

**Introduction:**

The Loma Prieta Joint Union School District, a partnership of schools, parents and community is committed to providing each student with optimal learning opportunities in a safe, stimulating, and supportive environment so that each student can reach their full academic and social potential. The entire district, and its supporting community strive toward one goal: to produce graduating children who are academically prepared for their futures and who are good citizens. We endeavor to use our resources wisely and provide all our students with a high quality educational experience.

Our two schools work in concert to provide a seamless TK-8 educational pathway that prepares our students for success at a rigorous high school. We also recognize that our schools serve as a hub in the community as the only publicly owned facility in our locale. Our schools are welcoming, in excellent condition, and serve as a gathering place for generations of local residents, and reflect long traditions of high expectations for all students and exemplary academic achievement. Though small in size, our schools are staffed with fully credentialed teachers assigned accordingly in both elementary and secondary subjects, and we continue to offer enrichment programs in art, music, and world language. Health and wellness are themes mirrored in our broader community that play out in our schools through inclusion of developmental PE at the elementary level and strong health and environmental connections made throughout the middle school years which also incorporates a robust and fully inclusive sports/athletics program. Additionally, through a partnership with Theater in the Mountains, our students have access to perform and/or attend fully staged musical productions four times per year.

Our schools are engaged in the transition to common core standards in all curricular areas. Our comprehensive academic offerings encompass mandated subject areas are supported by a high level of parent volunteerism, a community commitment to the visual and performing arts, and a culture of a safe and caring community. As a transitional kindergarten through 8th grade district, we do not administer the Early Assessment Program exam or Advance Placement (AP) exams, offer A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California, or receive a California Department of Education (CDE) calculation for graduation rate and dropout rate. Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to take A-G, AP, and CTE courses, and graduate high school.

**LEA:** Loma Prieta Joint Union Elementary  
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**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052,*

*including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

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

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

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

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

### **State Priorities**

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

**A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

For the past four years, the Loma Prieta Joint Union School District has been actively engaged in strengthening ties and communication processes in our community. A series of Board of Trustee led “neighborhood coffees” to engage the broader community in dialogue regarding the strengths, challenges, and opportunities for growth in our schools were held in various locations. Given that our district serves a region that can be described as somewhat geographically isolated, the conversations were held in neighborhoods across the mountain. These neighborhood meetings were attended by active community members who both do, and do not, have children currently attending our schools. These conversations helped the Board shape our strategic plan, and many of the topics addressed at these meetings became topics that continue to inform the review and development of this year’s LCAP.

Beyond the community wide input, the focused review and on-going development of the LCAP has been driven by conversations in stakeholder meetings beginning with the Joint School Site Council that includes parents, teachers, and representatives of our bargaining units representing our two schools. Additionally, the Superintendent’s Coordinating Council, made up of parents, representatives of the certificated and classified staff, local business leaders, representatives of other local public agencies such as the fire department, and community leaders serving youth, the faith-based sector, and senior citizens has given valuable input to the review and development of this year’s plan. Internally, faculty and staff have been engaged in considering the best strategies to improve instructional practice and increase engagement of the families of ELL and low-income students. A public hearing was held on May 18, 2016, to report back to the community on the annual review of the goals and development of the amendments to this year’s plan.

Students were engaged in conversations related to LCAP topics through student council meetings, “Expect Respect” dialogues, and “Cheetah Chats” held at the middle school level. Students expressed overall satisfaction with their academic options and preparation for high school, but also requested more “elective” options which is a challenge in a small school. At the request of students, a music option was added to the middle school schedule at the semester and will be carried forward as funding allows. Students also requested access to geometry. All 8th graders now have the option to take geometry as an elective. This elective is open to all students and has no prerequisite. Students may take the class for a grade and take the Alg. II placement test at Los Gatos High School, or they may take it in “exploratory” fashion based on interest on a Pass/No Pass basis.

Alignment with district strategic goals

Loma Prieta Asset level is consistent with the National level and Santa Clara County Based with 69% of the body is in a thriving or adequate.

Students desire more opportunities for community service connected to school.

Continued focus on reading, writing, and benchmark assessments

Continued focus on parent communication including multiple delivery formats

Increased staff development in Language Arts and technology

Continued work on anti-truancy efforts

Continued parent education on truancy

<p>This spring the Joint School Site Council, Superintendent's Coordinating Council, Board of Trustees, faculty, staff, and community members discussed and uniformly agreed to more fully align the LCAP goals to the District Strategic Plan. To fully recognize the value of the LCAP process, it was agreed that all planning efforts should focus more singly on our shared vision and goals. Following this input from all stakeholder groups, this year's goals are shifting toward that well articulated focus.</p>	
<p><b>Annual Update:</b></p> <p>Each stakeholder group revisited the goals from our first year, reviewed both success and areas needing improvement, and considered new areas of emphasis including discussion on re-aligning LCAP goals to match district strategic goals.</p> <p>Joint School Site Council (12 parents, 5 teachers, 1 CSEA representative, 1 Board member, 1 administrator) meetings - December 2, 2015, January 20 and April 27, 2016.</p> <p>General Board Meeting - April 13, 2016 (discussion item #6.2)</p> <p>General Board Meeting - May 18, 2016 (public hearing item #1, discussion item # 7.6)</p> <p>Monthly Working Group meetings - 3rd Wednesday ea. month - ELL/Sped, Language Arts, Math, Science (4-5 teachers each meeting)</p> <p>Community Empowerment Survey of 50 4th and 5th grade students - Winter</p> <p>Superintendent's Coordinating Council (Representatives from CTA, CSEA, Public Safety, Community Foundation, Business, Home and School Clubs, Building Blocks Parent Co-op, Community-At-Large), April 21, 2016</p>	<p><b>Annual Update:</b></p> <p>The overarching goals were aligned with strategic planning goals to create uniform areas of focus and maximize impact. Changes were made to annual actions and services to reflect adjustments to revised goals. Additional actions and services were included for the 2018-19 school year.</p>

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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



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

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

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

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

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

**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.

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

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

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

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

**Guiding Questions:**

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

<b>GOAL:</b>	Goal 1: Provide a rigorous, intellectually challenging, and developmentally appropriate instructional program for each child.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: High quality academic preparation in Language Arts and Math have repeatedly been determined to be the top priorities of parents and teachers alike. The District compares our students rate of placement into advanced courses at the high school level to those of other feeder districts. The Board of Trustees annually reviews the percentage of students meeting the adopted 85% or above threshold in reading and math for local benchmarks at all grade levels. Teacher led working groups in Language Arts, Math, Science, and At-Risk Student Supports have identified that reading is the top instructional priority, followed by math, student support, and finally integration of the Next Generation Science Standards.
<b>Identified Need:</b>	Students need access to highly qualified teachers, high quality materials and facilities, and meaningful daily academic instruction. Metrics: Williams validation, BTSA records, Curriculum maps, Local Assessments, Report Cards, Teacher Observation, CAASPP scores, CELDT scores, State and Federal Accountability Measures, Lesson Plans, Staffing Records, Professional Development Sign In, Equipment Inventories, Parent Participation, Chronic Absenteeism Rates, Attendance Rate, Discipline Records, and Middle School Drop Out Rate.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Loma Prieta Elementary CT English Middle Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			

<b>Expected Annual Measurable Outcomes:</b>	By June 2017, all students will receive instruction from teachers who are appropriately assigned, using a variety of curriculum materials supporting the Common Core, in adequate, well-maintained facilities.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>1.1 All teachers are appropriately assigned and fully credentialed in the subject areas</p> <p>1.2 All new teachers will participate in BTSA</p> <p>1.3 Selected teachers will act as Teacher Leaders at sites, providing leadership in standards-based instruction, mentorship, program improvement efforts, and highlighting barriers to student success as well as best practices.</p> <p>1.4 Release time will be provided to teachers at each grade level to plan lessons, analyze student work, collaborate on pacing and effective instructional practice.</p> <p>1.5 Staff development will be provided to all faculty.</p> <p>1.6 School facilities will be maintained and in good repair.</p> <p>1.7 Teachers will use a combination of adopted and piloted text and supplemental materials and self-created units to teach the ELA Common Core standards.</p> <p>1.8 Selected teachers will participate in ELA/ELD and math pilots, for curriculum adoption in the 2016-19 school years.</p> <p>1.9 ELA/ELD materials will be adopted for use K - 6.</p> <p>1.10 Administration and teachers will support EL identification, reclassification and support programs.</p> <p>1.11 EL students will be provided with materials, strategies and groupings that support their learning.</p> <p>1.12 Support for increased use of technology for</p>	<p>Loma Prieta Elementary</p> <p>CT English Middle</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.1 Teaching Unrestricted GF 01 0000 11xx &amp; 3xxx \$2,050,719 and LPEF Grants 01 9010 11xx &amp; 3xxx \$248,020 and Special Ed 01 6500 11xx &amp; 3xxx \$184,221 and Special Ed 01 3310 11xx &amp; 3xxx \$80,903 and Special Ed 01 3320 11xx &amp; 3xxx \$4,640</p> <p>1.2 BTSA Title II 01 4035 5230 \$7,620</p> <p>1.3 Teacher leaders 01 0000 11xx &amp; 3xxx \$28,274</p> <p>1.4 Release time 01 0000 11xx &amp; 3xxx \$3,189 and Title II 01 4035 11xx &amp; 3xxx \$2,233</p>

classroom instruction will be maintained.

1.13 Students with special needs will receive specialized educational support from RSP and SDC teachers.

1.14 Technology integration will be supported by TOSA mentors to work with teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.

1.15 School library/media center will be staffed as funding allows, content will be updated appropriately, and technology will be increased for classroom research.

1.16 Supplemental reading support will be provided for students assessed in the bottom 12% of grades 1-5.

1.5 Staff  
Development  
Title II 01 4035  
11xx & 3xxx  
\$3,060 and  
REAP 01 5810  
11xx & 3xxx  
\$8,334

1.6  
Maintenance  
3% Routine  
Maintenance 01  
8150 xxxx  
\$205,320  
Deferred  
Maintenance  
140 0000 xxxx  
\$50,000

1.7 Instructional  
Materials 01  
0000 4xxx  
\$2,479 and  
Lottery 01 1100  
4xxx \$37,966  
and 01 6300  
4xxx \$19,885

1.8 Included in  
1.4

1.9 Included in  
1.7

1.10 Included in  
1.1

1.11 Included in  
1.7

1.12  
Technology  
Support 01

			0000 2xxx & 3xxx \$26,322  1.13 Special Ed Teachers 01 6500 11xx & 3xxx \$184,221 and 01 3310 11xx & 3xxx \$80,903 and 01 3320 11xx & 3xxx \$4,640  1.14 Tech TOSA LPEF Grant 01 9010 1xxx & 3xxx \$23,202  1.15 Library clerks LPEF Grant 01 9010 2xxx & 3xxx \$48,611  1.16 Reading intervention specialist Unrest GF 01 0000 11xx & 3xxx \$69,826
<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	By June 2018, all students will receive instruction from teacher who are appropriately assigned, using a variety of curriculum materials supporting the Common Core, in adequate, well-maintained facilities.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

1.1 All teachers are appropriately assigned and fully credentialed in the subject areas	Loma Prieta Elementary	X All	1.1 Teaching Unrestricted GF 01 0000 11xx & 3xxx \$2,087,631 and LPEF Grants 01 9010 11xx & 3xxx \$252,484 and Special Ed 01 6500 11xx & 3xxx \$187,537 and 01 3310 11xx & 3xxx \$82,359 and 01 3320 11xx & 3xxx \$4,723
1.2 All new teachers will participate in BTSA	CT English Middle	----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1.2 BTSA Title II 01 4035 5230 \$7,620
1.3 Selected teachers will act as Teacher Leaders at sites, providing leadership in standards-based instruction, mentorship, program improvement efforts, and highlighting barriers to student success as well as best practices.	Grades: All		1.3 Teacher leaders Unrestricted GF 01 0000 11xx & 3xxx \$28,783
1.4 Release time will be provided to teachers at each grade level to plan lessons, analyze student work, collaborate on pacing and effective instructional practice.			1.4 Release time Unrestricted GF 01 0000 11xx & 3xxx \$3,189 and Title II 01 4035 11xx & 3xxx \$2,273
1.5 Staff development will be provided to all faculty.			1.5 Staff Development Title II 01 4035 11xx & 3xxx \$3,115 and
1.6 School facilities are maintained and in good repair.			
1.7 Teachers will use a combination of adopted and piloted text and supplemental materials and self-created units to teach the ELA Common Core standards.			
1.8 Selected teachers will participate in ELA/ELD and math pilots, for curriculum adoption in the 2016-19 school years.			
1.9 ELA/ELD materials will be adopted for use K - 6.			
1.10 Administration and teachers will support EL identification, reclassification and support programs.			
1.11 EL students will be provided with materials, strategies and groupings that support their learning.			
1.12 Support for increased of technology for classroom instruction will be maintained.			
1.13 Students with special needs will receive specialized educational support from RSP and SDC teachers.			
1.14 Technology integration will be supported by TOSA mentors to work with teachers to model lessons and deliver PD in the area of instructional technology and			

curriculum integration.

1.15 School library/media center will be staffed as funding allows, content will be updated appropriately, and technology will be increased for classroom research.

1.16 Supplemental reading support will be provided for students assessed in the bottom 12% of grades 1-5.

REAP 01 5810  
11xx & 3xxx  
\$8,484

1.6  
Maintenance  
3% Routine  
Maintenance 01  
8150 xxxx  
\$206,344  
Deferred  
Maintenance  
140 0000 xxxx  
\$50,000

1.7 Instructional  
Materials 01  
0000 4xxx  
\$2,479 and  
Lottery 01 1100  
4xxx \$37,966  
and 01 6300  
4xxx \$19,885

1.8 Included in  
1.4

1.9 Included in  
1.7

1.10 Included in  
1.1

1.11 Included in  
1.7

1.12 Technology  
Support  
Unrestricted GF  
01 0000 2xxx &  
3xxx \$26,585

1.13 Special Ed



			Teachers 01 6500 11xx & 3xxx \$187,537 and 01 3310 11xx & 3xxx \$82,359 and 01 3320 11xx & 3xxx \$4,724  1.14 Tech TOSA LPEF Grant 01 9010 1xxx & 3xxx \$23,619  1.15 Library clerks LPED Grant 01 9010 2xxx & 3xxx \$46,097  1.16 Reading Intervention Specialist Unrest GF 01 0000 11xx & 3xxx
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	By June 2019, all students will receive instruction from teacher who are appropriately assigned, using a variety of curriculum materials supporting the Common Core, in adequate, well-maintained facilities.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 All teachers are appropriately assigned and fully credentialed in the subject areas  1.2 All new teachers will participate in BTSA  1.3 Selected teachers will act as Teacher Leaders at	Loma Prieta Elementary  CT English Middle	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or	1.1 Teaching Unrestricted GF 01 0000 11xx & 3xxx \$2,125,208 and LPEF Grants 01

<p>sites, providing leadership in standards-based instruction, mentorship, program improvement efforts, and highlighting barriers to student success as well as best practices.</p> <p>1.4 Release time will be provided to teachers at each grade level to plan lessons, analyze student work, collaborate on pacing and effective instructional practice.</p> <p>1.5 Staff development will be provided to all faculty.</p> <p>1.6 School facilities are maintained and in good repair.</p> <p>1.7 Teachers will use a combination of adopted and piloted text and supplemental materials and self-created units to teach the ELA Common Core standards.</p> <p>1.8 Selected teachers will participate in ELA/ELD and math pilots, for curriculum adoption in the 2016-19 school years.</p> <p>1.9 ELA/ELD materials will be adopted for use K - 6.</p> <p>1.10 Administration and teachers will support EL identification, reclassification and support programs.</p> <p>1.11 EL students will be provided with materials, strategies and groupings that support their learning.</p> <p>1.12 Support for increased of technology for classroom instruction will be maintained.</p> <p>1.13 Students with special needs will receive specialized educational support from RSP and SDC teachers.</p> <p>1.14 Technology integration will be supported by TOSA mentors to work with teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.</p> <p>1.15 School library/media center will be staffed as funding allows, content will be updated appropriately, and technology will be increased for classroom research.</p>	<p>Grades: All</p>	<p>African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>9010 11xx &amp; 3xxx \$257,028 and Special Ed 01 6500 11xx &amp; 3xxx \$190,903 and 01 3310 11xx &amp; 3xxx \$83,841 and 01 3320 11xx &amp; 3xxx \$4,808</p> <p>1.2 BTSA Title II 01 4035 5230 \$7,620</p> <p>1.3 Teacher leaders Unrestricted GF 01 0000 11xx &amp; 3xxx \$29,301</p> <p>1.4 Release time Unrestricted GF 01 0000 11xx &amp; 3xxx \$3,246 and Title II 01 4035 11xx &amp; 3xxx \$2,314</p> <p>1.5 Staff Development Title II 01 4035 11xx &amp; 3xxx \$3,171 and REAP 01 5310 11xx &amp; 3xxx \$8,636</p> <p>1.6 Maintenance 3% Routine Maintenance 01 8150 xxxx</p>
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1.16 Supplemental reading support will be provided for students assessed in the bottom 12% of grades 1-5.

\$207,375

Deferred

Maintenance

140 0000 xxxx

\$50,000

1.7 Instructional  
Materials

Unrestricted GF

01 0000 4xxx

\$2,479 and

Lottery 01 1100

4xxx \$37,966

and 01 6300

4xxx \$19,885

1.8 Included in  
1.4

1.9 Included in  
1.7

1.10 Included in  
1.1

1.11 Included in  
1.7

1.12 Technology  
Support

Unrestricted GF

01 0000 2xxx &

3xxx \$26,851

1.13 Special Ed  
Teachers 01

6500 11xx &

3xxx \$190,913

and 01 3310

11xx & 3xxx

\$83,841 and 01

3320 11xx &

3xxx \$4,809

			1.14 Tech TOSA LPEF Grant 01 9010 1xxx & 3xxx \$24,044
			1.15 Library clerks LPEF Grant 01 9010 2xxx & 3xxx \$46,558
			1.16 Reading Intervention Specialist Unrest GF 01 0000 11xx & 3xxx

<b>GOAL:</b>	Goal 2: Provide safe, clean and educationally appropriate facilities.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 X 7 _8 Local:  To provide provide a high quality learning enviornment that support community engagement.	
<b>Identified Need:</b>	<p>To provide safe and effective facilities for education and the community use.</p> <p>Metrics: Defered maintence records, Infrasture performance rates, Repair and maintenance logs, Facility use reports, Tech repair requests, Fire Marshall inspections, Water and health related inspections, Facilities master plan documents, DSA approvals and close-outs, Construction reports</p>		
<b>Goal Applies to:</b>	<b>Schools:</b> Loma Prieta Elementary CT English Middle Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	School facilities will be maintained and improved to meet district and community needs.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 Maintain an active five-year facilities master plan. 1.2 Train staff in emergency procedures. 1.3 Align technology infrastructure to ensure effective practices. 1.4 Identify areas for energy savings and promote green schools.	Loma Prieta Elementary CT English Middle Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless	1.1 Included in Director of Facilities & Maintenance position; no added cost Unrestricted GF 01 8150 2370 &

1.5 Promote community access to district facilities.		_ Other	3xxx  1.2 Included in contract time for all staff; no added cost Unrestricted GF 01 0000 xxxx  1.3 IT staffing \$99,584 Unrestricted GF 01 0000 2xxx & 3xxx and Tech supplies \$45,629 01 0000 4xxx and Tech repairs \$13,269 01 0000 5xxx  1.4 Prop 39 Funding \$20,000 01 6230 6430  1.5 Included in Asst to the Superintendent position; no added cost Unrestricted GF 01 0000 2321 & 3xxx
LCAP Year 2			
<b>Expected Annual Measurable Outcomes:</b>	School facilities will be maintained and improved to meet district and community needs.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1.1 Maintain an active five-year facilities master plan.	Loma Prieta Elementary	X All	1.1 Included in Director of Facilities & Maintenance position; no added cost Unrestricted GF 01 8150 2370 & 3xxx
1.2 Train staff in emergency procedures.			1.2 Included in contract time for all staff; no added cost Unrestricted GF 01 0000 xxxx
1.3 Align technology infrastructure to ensure effective practices.	CT English Middle	----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1.3 IT staffing \$100,579 Unrestricted GF 01 0000 2xxx & 3xxx and Tech supplies \$45,629 01 0000 4xxx and Tech repairs \$13,269 01 0000 5xxx
1.4 Identify areas for energy savings and promote green schools.	Grades: All		1.4 Prop 39 Funding \$20,000 01 6230 6430
1.5 Promote community access to district facilities.			1.5 Included in Asst to the Superintendent position; no added cost Unrestricted GF 01 0000 2321 & 3xxx

LCAP Year 3				
<b>Expected Annual Measurable Outcomes:</b>	School facilities will be maintained and improved to meet district and community needs.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Maintain an active five-year facilities master plan. 1.2 Train staff in emergency procedures. 1.3 Align technology infrastructure to ensure effective practices. 1.4 Identify areas for energy savings and promote green schools. 1.5 Promote community access to district facilities.		Loma Prieta Elementary  CT English Middle  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1.1 Included in Director of Facilities & Maintenance position; no added cost Unrestricted GF 01 8150 2370 & 3xxx  1.2 Included in contract time for all staff; no added cost Unrestricted GF 01 0000 xxxx  1.3 IT staffing \$101,584 Unrestricted GF 01 0000 2xxx & 3xxx and Tech supplies \$45,629 01 0000 4xxx and Tech repairs \$13,269 01 0000 5xxx  1.4 Prop 39 Funding \$20,000 01 6230 6430



			1.5 Included in Asst to the Superintendent position; no added cost Unrestricted GF 01 0000 2321 & 3xxx
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<b>GOAL:</b>	Goal 3: Strengthen parent and community support of district goals and encourage involvement in the educational process.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 X 8 Local: Ensure effective communication between district, parents and community.	
<b>Identified Need:</b>	Ensure the community is engaged and aware through timely and effective communication.  Metrics: Weekly news posted to website, Web traffic data, Board agenda posting, Signage, Classroom news, Teacher and department websites, Press releases, News articles, Parentlink utilization, Attendance at school events, Attendance at community and stakeholder events.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Loma Prieta Elementary  CT English Middle  Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	Increase parent communication and involvement in school activities.			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>1.1 Collaborate with parents, community members, and local organizations to increase involvement in school activities and encourage participation in the decision making processes.</p> <p>1.2 Continue to strengthen partnerships with community groups, school groups, elected officials, and other school districts.</p>	<p>Loma Prieta Elementary</p> <p>CT English Middle</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.1 Imbedded in all administrators positions Unrestricted GF 01 0000 xxxx</p> <p>1.2 Imbedded in all administrators positions Unrestricted GF 01 0000 xxxx</p>
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### LCAP Year 2

<b>Expected Annual Measurable Outcomes:</b>	Increase parent communication and involvement in school activities.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>1.1 Collaborate with parents, community members, and local organizations to increase involvement in school activities and encourage participation in the decision making processes.</p> <p>1.2 Continue to strengthen partnerships with community groups, school groups, elected officials, and other school districts.</p>	<p>Loma Prieta Elementary</p> <p>CT English Middle</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.1 Imbedded in all administrators positions Unrestricted GF 01 0000 xxxx</p> <p>1.2 Imbedded in all administrators positions Unrestricted GF 01 0000 xxxx</p>

### LCAP Year 3

<b>Expected Annual Measurable Outcomes:</b>	Increase parent communication and involvement in school activities.		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Collaborate with parents, community members, and local organizations to increase involvement in school activities and encourage participation in the decision making processes.</p> <p>1.2 Continue to strengthen partnerships with community groups, school groups, elected officials, and other school districts.</p>	<p>Loma Prieta Elementary</p> <p>CT English Middle</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.1 Imbedded in all administrators positions Unrestricted GF 01 0000 xxxx</p> <p>1.2 Imbedded in all administrators positions Unrestricted GF 01 0000 xxxx</p>

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	Students will show one year's growth in district-adopted benchmarks in reading and math.			Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:			
Goal Applies to:	Schools:	Loma Prieta Elementary					
		CT English Middle					
		Grades: All					
	Applicable Pupil Subgroups:		All				
Expected Annual Measurable Outcomes:	Students will show 1 year progress from previous year or meet established annual IEP goal.			Actual Annual Measurable Outcomes:	Local Assessment data for 100% of students was reviewed, shared with parents, and presented to Board. Report cards were issued to 100% of students by trimester at the elementary level and		

		<p>quarterly at the middle school level. 100% of students received written comments from their teachers. 100% of teachers participated in monthly collaborative working groups to assess effectiveness of instruction and programming. All eligible students participated in statewide testing. 100% of ELL students were assessed through CELDT process, given indicated instruction or properly reclassified. Professional development attendance logs, equipment inventories, discipline logs on file in school, department or district office per established procedures.</p> <p>State Assessments received in September showed CT English Middle School students met or exceeded standards in Language Arts and Math to 79% and 70% respectively. Loma Prieta Elementary School students met or exceeded standard in Language Arts and Math at 68% and 58% respectively.</p> <p>Local mastery benchmark for 3rd - 6th grade math is ALEKS:</p> <p>Grade 3 - 72%, Grade 4 - 68%, Grade 5 - 89%, Grade 6 - 83%</p> <p>Local benchmark in math for 7th and 8th grades is UC Math Diagnostic:</p> <p>Grade 7 - Grade 8</p> <p>Local benchmark in reading is DRA/Fontis&amp;Pennell for reading intervention included 50 students receiving services. 48% of all students met grade level standards and were exited from the program. 73% of students being supported for a second year of services met grade level benchmarks and were exited from the program.</p>
LCAP Year: 2015-16		
Planned Actions/Services	Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students will take district adopted benchmarks in the Fall and late Spring.	ALEKS \$13,300 02 110 4321, 01 0000 4321	All students took district adopted benchmarks in Fall and Spring.	ALEKS \$13,475 Lottery Funds 01 1100 4321
Students will take state assessments in Common Core subjects.	UC \$565 01 0000 5875	Students in grades 3-8 participated in CASSPP testing.	UC Scout \$275 EPA Funds 01 1400 4321
Students will have appropriately credentialed teachers in all grades and subject areas.	Fountas-Pinnell Lucy Caulkins \$5,000 02 110 4307	All classes/subjects TK-8 were taught by fully credentialed teachers.	Fountas-Pinnell Lucy Caulkins \$885 Unrestricted GF 01 0000 4110
Students will have access to appropriate instructional materials.	Intervention Specialist \$46,869 01 0150 1110, 01 1400 1110, 06 3010 1110	Appropriate instructional materials were available in all classes.  Reading Intervention Specialist increased from 0.50 FTE to 0.70 FTE	Administer CAASPP \$555 Unrestricted GF 01 0000 2xxx & 3xxx  Reading Intervention Specialist 0.70 FTE \$68,000 Title I 01 3010 1xxx & 3xxx and EIA 01 7090 1xxx & 3xxx and LPEF 01 9010 1xxx & 3xxx and Unrestricted GF 01 0000 1xxx & 3xxx

Scope of service:	Loma Prieta Elementary  CT English Middle  Grades: All		Scope of service:	Loma Prieta Elementary  CT English Middle  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures		This goal is being realigned with district strategic planning goal for academic achievement.			

<b>Original Goal from prior year LCAP:</b>	Students will produce artifacts reflecting participation in writing and project-based learning activities using district adopted rubrics.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Loma Prieta Elementary  CT English Middle  Grades: All	



	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Writing rubrics K-8 will be piloted for adoption.		Actual Annual Measurable Outcomes:	All teachers trained in Lucy Calkins Writing protocols. All teachers participated in calibration training for assessment rubrics. New tools included in report card processes. All teachers training in formative and summative assessments. 100% of eligible students participated in Common Core Formative & Summative Assessments. 100% of students in grades 6-8 had access to project based learning courses and/or coursework.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
The Lucy Caulkins Writing Program has been selected for a K-8 pilot during the 2015-16 school year.	Lucy Caulkins materials \$2,000 02 1100 4321  Substitute costs for training \$2,109 01 0000 1150	The Lucy Caulkins Writing Program piloted K-8.		Lucy Caulkins Materials \$885 Unrestricted GF 01 0000 4321  Substitute costs for training \$395 01 0000 1150  Science fair costs \$270 01 0000 1150  3 days of summer PD \$16,297 Unrestricted GF 01 0000 1xxx & 3xxx

<b>Scope of service:</b>	Loma Prieta Elementary  CT English Middle  Grades: All		<b>Scope of service:</b>	Loma Prieta Elementary  CT English Middle  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	This goal is being realigned with district strategic planning goal for academic achievement.				

Original Goal from prior year LCAP:	Instructional staff will participate in staff development regarding the implementation of new ELD and Next Generation Science Standards, and strategies to increase student success in the Common Core.			Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	Loma Prieta Elementary  CT English Middle  Grades: All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Rubrics for ELD engagement will be developed and aligned to curriculum map. Continue to meet or surpass all State targets for English proficiency as measured by the CELDT including AMAO State assessment scores for students in math, English, and science will be at 35% of level 3 or 4 in new score reporting model.			Actual Annual Measurable Outcomes:	Common Core Formative & Summative Assessments conducted for all eligible students. 100% CELDT testing complete. Additional staff development will be conducted in June.
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
			Budgeted Expenditures		Estimated Actual Annual Expenditures
ELD standards will be aligned to K-8 Language Arts curriculum maps.			Release time for curriculum mapping \$1,890 01 5810 1190	ELD Standards alignment to K-8 Language Arts curriculum maps is incomplete.	Release time for curriculum mapping \$395 Unrestricted GF 01 0000 1150

<b>Scope of service:</b>	Loma Prieta Elementary CT English Middle Grades: All		<b>Scope of service:</b>	Loma Prieta Elementary CT English Middle Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Training on instructional strategies to integrate ELD strategies will be offered K-8. We recognize that all learners will benefit from strong English Language Development strategies being carried over across disciplines. All our students are learning English.  Students will show progress in writing as demonstrated through use of scoring rubrics and writing portfolios.		Staff development costs up to 3 days per diem for all instructional staff \$6,444 01 5810 1190	Training in English and reading attainment conducted, but ELD specific training needs remain unmet. Additional professional development to be held in June		3 days summer PD in June \$16,297 Unrestricted GF 01 0000 1xxx & 3xxx
<b>Scope of service:</b>	Loma Prieta Elementary CT English Middle Grades: All		<b>Scope of service:</b>	Loma Prieta Elementary CT English Middle Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
<b>What changes in actions, servivces, and expenditures</b>	This goal is being realigned with district strategic planning goal for academic achievement.	

<b>Original Goal from prior year LCAP:</b>	District technology resources will be expanded to support the implementation of 21st Century Teaching and Learning strategies as well as CAASPP assessment protocols.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Loma Prieta Elementary  CT English Middle  Grades: All	

	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Technology infused instruction evident K-8. CAASPP implementation with 40% of students scoring in levels 3-4 range.	Actual Annual Measurable Outcomes:	IT infrastructure upgrades complete. Bandwidth improved from 12MbS to 1000MbS reducing connectivity errors by 95%.  CAASPP implementation with +50% of students scoring in levels 3-4 range. (see goal #1)  100 new devices added to District inventory.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Internet connectivity will be increased.  Technical support for classroom based educational technology will be sustained.  Students will participate in CAASPP testing.	Network Infrastructure costs \$40,000 01 0000 9790  Tech Hourly \$13,200 01 0000 2920  Extra duty \$300 01 0000 2451	Internet connectivity will be increased to 1GB.  Technical support for classroom based educational technology be sustained and increased through partnership with Kanaval Group.  100% of eligible students participated in CAASPP testing.	Network infrastructure costs \$47,175 Unrestricted GF 01 0000 xxxx  The Kanavel Group \$60,000 Unrestricted GF 01 0000 5825  Tech Hourly \$13,200  Chromebooks, iPads, all new computers \$16,850 REAP 01 5810 4455	

Scope of service:	Loma Prieta Elementary CT English Middle Grades: All		Scope of service:	Loma Prieta Elementary CT English Middle Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	This goal is being realigned with district strategic planning goals for student achievement and facilities.				

<b>Original Goal from prior year LCAP:</b>	Expand outreach efforts to engage ELL and low-income families to increase student achievement.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 X 7 _8 Local:	
Goal Applies to:	Schools:	Loma Prieta Elementary CT English Middle Grades: All		
	Applicable Pupil Subgroups:	Low Income Pupils, English Learners		
Expected Annual Measurable Outcomes:	<p>Important documents will be identified for translation into Spanish.</p> <p>Additional interventions and outreach efforts for target populations will be identified and piloted.</p> <p>Increase student participation rate to 50%.</p> <p>Sustain middle school dropout rate 0%.</p>		Actual Annual Measurable Outcomes:	Increased engagement by parents of ELL and low-income students through translation of important documents and web pages. Parent phone calls through translator instituted.
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
<p>Faculty working group will research, pilot, and recommend additional documents, strategies and support services needed for target populations.</p> <p>Increase student participation in middle school electives.</p> <p>Provide access to Advancing Latino/a Achievement and Success Conference at SJSU.</p>	<p>Release time included in \$6,444 above 01 5810 1190</p> <p>Outreach events \$930 01 3010 5299</p>	Faculty working group researched, piloted and recommended additional documents, strategies and support services needed for target populations.	<p>Faculty Collaboration on early release days \$700 Unrestricted GF 01 0000 1190</p> <p>SJSU Conference cancelled</p>	



<b>Scope of service:</b>	Loma Prieta Elementary  CT English Middle  Grades: All		<b>Scope of service:</b>	Loma Prieta Elementary  CT English Middle  Grades: All	
<div><div>_ All</div><div>-----</div><div>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</div></div>			<div><div>_ All</div><div>-----</div><div>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other</div></div>		
<b>What changes in actions, servivces, and expenditures</b>	This goal is being realigned with district strategic planning goals for academic achievement and outreach.				

<b>Original Goal from prior year LCAP:</b>	Conduct educational campaign on academic and fiscal impact of truancy.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 Local:	
Goal Applies to:	Schools:	Loma Prieta Elementary CT English Middle Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Decrease truancy by 1%. Truancy campaign updated and reinforced. Maintain suspension rate below 5%.		Actual Annual Measurable Outcomes:	Decreased truancy by 1% Truancy campaign updated and reinforced. Suspension rate well below 5%.
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Rate of change published. Publish materials to highlight truancy and its impact on student achievement.		Publications \$500 01 0000 2350	Rate of change published. Communicated definitions of truancy and its impact on student achievement. Adjusted Academic Calendar around Thanksgiving	3 hours of Superintendent & CBO time \$382 01 0000 1xxx & 2xxx & 3xxx
<b>Scope of service:</b>	Loma Prieta Elementary CT English Middle Grades: All		Scope of service: Loma Prieta Elementary CT English Middle Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>This goal is being realigned with district strategic planning goal for academic achievement.</p>	

Original Goal from prior year LCAP:	Conduct annual school climate survey.			Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 Local:	
Goal Applies to:	Schools:	Loma Prieta Elementary  CT English Middle  Grades: All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Project Cornerstone data from Spring 2015 reviewed.  California Healthy Kids Survey administered; Project Cornerstone Survey administered.  Data reviewed, recommendations made.		Actual Annual Measurable Outcomes:	Project Cornerstone data from Spring 2015 reviewed.  Targeted supplemental Project Cornerstone issue survey administered LPEF Grants \$1,300 01 9010 5830  Reveiwed bi-monthly through School Site Council. Student support activities adjusted as a result of data collected.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Project Cornerstone data incorporated into SSC annual goals.  California Healthy Kids Survey administered.		Surveys \$1,000 01 0000 1360	Project Cornerstone data incorporated into SSC annual goals.		Survey costs \$1,312 LPEF 01 9010 5830  Lunch for annual SSC meeting \$60 Unrestricted GF 01 0000 4311

<b>Scope of service:</b>	Loma Prieta Elementary CT English Middle Grades: All		<b>Scope of service:</b>	Loma Prieta Elementary CT English Middle Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>		This goal is being realigned with district strategic planning goal for academic achievement.			

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	31630
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Reading Intervention Specialist .7 FTE\$69,826

The population of low income, foster youth and English Learners is so low in our small school that it would be discriminatory to focus services on these students alone. Singling out students based solely on these demographics would be a violation of their privacy rights. Providing all students school-wide that need academic supports protects the personal and emotional interests of the students meeting the criteria above.

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

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

0.91

%

The reading intervention specialist provides supplemental services to all students identified as needing additional support in reading, including those from low-income families, or who are English Language Learners or foster youth. Targeted students receive at least 10 times the individualized reading support that other students receive in the class. These students also benefit from relevant professional development aimed at all our teachers specifically designed to meet the needs of EL students.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).