-2017.	All	LEA-Wide		<p>Students will benefit from having access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS and will participate in classrooms where lesson plans result in a more rigorous and performance based educational experience for all students as evidenced by assessment results.</p>	<p>Students will benefit from having access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS and will participate in classrooms where lesson plans result in a more rigorous and performance based educational experience for all students as evidenced by assessment results.</p> <p>Students will benefit from multiple entry points during middle school to pursue compacted Math pathways.</p>	<p>Students will benefit from having access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS and will participate in classrooms where lesson plans resulting in a more rigorous and performance based educational experience for all students as evidenced by assessment results.</p> <p>Students will benefit from multiple entry points during middle school to pursue compacted Math pathways.</p>	<p>2. Implementation of State Standards</p> <p>3. Parent Involvement</p> <p>4. Pupil Achievement</p> <p>8. Other Pupil outcomes</p>
<p>Conditions of Learning Williams instructional materials</p> <p>With the transition to the CCSS, the MPCSD will need to acquire new bridge materials aligned to Common Core State Standards.</p>	2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students	All	LEA-Wide		Student learning will improve as a result of training and support related to the implementation of new bridge materials and standards based	Student learning will improve as a result of training and support related to the implementation of new bridge materials and standards based	Student learning will improve as a result of training and support related to the implementation of new bridge materials and	1. Basic Services

<p>Metrics: Committee recommendations & Board Report, Pilot data, list of instructional materials, bridge materials</p>					<p>curriculum.</p>	<p>curriculum. Teachers and students will be able to rely on consistency in using core, Board adopted instructional materials from year to year.</p>	<p>standards based curriculum. Teachers and students will be able to rely on consistency in using core, Board adopted instructional materials from year to year.</p>	
<p>Conditions of Learning</p> <p>With the transition to Smarter Balanced Assessment system, we will need to set new annual student expectations and goals based on first year of testing 2014-2015</p> <p>Metrics: SBAC</p>	<p>3. Increase students scoring Proficient and above on the CCSS/SBAC benchmark English language arts and Math scores established in 2014-2015</p>	<p>All</p>	<p>LEA-Wide</p>		<p>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. Annual student expectations will be set after first official administration.</p>	<p>Students will become familiar with the new assessment system. Students will know expectations on SBAC.</p>	<p>Student performance on SBAC will improve as a result of training and support related to the implementation of new bridge materials and standards based curriculum as well as familiarity with the testing platform.</p>	<p>2. Implementation of State Standards</p> <p>4. Pupil Achievement:</p> <p>8. Other Pupil outcomes</p>
<p>Conditions of Learning</p> <p>Need to Create an MPCSD environment that encourages innovation K-8 with implementation of CCSS, reflects the innovative community in which it resides and creates more personalized, multi media approaches to learning.</p> <p>Metrics: School surveys, observations, examples of student work</p>	<p>4. Establish a vision for teaching and learning that leverages technology to meet the needs of K-2, 3-5, 6-8 students.</p>	<p>All</p>	<p>LEA-Wide</p>		<p>Students will have access to new sources of knowledge using 1:1 iPads in 5th-8th grades. Teachers and students will experiment, take risks, and try new things collaboratively as evidenced by school surveys, observations and examples of student work.</p>	<p>Students will demonstrate increased ownership of their learning Teachers and students will demonstrate innovative approaches to learning as evidenced by observations and examples of student work.</p>	<p>Students will demonstrate increased ownership of their learning Teachers and students will demonstrate innovative approaches to learning as evidenced by observations and examples of student work.</p>	<p>2. Implementation of State Standards</p> <p>4. Pupil Achievement</p> <p>5. Pupil Engagemen</p> <p>8. Other Pupil outcomes</p> <p>3. Parent Involvement</p> <p>6. School Climate</p>

<p>Conditions of Learning Need: Students need to have more representative teaching staff that reflects the ethnic diversity of the student body.</p> <p>Metrics: District participation in recruitment activities Staff demographic data</p>	<p>5. Recruit highly qualified staff that reflects the diversity of the District's student body.</p>	<p>All</p>	<p>LEA-Wide</p>		<p>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.</p>	<p>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 one outside of our immediate area.</p>	<p>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.</p>	<p>1. Basic Services 5. Pupil Engagemen</p>
<p>Pupil Outcomes Need: API: Our Hispanic/ Latino student group showed no growth and our English Learners dropped by 3 points. ELA: We did not meet our Annual Measurable Objectives in ELA. Both our Hispanic/ Latino and English Learner student groups did not meet AYP. Our Socioeconomically Disadvantaged and Students with Disabilities groups are both in Safe Harbor. We did not reach our proficiency goals for our students who took alternative assessments. We need to assure that all students are achieving at or above proficiency levels in state and local assessments.</p> <p>Metrics EL reclassification rates, EL Progress in learning English (AMAO), CELDT, ELs Achieving Proficiency in English (AMAO) Special Education referrals and exit rates, Grade 1 reading levels, State assessments, SBAC , District developed assessments</p>	<p>6. All students to achieve at or above proficiency levels in state and local assessments.</p>	<p>All Students (including Reclassified English Learners, English Learners, Foster Youth, Low Income students, African American Students, Hispanic/Latino Students, Students with disabilities)</p>			<p>Students who demonstrate a need will be provided interventions and support in their learning so that they can achieve at high levels.</p>	<p>Students who demonstrate a need, based on assessments, will be provided interventions and support in their learning so that they can achieve at high levels.</p>	<p>Students who demonstrate a need, based on assessments, will be provided interventions and support in their learning so that they can achieve at high levels.</p>	<p>2. Implementation of State Standards 4. Pupil Achievement 5. Pupil Engagemen 8. Other Pupil outcomes 3. Parent Involvement 6. School Climate</p>
<p>Pupil Outcomes Need: We have significant achievement gaps in both ELA and</p>	<p>7. Numbers of English Learners attaining proficiency in Mathematics and Language Arts</p>	<p>English Learners</p>	<p>LEA-Wide</p>		<p>Students will demonstrate the benefit from receiving instruction from highly qualified teachers who</p>	<p>Students will demonstrate increased academic success and engagement as</p>	<p>Students will demonstrate increased academic success and engagement</p>	<p>2. Implementation</p>

<p>Mathematics. In ELA the largest gap is 82 % both 3rd and 7th grades. In Math the largest gap (88%) is at 8th grade between EL and White students. In Mathematics District met AMAO 3 through Safe Harbor. Our overall API for EL students dropped 3 points in 2013 and there is a gap of 161 points on the API of EL students when compared with the district overall. (783 EL, 944 All). Some Language Proficient students are still not reaching proficiency on the CST.</p> <p>We need to provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.</p> <p>Metrics: SBAC, local assessments, observations, Program Participation</p>	<p>increases annually.</p>				<p>have received professional development in the ELD standards with improved academic proficiency as measured by local assessments.</p>	<p>measured by local assessment, the SBAC and locally developed observation tools.</p>	<p>as measured by the SBAC and locally developed observation tools.</p> <p>EL Student participation in advanced courses at the middle school will increase by 10% from year 1.</p>	<p>of State Standards</p> <p>4. Pupil Achievement:</p> <p>Goal 2C AMAO 3 (English Proficiency PI Plan</p>
<p>Pupil Outcomes Need: 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. In addition, we have identified a need for District-wide benchmark assessments for Language Proficiency for EL students and a Data monitoring system Metrics: Individual Learning Profiles, At-risk student monitoring</p>	<p>8. 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.</p>	<p>English Learners</p>	<p>LEA-Wide</p>		<p>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 by the end of the year.</p>	<p>Students will be more successful as a result of closer monitoring and earlier intervention as evidenced by a 10 % decrease of students who are at risk by the end of the year.</p>	<p>Students will be more successful as a result of closer monitoring and earlier intervention as evidenced by a 10 % decrease of students who are at risk by the end of the year.</p>	<p>4. Pupil Achievement:</p> <p>Goal 2B AMAO 2 (English Proficiency PI Plan</p>
<p>Pupil Outcomes Need: District coordinated ongoing professional development for EL specialist teachers, in ELD instructional strategies and</p>	<p>9. Implement high quality professional development model for teachers, administrators and other staff to improve the education of English</p>	<p>English Learners</p>	<p>LEA-Wide</p>		<p>Classroom teachers have greater awareness of ELD standards and instruction strategies; begin to incorporate ELD standards as evidenced by PD participation and</p>	<p>EL Student achievement will improve in ELA and Math as a result of integration of ELD strategies as evidenced by observations and</p>	<p>EL Student achievement will improve in ELA and Math as a result of integration of ELD strategies as evidenced by observations and</p>	<p>4. Pupil Achievement:</p> <p>Goal 2D: (High Quality Professional Development):</p>

<p>support.</p> <p>Consistent delivery models for ongoing professional development for classroom teachers in strategies for ELD</p> <p>Metrics: PD agendas and participation, observations, SBAC</p>	<p>learners.</p>				<p>observations.</p>	<p>SBAC results.</p>	<p>SBAC results.</p>	
<p>Pupil Outcomes Need: We need to create a matrix to align the variety of high leverage diagnostic assessments and interventions used in MPCSD so that we can identify and meet student needs as early as possible.</p> <p>Metrics: Creation of Matrix, Monitoring of student participation in interventions, at risk student list</p>	<p>10. Implement comprehensive and articulated tiered intervention K-8.</p>	<p>All</p>	<p>LEA-Wide</p>		<p>Students' specific learning needs will be identified and addressed strategically. Students will participate in strategic interventions to address their unique learning needs as reflected in student participation records.</p>	<p>The number of students needing strategic services will be reduced by 10% as evidenced by the at risk student list.</p>	<p>The number of students needing strategic services will be reduced by 10% as evidenced by the at risk student list.</p>	<p>4. Pupil Achievement: 8. Other Pupil outcomes 3. Parent Involvement 6. School Climate</p>
<p>Pupil Outcomes Need: Create innovative new approaches to improve the educational experience and instructional delivery for students.</p> <p>Metrics: Local assessments, survey, SBAC, Program evaluation</p>	<p>11. Optimize the roles of our teams of educators to leverage expertise and better meet the needs of all students</p>	<p>All</p>	<p>LEA-Wide</p>		<p>Student learning will improve due to increased opportunities for personalized learning as measured by local assessments, survey results and SBAC.</p>	<p>Student learning will improve due to increased opportunities for personalized learning as measured by local assessments, survey results and SBAC. Plans will be created for scaling successful innovations.</p>	<p>Student learning will improve due to increased opportunities for personalized learning as measured by local assessments, survey results and SBAC. Successful innovations will be strategically expanded.</p>	<p>4. Pupil Achievement: 8. Other Pupil outcomes 3. Parent Involvement 6. School Climate</p>
<p>Need: To develop the leadership capacity and practices of teachers and administrators that will strategically improve classroom instruction and impact learning.</p> <p>Metrics: Observation data, Surveys, local assessment data, SBAC</p>	<p>12. Build more structured opportunities for collaborative learning for teachers and administrators.</p>	<p>All</p>	<p>LEA-Wide</p>		<p>Students will have more consistent instruction as a result of intensive teacher collaboration, modeling and focused peer-to-peer activities as evidenced by observation of MPCSD signature practices and survey results.</p>	<p>Students will have more consistent instruction and improved results on local assessments as a result of intensive teacher collaboration, modeling and focused peer-to-peer activities as evidenced by observation of MPCSD signature practices, survey results and local</p>	<p>Students will have more consistent instruction and improved results on local assessments and SBAC as a result of intensive teacher collaboration, modeling and focused peer-to-peer activities as evidenced by observation of MPCSD signature practices, survey</p>	<p>1. Basic Services 2. Implementation of State Standards 4. Pupil Achievement: 8. Other Pupil outcomes 6. School Climate</p>

						assessments	results and local assessments.	
<p>Pupil Outcomes Need: 15-20% of first grade students begin the school year below grade level standard or fall behind mid-year. In 2013-14, forty students will be served this year district wide.</p> <p>We need to dramatically reduce the number of first grade students who have extreme difficulty learning to read and write.</p> <p>Metrics: Monitoring of student participation in interventions, at risk student list</p>	13. Increase early intervention and ongoing support for struggling readers and writers throughout the District.	All students who are below grade level, including English Learners Low income Foster Youth	All three elementary schools		Successful early intervention will reduce the number of students with reading and writing difficulties by 5%	Successful early intervention will reduce the number of students with reading and writing difficulties by 5%.	Successful early intervention will reduce the number of students with reading and writing difficulties by 5%.	4. Pupil Achievement:
<p>Engagement Need: The District needs effective communication systems to increase outreach efforts and attendance of EL families at District and school events.</p> <p>Metrics: Parent meeting sign In sheets (DELAC/DELPAC, SSC, PTO) Website/communication, parent surveys</p>	14.Ensure all of our parents have full access to participate in and lead in our school community through ELAC, SSC, PTO and other committees and events.	All	LEA-Wide		Students will benefit from their parents becoming more actively involved in the school activities at their sites, in understanding the school system better and by feeling more connected to the school community as evidenced by parent surveys.	Students will benefit from their parents becoming more actively involved in the school activities at their sites, in understanding the school system better and by feeling more connected to the school community as evidenced by parent surveys	Students will benefit from their parents becoming more actively involved in the school activities at their sites, in understanding the school system better and by feeling more connected to the school community.	3. Parent Involvement Parent & community participation (Goal 2E) PI Plan
<p>Course access Need: There is an inequitable representation of students in our advanced courses at the middle school.</p> <p>Metrics: Course enrollments</p>	15. Students representation in courses at the middle school will reflect the diversity of our student population.				There will be an increase of 5% in participation of underrepresented groups in advanced courses at the middle school.	There will be an increase of 5% in participation of underrepresented groups in advanced courses at the middle school.	There will be an increase of 5% in participation of underrepresented groups in advanced courses at the middle school.	2. Implementation of State Standards 4. Pupil Achievement 7. Course access
<p>Conditions of Learning Need: Foster youth statistically have lower education achievement. Currently we have few foster youth in our system.</p>	16. The educational outcomes of foster youth will mirror that of the general student population	Foster Youth	LEA-Wide		Students will benefit from the connection with counselors at their school sites and feel more connected, resulting in improved	Students will benefit from the connection with counselors at their school sites and feel more connected, resulting	Students will benefit from the connection with counselors at their school sites and feel more	5. Pupil Engagemen 4. Pupil Achievement 6. School Climate

<p>However, we need to vigorously track and monitor our foster youth.</p> <p>Metrics: Attendance rates; school discipline rates; standardized testing participation rates; standardized test scores</p>					<p>attendance, discipline rates, assessment participation and results.</p>	<p>in improved attendance, discipline rates, assessment participation and results.</p>	<p>connected, resulting in improved attendance, discipline rates, assessment participation and results.</p>	
<p>Engagement Need: Need to develop comprehensive structures to ensure prevention of unpredictable behaviors and support learning environments free of distraction.</p> <p>Metrics: Guidance referral data, discipline data, surveys</p>	<p>17. Students possess the attitudes, knowledge and skills that contribute to effective learning in school and in their personal life.</p>	<p>All</p>	<p>LEA-Wide</p>		<p>Students will benefit from guidance services that will help support them in achieving academic excellence, becoming emotionally and physically stronger, and discovering and growing their talents as evidenced by guidance referral data, district discipline data and surveys.</p>	<p>Students will benefit from guidance services that will help support them in achieving academic excellence, becoming emotionally and physically stronger, and discovering and growing their talents as evidenced by guidance referral data, district discipline data and surveys.</p>	<p>Students will benefit from guidance services that will help support them in achieving academic excellence, becoming emotionally and physically stronger, and discovering and growing their talents as evidenced by guidance referral data, district discipline data and surveys.</p>	<p>5. Pupil Engagemen 6. School Climate 4. Pupil Achievement</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What 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 foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052 including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-2017
1.Ensure a transition plan and full implementation of the new CCSS and ELD standards by 2016-2017.	2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 8. Other Pupil outcomes	<ul style="list-style-type: none"> a. Survey site and district administrators on implementation of CCSS b. Provide professional development for site and district administrators on components of CCSS implementation c. Continue professional development for math teachers grades K-8 d. Continue professional development for English Language Arts teachers K-8 e. Provide professional development on integration of technology into the curriculum f. Provide training to administrators from the San Mateo County Office of Education in helping them engage their staffs in understanding and unpacking and understanding the CCSS ELA standards with an emphasis on ELD standards. g. Provide PD in ELD standards h. Increase implementation of Writers Workshop grades K-5 and begin pilot for Readers Workshop. 	LEA-wide		Professional Development including Silicon Valley Math Initiative, San Mateo County Office of Education, staff development contracts, and Unit design work-teacher hourly pay (Actions and Services-B, C, D, E, F, G, H) Expenditure-\$150,000 Source-CCSS Implementation funds	Professional Development including Silicon Valley Math Initiative, San Mateo County Office of Education, staff development contracts, and Unit design work-teacher hourly pay (Actions and Services-B, C, D, E, F, G, H) Expenditure-\$150,000 Source-General Fund	Professional Developer including Silicon Valley Math Initiative, San Mateo County Office of Education, staff development contracts, and Unit design work-teacher hourly pay (Actions and Services-B, C, D, E, F, G, H) Expenditure-\$150,000 Source-General Fund

<p>2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students</p>	<p>1. Basic Services</p>	<ul style="list-style-type: none"> a. Develop an articulated Map of our K-8 Mathematics Curriculum. b. Research and evaluate bridge material and new CCSS textbooks as well as on line learning possibilities. c. Fully implement the CCSS in mathematics using bridge materials, existing math materials, curated supplemental materials, and instructional tools from SVMIL and math pilot materials. d. MPCSD will review, pilot and adopt CCSS aligned bridge and Math Materials by the beginning of the 2015-16 school year. e. Purchase state adopted instructional materials based on new CCSS (Implementation funds) f. Survey sites/inventory textbooks annually to ensure all students have state adopted materials Ensure sites order sufficient materials for increased enrollment g. Review, update and monitor the district's compacted course of study to fully align with the CCSS, and the Next Generation Science standards 	<p>LEA-wide</p>		<p>Professional Development Committee work-teacher hourly pay Unit design- Develop Bridge materials hourly pay (Expenditures included in Goal 1 PD – CCSS Implementation Funds)</p> <p>Purchase bridge materials & On-line tools Expenditure-\$100,000 Source-CCSS Implementation Funds</p>	<p>Adopt CCSS Aligned Math textbooks Expenditure-\$250,000 Source General Fund</p> <p>Professional Development Committee work-teacher hourly pay (Expenditures included in Goal 1 PD)</p> <p>Expenditure-\$150,000 Source-General Fund</p>	<p>Professional Developer Committee work-teacher hourly pay (Expenditures included in Goal 1 PD)</p> <p>Expenditure-\$150,000 Source-General Fund</p>
<p>3. Increase students scoring Proficient and above on the CCSS/SBAC benchmark English language arts and Math scores established in 2014-2015</p>	<p>2. Implementation of State Standards</p> <p>4. Pupil Achievement:</p> <p>8. Other Pupil outcomes</p>	<ul style="list-style-type: none"> a. Train site test coordinators on test administration b. Transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability c. Create new assessments d. Purchase/create online assessments <p>(See Goals 1 & 2)</p>					

<p>4. Establish a vision for teaching and learning that leverages technology to meet the needs of K-2, 3-5, 6-8 students.</p>	<p>2. Implementation of State Standards</p> <p>4. Pupil Achievement</p> <p>5. Pupil Engagement</p> <p>8. Other Pupil outcomes</p> <p>3. Parent Involvement</p> <p>6. School Climate</p>	<p>a. Implement District Tech committee to assess needs, scale small, prototype and implement. Establish District Tech Committee work groups- Provide opportunities for teachers and students to experiment, take risks, and try new things collaboratively.</p> <p>b. Staff model best practices for our students.</p> <p>c. Successful new implementation of iPad 1:1 Initiative in 6th and 5th Grade</p> <p>d. Improve 1:1 Delivery model in 7th & 8th grade</p> <p>e. Teacher resources are shared among teachers through Teacher website portal and Edmodo.</p> <p>f. Provide Universal access & design for learning</p> <p>g. Implement 24/7 access to digitized curriculum on-line (Hillview)</p>			<p>Professional Development Committee work (Expenditures included in Goal 1 PD –CCSS Implementation Funds)</p> <p>Purchase new technology per Tech committee recommendations and Board approval</p> <p>Expenditure-\$100,000 Source-CCSS Implementation Funds (included in Goal 2)</p>	<p>Professional Development Committee work-teacher hourly pay (Expenditures included in Goal 1 PD)</p> <p>Expenditure-\$150,000 Source-General Fund</p> <p>Purchase new technology per Technology Committee recommendations and Board approval Source-General Fund</p>	<p>Professional Developer Committee work-teacher hourly pay (Expenditures included in Goal 1 PD)</p> <p>Expenditure-\$150,000 Source-General Fund</p> <p>Purchase new technology per Technology Committee recommendations and Board approval Source-General Fund</p>
<p>5. Recruit highly qualified staff that reflects the diversity of the District’s student body.</p>	<p>1. Basic Services</p>	<p>a. Attend certificated recruitment fairs to recruit appropriately certificated teachers especially for hard to fill assignments.</p> <p>b. Leverage and build partnerships with neighboring universities to recruit student teachers</p> <p>c. Establish recruitment pipelines</p> <p>d. New Teacher Orientation /PD to support new teacher development</p>			<p>Marketing material, banners, supplies, PD Expenditure-\$5,000 Source-General Fund</p>	<p>Marketing material, banners, supplies, PD Expenditure-\$5,000 Source-General Fund</p>	<p>Marketing material, banners, supplies,PD Expenditure-\$5,000 Source-General Fund</p>
<p>6. All students to achieve at or above proficiency levels in state and local assessments.</p>	<p>2. Implementation of State Standards</p> <p>4. Pupil Achievement</p> <p>5. Pupil Engagement</p> <p>8. Other Pupil outcomes</p> <p>3. Parent Involvement</p> <p>6. School Climate</p>	<p>a. All levels of the organization work to improve student achievement and close the achievement for all underperforming students</p>			<p>Professional Development including Silicon Valley Math Initiative, San Mateo County Office of Education, staff development contracts, and Unit design work-teacher hourly pay</p> <p>(Expenditures included in Goal 1 PD – \$150,00 CCSS Implementation Funds)</p> <p>Professional Development Committee work</p>	<p>Professional Development Committee work-teacher hourly pay (Expenditures included in Goal 1 PD)</p> <p>Expenditure-\$150,000 Source-General Fund</p>	<p>Professional Developer Committee work-teacher hourly pay (Expenditures included in Goal 1 PD)</p> <p>Expenditure-\$150,000 Source-General Fund</p>

<p>7. Numbers of English Learners attaining proficiency in Mathematics and Language Arts increases annually.</p>	<p>2. Implementation of State Standards</p> <p>4. Pupil Achievement:</p> <p>Goal 2C AMAO 3 (English Proficiency): PI Plan</p> <p>Goal 2C AMAO 3 (English Proficiency): PI Plan</p>	<p>a. Update the District EL Master Plan with input from administrators EL specialists.</p> <p>b. Identify the best ways the ELD support teachers and classroom teachers can support student learning and how to minimize the impact of student pullouts.</p> <p>c. Support EL support teachers and site administrators in creating delivery models for ELD instruction that best meet the diverse needs of their students. PD for site administrators and EL support teachers to use Intervention Monitoring Tools</p> <p>d. Create Intervention groups and profiles for All EL students and year 1 or 2 RFEP students enrolled in MPCSD for 2014-15</p> <p>e. Equity PD District wide to move work forward.</p> <p>f. Add increase to support 1.0 total EL staffing at all sites to support EL initiatives District-wide</p> <p>g. Provide summer learning opportunities</p> <p>i. Design and add to 2 “Kick off to Kindergarten” Summer School classes summer 2014</p> <p>j. Summer School Enrichment Programs</p> <p>k. Continue District Partnership with SVMI and build teacher leadership capacity</p> <p>l. Provide PD to build skills in Core Mathematics Competency and Instructional Strategies that support English Learners.</p>			<p>Maintain existing EL Specialists</p> <p>Maintain Reading Specialists</p> <p>Add increase of .53 FTE EL teacher for 1.0 total EL staffing at all elementary sites</p> <p>Expenditure-\$1,193,600</p> <p>Source-General Fund</p> <p>Add 2 Pre-K Summer School EL Classes</p> <p>Expenditure-\$15,000</p> <p>Source- (Title 3 & General Fund)</p> <p>Maintain 1 Summer School Enrichment Program</p> <p>Expenditure-\$100,000</p> <p>Source-General Fund</p> <p>PD - Reading Recovery</p> <p>Expenditure \$11,000 –</p> <p>Source-General Fund</p> <p>Extra Hours or Substitutes for Teachers</p> <p>Expenditure-\$1500</p> <p>Source-General Fund</p> <p>Professional Development (Actions and Services-B, C, D, F, K, L)</p> <p>Expenditures included in Goal 1 PD</p> <p>Source -CCSS Implementation Funds</p>	<p>Maintain existing EL Specialists</p> <p>Maintain Reading Specialists</p> <p>Maintain increase of .53 FTE EL teacher for 1.0 total EL staffing at all elementary sites</p> <p>Expenditure-\$1,193,600</p> <p>Source-General Fund</p> <p>Maintain 2 Pre-K Summer School EL Classes</p> <p>Expenditure-\$15,000</p> <p>Source- (Title 3 & General Fund)</p> <p>Maintain 1 Summer School Enrichment Program</p> <p>Expenditure-\$100,000</p> <p>Source-General Fund</p> <p>Expenditure \$11,000 –</p> <p>Source-General Fund</p> <p>Professional Development (Actions and Services-B, C, D, F, K, L)</p> <p>Expenditures included in PD - Goal 1</p> <p>Source-General Fund</p>	<p>Maintain existing EL Specialists</p> <p>Maintain Reading Specialists</p> <p>Maintain increase of .53 FTE EL teacher for 1.0 total EL staffing at all elementary sites</p> <p>Expenditure-\$1,193,600</p> <p>Source-General Fund</p> <p>Maintain 2 Pre-K Summer School EL Classes</p> <p>Expenditure-\$15,000</p> <p>Source- (Title 3 & General Fund)</p> <p>Maintain 1 Summer School Enrichment Program</p> <p>Expenditure-\$100,000</p> <p>Source-General Fund</p> <p>Expenditure \$11,000 –</p> <p>Source-General Fund</p> <p>Professional Developer (Actions and Services-B, C, D, F, K, L)</p> <p>Expenditures included in PD - Goal 1</p> <p>Source-General Fund</p>
<p>8. 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.</p>	<p>4. Pupil Achievement:</p> <p>Goal 2B AMAO 2 (English Proficiency): PI Plan</p>	<p>a. Increase total EL staffing at all elementary sites to 1.0 to support EL initiatives</p> <p>b. Provide summer learning opportunities</p> <p>c. Design and add to 2 “Kick off to Kindergarten” Summer School classes summer 2014</p> <p>d. Summer School Enrichment</p>	<p>LEA-wide</p>		<p>Same as Goal 7 staffing and Summer School expenditures</p>	<p>Same as Goal 7 staffing and Summer School expenditures</p>	<p>Same as Goal 7 staffing and Summer School expenditure</p>

		Programs					
9. Implement high quality professional development model for teachers, administrators and other staff to improve the education of English learners.	4. Pupil Achievement: Goal 2D: (High Quality Professional Development):	<ul style="list-style-type: none"> a. Identify key evidence based learning strategies to implement district-wide to improve the instruction of our English learners. b. Use service providers and in house facilitators to provide high quality multi Level instruction PD c. Partner with local SMCOE for PD in supporting Instruction strategies and peer-to peer observations and collaboration d. Collaborate with neighboring districts with similar EL populations to observe classrooms and share ideas and strategies. 	LEA-wide		Same as Goal 7 PD expenditures above	Same as Goal 7 PD expenditures above	Same as Goal 7 PD expenditures above
10. Implement comprehensive and articulated tiered intervention K-8.	4. Pupil Achievement: 8. Other Pupil outcomes 3. Parent Involvement 6. School Climate	<ul style="list-style-type: none"> a. Produce District document that lists tiered interventions b. Harness the power of our new data management system to collect and analyze c. Create and manage information around intervention groups d. Identify the assessment systems we will use to collect data on student progress e. Provide PD and training on Universal Design for Learning, Equity work, Mindset, specific strategies to meet the needs of students, training and language acquisition. 	LEA-wide		Add 1.2 FTE Counselor .6 FTE Psychologist Expenditure-\$193,398 Source-General Fund Professional Development Committee work	Maintain increase 1.2 FTE Counselor Maintain .6 FTE Psychologist Expenditure-\$193,398 Source-General Fund	Maintain increase 1.2 FTI Counselor Maintain .6 FTE Psychologist Expenditure-\$193,398 Source-General Fund
11. Optimize the roles of our teams of educators to leverage expertise and better meet the needs of all students	4. Pupil Achievement: 8. Other Pupil outcomes 3. Parent Involvement 6. School Climate	<ul style="list-style-type: none"> a. Manage time and other resources to enhance co-teaching and other models of learning support. b. Schools develop models that work for their cultures and reflect them in their site plans. c. Provide time for principals to collaborate and define the roles and relationships in PE, ART Music, EL, Student Support Personnel, Certificated and Classified, General Education and Special Education d. Site Admin will collaborate with each other on their master schedules. 	LEA-wide		Professional Development Committee work Expenditures included in Goal 1 PD Source -CCSS Implementation Funds	Professional Development Committee work Expenditures included in Goal 1 PD Source-General Fund	Professional Developer Committee work Expenditures included in Goal 1 PD Source-General Fund

<p>12. Build more structured opportunities for collaborative learning for teachers and administrators.</p>	<p>1. Basic Services 2. Implementation of State Standards 4. Pupil Achievement: 8. Other Pupil outcomes 6. School Climate</p>	<p>a. Establish Instructional Leadership Team and build upon Teacher Leadership Academy Work b. Implement Leadership Team District Thursday Grade Level Collaboration Sessions. c. Build structures for trainings, peer-to-peer partnerships, Teacher Led Workshops, collaboration and sharing of resources through Teacher portal, Edmodo, and Google. d. Create teacher opportunities for focused peer-to-peer activities. e. Master schedules to reflect time for focused peer to peer observations, collaboration, and videos of teachers modeling instruction.</p>	<p>LEA-wide</p>		<p>Professional Development Committee work-teacher hourly pay (Expenditures included in Goal 1 PD) Source- Common Core Implementation funds</p>	<p>Professional Development Committee work-teacher hourly pay (Expenditures included in Goal 1 PD) Source- General Fund</p>	<p>Professional Developer Committee work-teacher hourly pay (Expenditures included in Goal 1 PD) Source- General Fund</p>
<p>13. Increase early intervention and ongoing support for struggling readers and writers throughout the District.</p>	<p>4. Pupil Achievement:</p>	<p>a. Implement program fully at all elementary sites, provide PD, resources and fees associated with Reading Recovery program.</p>	<p>LEA-wide</p>		<p>Ongoing Professional Development (OPD) and coaching for Trained RR teachers Expenditure \$11,000 – Source-General Fund</p>	<p>Ongoing Professional Development (OPD) and coaching for Trained RR teachers Expenditure \$11,000 – Source-General Fund</p>	<p>Ongoing Professional Development (OPD) and coaching for Trained RR teachers Expenditure \$11,000 – Source-General Fund</p>
<p>14. Ensure all of our parents have full access to participate in and lead in our school community through ELAC, SSC, PTO and other committees and events.</p>	<p>3. Parent Involvement Parent & community participation (Goal 2E) PI Plan</p>	<p>a. Increase promotion efforts by inviting all families of EL students to district events individually b. Increase outreach efforts through individual phone calls to EL families to remind them of upcoming district events and invite them to attend. c. All notifications will be appropriately translated and distributed to parents in accordance with our EL Master plan. d. List all core communication documents for parents in the district and make sure they are translated into Spanish e. List current MPCSD employees who are available to translate District materials into Spanish for EL Communications</p>	<p>LEA-wide</p>		<p>Extra Hours Translation services Expenditure -\$4,000 Source-General Fund</p>	<p>Extra Hours Translation services Expenditure -\$4,000 Source-General Fund</p>	<p>Extra Hours Translation services Expenditure -\$4,000 Source-General Fund</p>
<p>15. Students representation in courses at the middle school will reflect the diversity of our student</p>	<p>2. Implementation of State Standards</p>	<p>a. Conduct audit of course enrollment by student groups to determine areas of low enrollment in compacted courses.</p>	<p>LEA-wide</p>		<p>Professional Development Committee work-teacher hourly pay (Expenditures included in</p>	<p>Professional Development Committee work-teacher hourly pay (Expenditures included in</p>	<p>Professional Developer Committee work-teacher hourly pay (Expenditures included in Goal 1 PD)</p>

population.	4. Pupil Achievement 7. Course access	<ul style="list-style-type: none"> b. Provide interventions for students not meeting academic standards c. Provide for cohesive and coherent enhanced/extended learning opportunities d. Review plan to increase course participation by under represented groups as well as compacted pathway participation criteria and determine next steps. 			Goal 1 PD) Source- Common Core Implementation funds	Goal 1 PD) Source- General Fund	Source- General Fund
16. The educational outcomes of foster youth will mirror that of the general student population	5. Pupil Engagement 4. Pupil Achievement 6. School Climate	<ul style="list-style-type: none"> a. Establish data infrastructure necessary to support and monitor the educational success of foster youth b. MPCSD will develop a plan to prioritize foster youth counseling 	LEA-wide		<p>Increased Counseling support and Psychological services Expenditure-\$193,398 Source-General Fund</p> <p>.5 Wellness Coordinator and increased nursing support Source- Sequoia Healthcare</p>	<p>Maintain increase 1.2 FTE Counselor .6 FTE Psychologist Expenditure-\$193,398 Source-General Fund</p> <p>.5 Wellness Coordinator and increased nursing support Source- Sequoia Healthcare</p>	<p>Maintain increase 1.2 FTI Counselor .6 FTE Psychologist Expenditure-\$193,398 Source-General Fund</p> <p>.5 Wellness Coordinator and increased nursing support Source- Sequoia Healthcare</p>
17. Students possess the attitudes, knowledge and skills that contribute to effective learning in school and in their personal life.	5. Pupil Engagement 6. School Climate 4. Pupil Achievement	<ul style="list-style-type: none"> a. Implement a cohesive Guidance program K-8 b. Increase counseling support and psychological services c. Provide updated empowerment programs that address character education, digital citizenship and the appropriate use of social media. d. Provide ongoing PD for Behavior Specialists and counselors e. School Guidance Curriculum: Emotional wellness, RTI interventions, Project Cornerstone and PBIS. f. Expand My Digital TAT2 throughout the district at every grade level to address the complicated world of social media. g. Wellness Committee will develop a cohesive mechanism for on-going monitoring and evaluation of guidance needs, form community partnerships, collaborate with social service organizations 	LEA-wide		<p>Increased Counseling support and Psychological services funded Expenditure-\$193,398 Source-General Fund</p> <p>.5 Wellness Coordinator and increased nursing support, (funded through Sequoia Healthcare)</p>	<p>Maintain increase 1.2 FTE Counselor .6 FTE Psychologist Expenditure-\$193,398 Source-General Fund</p> <p>.5 Wellness Coordinator and increased nursing support Source- Sequoia Healthcare</p>	<p>Maintain increase 1.2 FTI Counselor .6 FTE Psychologist Expenditure-\$193,398 Source-General Fund</p> <p>.5 Wellness Coordinator and increased nursing support Source- Sequoia Healthcare</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-14	Year 2: 2015-16	Year 3: 2016-17
Goals 13, 14, 15, 16, 17	Priorities 2, 3, 4, 5,6,7	For low income pupils: Psychologist Counseling Academic support	LEA-wide		2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,387,998 Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation funds	2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,415,758 Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation funds	.2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,444,073 Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation funds
Goals 7, 8, 9,10,11,13,14,15,17	Priorities 2,3,4,5,6,7,8	For English learners: Maintain existing EL Specialists and add increase of .53 FTE EL teacher for 1.0 total EL staffing at all elementary sites Maintain Reading Specialists	LEA-wide		2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,387,998	2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-	.2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-

		Add 2 Pre-K Summer School EL Classes Maintain 1 Summer School Enrichment Program Add PD - Reading Recovery, Equity PD and Coaching Costs			Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation funds	\$1,415,758 Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation funds	\$1,444,073 Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation funds
Goals 12,13,15,16,17, 18,19	3,4,5,6,7,8,	For foster youth: Psychologist Counseling Academic support	LEA-wide		2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,387,998 Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation funds	2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,415,758 Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation funds	.2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,444,073 Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation funds
Goals 7, 8, 9,10,11,13,14,15,17	2, 3,4,6,7,8,	For redesignated fluent English proficient pupils: Maintain existing EL Specialists and add increase of .53 FTE EL teacher for 1.0 total EL staffing at all elementary sites Maintain Reading Specialists Add 2 Pre-K Summer School EL Classes Maintain 1 Summer School Enrichment Program	LEA-wide		2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,387,998 Source-General Fund (PD Expenditures included in Goal 1 PD) Source- Common Core Implementation	2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,415,758 Source-General Fund (PD Expenditures included in Goal 1 PD)	.2.4 FTE Reading Specialist .5 Title1 3.33 FTE EL Specialist 3.0 FTE Reading Specialist .6 FTE Psychologist Counseling Expenditure-\$1,444,073 Source-General Fund (PD Expenditures included in Goal 1 PD)

		Add PD - Reading Recovery, Equity PD and Coaching Costs			funds	Source- Common Core Implementation funds	Source- Common Core Implementation funds
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- B. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

MPCSD is community funded and we exceed what we receive as a Local Control Funding Formula (LCFF) District. The calculation for MPCSD's supplemental funds for 2014-15 is \$452,810. These funds are calculated based on the number of English learners, students identified as low income, and foster youth.

In 2013-14, we spent over \$1,043,000 offering a variety of programs and supports specifically for English learners, low-income students and foster youth. These included FTE for EL Specialists, Reading Specialists and Reading Recovery teachers at every elementary site, and counseling services.

In 2014-15, we will continue to offer these programs and increase supports specifically for English learners, low-income students and foster youth in the total amount of \$1,387,998. These will include an increase in the FTE for EL Specialists, maintaining Reading Specialists and Reading Recovery teachers at every elementary site, and an increase in counseling services. Our investment in highly qualified staff who differentiate instruction makes a valuable impact in supporting our students' needs. Our staff provides intensive, individualized, direct support, which helps all of our students to achieve academic excellence, grow emotionally and physically stronger, and grow their talents.

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

MPCSD's calculated minimum proportionality is 2.76%, but the district is actually spending 8% to support services for English learners, low-income students and foster youth. We will continue to offer existing programs and increase supports by increasing the FTE for EL Specialists, maintaining Reading Specialists and Reading Recovery teachers at every elementary site, and increasing our FTE for counselors.

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, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.