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

Introduction:

LEA: Mt. Pleasant School District   **Contact (Name, Title, Email, Phone Number):** Elida MacArthur, Asst. Supt. Curriculum and Instruction, emacarthur@mpesd.org, 408-223-3783   **LCAP Year:** 2014-2017

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 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:

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 sections 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
Parent Advisory Committees(School Site Council, PTA, ELAC and DELAC) School Cite Council/PTA (Jan. 28 and March 17) ELAC/DELAC (Jan. 12 and Feb. 25)	The parent advisory groups were invited via emails and personal phone calls. At the first meeting parents received an overview of the LCAP using translated documents from the National PTA website. Parents were also given a tentative timeline and asked for feedback. Some parents suggested adding morning and evening meetings to accommodate parents who are able to attend mornings but not evening meetings. DELAC members were asked to be part of an LCAP District Committe, dates and times were provided. Parents also had the opportunity to provide written feedback, after explaining each of the eight essential priorities, parents had an opportunity to write their recommendations on a form that was provided to them; forms were collected at the end of each meeting. Data was collected and added to feedback collected from other stakeholders.
Certificated and Classified Union, Feb. 10 and March 24)	A tentative timeline was shared and requested feedback. Both unions were asked to provide two members each to be part of an LCAP District Committee.
Open Forum to all district employees (March 11)	The forum was opened to all district employees, an explanation of each of the state priorities was provided and employees provided feedback. Employees were grouped into groups and assigned one goal (Conditions for Learning, Student Achievement,etc..) Employees charted their recommendations, did a Gallery Walk with the other goals and added additional recommendations. Data was collected and added to feedback or recommendations from other stakeholders.
Community Meetings(March 5, 8:30-9:30AM and 5:30-7:00pm) (March 6, 8:30-9:30AM and 5:30-7:00pm)	Community Meetings were open to all district parents and community members. Flyers were sent home and automated phone calls were made. The meetings were conducted in English and Spanish and childcare was provided. The meetings were conducted in the morning and evening. Parents provided feedback on the Eight State Priorities and local needs. Parents reviewed each of the eight priorities, after discussion of each one, parents were given the opportunity to provide written feedback.
LCAP Committee composed of Parents(DELAC members), certificated employees, classified employees, and administrators) March 10, 17, and 25th)	The committee was instrumental in identifying priorities based on the needs of the district. The committee was provided with multiple metrics such as student surveys, test scores broken down by subgroups and subject areas, and discipline and attendance data. After reviewing the metrics, goals were identified, the recommendations/feedback from different meetings were categorized and prioritized to address the identified goals to improve student achievement, address the eight priorities and meet the needs of the targeted populations (English Learners, Foster Youth, and Low-Social Economic). Prioritizing and identifying key activities to support the identified goals was critical, many recommendations were given, but not all of them will be implemented; for example parents asked for Adult ESL classes, this activity was not directly aligned with the goal of increasing parent participation. However an activity that was selected was to add a Parent Liaison position, it was decided that the Parent Liaison will identify resources for Adult ESL classes and provide the information to parents and assist with enrolling parents.

Involvement Process	Impact on LCAP
Attended the focus training at Santa Clara County Office of Education -LCAP Foster Youth Services on April 22, 2014	Discussed recommendations to meet the needs of Foster Youth, heard what other districts are doing to support the needs of Foster Youth and identified additional supports in our district for our Foster Youth Students.
	Summary: Several efforts were made to gather input from all stakeholders. Community meeting were held in multiple locations within the district, meetings were conducted in Spanish and English, childcare was provided, and meetings were held in the morning and evening. Separate meetings were held to obtain feedback from our ELAC and DELAC advisory groups, our DELAC members were invited to be part of the district LCAP committee. Survey results were used to gather student feedback. Certificated employees provided feedback through advisory committees and district-wide meetings. A district LCAP committee composed of administrators, teachers, classified employees, parents and DELAC members was formed, the committee provided feedback throughout the development of the LCAP. Board members also received regular updates during the development of the LCAP.

As a kindergarten through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), 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, dropout rate, and Academic Performance Index (API). 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 pass the CAHSEE and EAP, take A-G, AP, and CTE courses, and graduate high school.

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need Close the achievement gap by increasing the degree to which teachers are prepared to effectively teach the demands of the Math Common Core State Standards. Metrics 1.1 Williams Act Review of teacher misassignments. 1.2 Standardized Testing: 52% of students scoring proficient and advanced on Math CST test. Latino Hispanic 45%, ELLs 45%, Special Education Students 31%(Hispanic 23%), and Socioeconomically Disadvantaged 44%	Based on the 2014-15 CAASPP (California Assessment of Student Performance and Progress) results, the percentage of students scoring proficient /advanced or equivalent will increase by ten percentage points annually in Mathematics.	Latino/Hispanic, English Language Learners, and Hispanic Students receiving Special Education, evidence of progress, increase of ten percentage points a year.	LEA-wide		Continue to monitor teacher misassignments, the goal is to have 100% of teachers fully credential. The district had zero misassignments in 2013-14. Analyze 2013-14 benchmark results, identify the achievement gap and make instructional plans to support student progress, target ten percentage points growth for 2013-14. STAR Math Screening reports, will indicate a decrease in the number of students identified as needing urgent	Continue to monitor teacher misassignments, the goal is to have 100% of teachers fully credential. Analyze the 2014-15 benchmark results, identify the achievement gap and make instructional plans to support student progress, target ten percentage points growth for 2015-16. STAR Math Screening reports, will indicate a 3% decrease in the number of students identified as needing urgent intervention compared to the	Continue to monitor teacher misassignments, the goal is to have 100% of teachers fully credential. Analyze the 2015-16 benchmark results, identify the achievement gap and make instructional plans to support student progress, target ten percentage points growth for 2015-16. Two additional Middle School teachers and two 5th grade teachers will become part of the SVCF grant, the Silicon Valley New Teacher Center will be partnering with the Acknowledge	Priority 1, 2, 4, and 6

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					intervention. A specific goal will be established in the fall.

Teacher Surveys will indicate that due to the staff development they have received, they have a better understanding of the instructional shifts to instruct to the Common Core Standards.

Activities:

Four Middle School teachers will be part of the SVCF grant; the Silicon Valley New Teacher Center will be partnering with the Acknowledge Alliance to build instructional capacity around the Common | 2014-15 fall results.

Teacher Surveys will indicate that due to the staff development they have received, they have a better understanding of the instructional shifts to instruct to the Common Core Standards. Survey results will be compared to the 2014-15 results.

Four Middle School teachers will continue to be part of the SVCF grant, the Silicon Valley New Teacher Center will be partnering with the Acknowledge Alliance to build instructional capacity around | Alliance to build instructional capacity around the Common Core standards and Social Emotional Learning. The teachers that received the training in the past two years will open their classrooms to other teachers as demonstration labs.

Continue to be part of the East Side Alliance. Additional grades will receive staff development around facilitating Professional Learning Communities (PLC).

Continue to provide teacher collaboration time | |

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					Core standards and Social Emotional Learning.

Continue to be part of the East Side Alliance. Kindergarten, first, sixth, seventh, and eight grade teachers will receive staff development around facilitating Professional Learning Communities (PLC).

Build teacher collaboration time beyond their monthly PLC meetings by hiring three specialty teachers to provide teacher collaboration by grade level or department. | the Common Core standards and Social Emotional Learning. The goal for 2015-16 is to prepare these for teachers to become demonstration labs.

Continue to be part of the East Side Alliance. Additional grade level teachers will receive staff development around facilitating Professional Learning Communities (PLC).

Continue to provide teacher collaboration time beyond their monthly PLC meetings, specialty | beyond their monthly PLC meetings, specialty teachers will provide teacher collaboration by grade level or department. During the release time teachers will create units of study, common assessments, share effective strategies, observe each others teaching via videos, and identify interventions and differentiated instructional strategies to support struggling students.

District teachers will continue to receive staff development for Project Base | |

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					During the release time teachers will create units of study, common assessments, share effective strategies, observe each others teaching via videos, and identify interventions and differentiated instructional strategies to support struggling students.

District teachers will receive staff development for Project Based Learning; Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to | teachers will provide teacher collaboration by grade level or department. During the release time teachers will create units of study, common assessments, share effective strategies, observe each others teaching via videos, and identify interventions and differentiated instructional strategies to support struggling students.

District teachers will continue to receive staff development for Project Based Learning; Project Based Learning (PBL) is a teaching method | Learning; Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. The focus for 2016-17 will be to train new teachers and train three to four teachers to become PBL certified trainers to build training capacity within our district.

Performance Tasks will be added to the trimester benchmark assessments. | |

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					investigate and respond to a complex question, problem, or challenge. Performance Tasks will be added to the trimester benchmark assessments. Teachers will incorporate the Mathematical practices in their instruction and students will use the Mathematical Practices when solving math problems. Instruction will be aligned to the concept maps, the standards identified on the concept maps will be reflected on lesson plans and daily instruction.	in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. The focus for 2015-16 will be to train new teachers to the district, teachers that missed the initial training in 2014-15 and provide training to improve the PBL implementation. Performance Tasks will be added to the trimester benchmark assessments. Teachers will incorporate the Mathematical	Teachers will incorporate the Mathematical practices in their instruction and students will use the Mathematical Practices when solving math problems. Instruction will be aligned to the concept maps, the standards identified on the concept maps will be reflected on lesson plans and daily instruction. Two teachers on special assignment will support new teachers to clear their credentials, provide mentoring and coaching support to implement the Common Core Standards and	

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					Provide teacher collaboration time beyond their monthly PLC meetings, specialty teachers will provide teacher collaboration by grade level or department. During the release time teachers will create units of study, common assessments, share effective strategies, observe each others teaching via videos, and identify interventions and differentiated instruction to support struggling students.

Two teachers on special assignment will | practices in their instruction and students will use the Mathematical Practices when solving math problems.

Instruction will be aligned to the concept maps, the standards identified on the concept maps will be reflected on lesson plans and daily instruction.

Two teachers on special assignment will support new teachers to clear their credentials, provide mentoring and coaching support to implement the Common Core Standards and guide teachers to reflect on their instruction and | guide teachers to reflect on their instruction and student success through the lens of Social Emotional Learning.

Complete the purchasing of Math curriculum aligned to Common Core Standards according to the implementation plan and continue to provide staff development.

Teachers will continue to teach and add engagement strategies to provide opportunities for students to engage in academic discussions, ask questions, clarify | |

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					support new teachers to clear their credentials, provide mentoring and coaching support to implement the Common Core Standards and guide teachers to reflect on their instruction and student success through the lense of Social Emotional Learning.

Begin piloting Curriculum aligned to Common Core Standards and on the State Approved List.

Two Family Case Mangers, with support from one employee from the Parent Engagement Project from | student success through the lens of Social Emotional Learning.

Purchase Math curriculum aligned to Common Core Standards according to the implementation plan and continue to provide staff development.

Teachers will continue to teach and add engagement strategies to provide opportunities for students to engage in academic discussions, ask questions, clarify and support their thinking.

New teachers will | and support their thinking.

New teachers will continue to implement Social Emotional Learning strategies to improve their teaching practices. | |

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					Santa Clara County Office of Education, will provide trainings to allow parents the opportunity to continue to hone their ability to improve student achievement in mathematics by understanding the demands of the Common Core Math standards by engaging with hands on activities that they can use with their students at home.	continue to implement Social Emotional Learning strategies to improve their teaching practices. Two Family Case Mangers will continue to provide trainings to allow parents the opportunity to continue to hone their ability to improve student achievement in mathematics by understanding the demands of the Common Core Math standards by engaging with hands on activities that they can use with their students at home.		

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Need

Close the achievement gap by increasing the degree to which teachers are prepared to effectively teach the demands of the ELA Common Core State Standards.

2.1 Williams Act Review of teacher misassignments.

2.2 Standardized Testing: 49% of students scoring proficient and advanced on ELA CST test. Latino Hispanic 41%, ELLs 32%, Special Education 21% (Hispanic 18%), and Socioeconomically Disadvantaged 41.7%. | 2.1 Based on the 2014-15 CAASPP (California Assessment of Student Performance and Progress) results, the percentage of students scoring proficient /advanced or equivalent will increase by ten percentage points annually in ELA.

2.2 Increase the percentage of students scoring at grade level in reading based on the Fountas and Pinnell benchmark assessments. | Latino/Hispanic, English Language Learners, and Hispanic Students receiving Special Education, evidence of progress, increase of ten percentage points a year. | LEA-wide | | 2.1 Analyze the 2013-14 benchmark results, identify the achievement gap and make instructional plans to support student progress, target 10 percentage points growth for 2014-15

2.1a Teacher surveys will indicate that due to the staff development they have received, they have a better understanding of the instructional shifts necessary to instruct to the Common Core Standards.

2.1b With mentor support new teachers will implement Social | 2.1 Analyze the 2014-15 benchmark results, identify the achievement gap among subgroup of students and make instructional plans to support student progress, target ten percentage points growth for 2015-16.

2.1a The percentage of students scoring proficient on the District Benchmark assessments will increase by ten percentage points from 2014-15.

2.1b With mentor support new teachers will implement Social Emotional | 2.1 Analyze the 2015-16 benchmark results, identify the achievement gap among subgroup of students and make instructional plans to support student progress, target ten percentage points growth from 2015-16.

2.1a Review STAR reading reports over time, identify growth for groups of students over time, with emphasis on Student Growth Percentile and make instructional plans to support student growth.

2.1b With mentor | Priority1, 2, 4, and 6 |

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					Emotional Learning strategies to improve their teaching practices. 2.1c Provide teacher collaboration time beyond their monthly PLC meetings, specialty teachers will provide teacher collaboration by grade level or department. During the release time teachers will create units of study, common assessments, share effective strategies, observe each others teaching via videos, and identify interventions and differentiated	Learning strategies to improve their teaching practices. 2.1c Continue to provide teacher collaboration time beyond their monthly PLC meetings, specialty teachers will provide teacher collaboration by grade level or department. During the release time teachers will create units of study, common assessments, share effective strategies, observe each others teaching via videos, and identify interventions and differentiated instruction to	support new teachers will implement Social Emotional Learning strategies to improve their teaching practices. 2.1c Continue to provide teacher collaboration time beyond their monthly PLC meetings, specialty teachers will provide teacher collaboration by grade level or department. During the release time teachers will create units of study, common assessments, share effective strategies, observe each others teaching via videos, and	

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	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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					instruction to support struggling students. 2.1d District teacher will receive staff development for Project Base Learning; Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. 2.1e Two Family Case Mangers with support from one employee from the Parent Engagement Project from	support struggling students. 2.1d District teachers will continue to receive staff development for Project Based Learning; Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. The focus for 2015-16 will be to train new teachers to the district, teachers that missed the initial training in 2014-15 and provide	identify interventions and differentiated instruction to support struggling students. 2.1d District teachers will continue to receive staff development for Project Base Learning; Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. The focus for 2016-17 will be to train new teachers to the district and	

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					Santa Clara County Office of Education will provide trainings to allow parents the opportunity to continue to hone their ability to improve student achievement in reading by understanding the demands of the Common Core Reading standards by engaging with hands on activities that they can use with their students at home. 2.2 Special Education teachers in grades Kindergarten through Third grade will receive staff development to implement the Fountas and Pinnell Leveled	training to improve the PBL implementation. 2.1e Two Family Case Mangers will continue to provide trainings to allow parents the opportunity to continue to hone their ability to improve student achievement in reading by understanding the demands of the Common Core Reading standards by engaging with hands on activities that they can use with their students at home. 2.2 New Special Education teachers in grades Kindergarten through Third grade will receive	provide training to four teachers to become certified PBL trainers to build district capacity. 2.1e Two Family Case Mangers will continue to provide trainings to allow parents the opportunity to continue to hone their ability to improve student achievement in reading by understanding the demands of the Common Core Reading standards by engaging with hands on activities that they can use with their students at home. 2.2 New Special Education teachers in grades	

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					Literacy Intervention. This intervention is a short-term, supplementary intervention proven to bring struggling readers to grade-level competency. 2.2a Kindergarten through 2nd grade teachers will receive staff development in Guided Reading and "The Continuum of Literacy Learning" to learn how to use "The Continuum" to help choose appropriate texts for readers across grades and instructional contexts through text analysis and an understanding	staff development to implement the Fountas and Pinnell Leveled Literacy Intervention. This intervention is a short-term, supplementary intervention proven to bring struggling readers to grade-level competency. 2.2a New Special Education teachers in grades Kindergarten through 3rd grade will receive staff development in Guided Reading and The "Continuum of Literacy Learning" to learn how to use "The Continuum" to help choose	Kindergarten through Third grade will receive staff development to implement the Fountas and Pinnell Leveled Literacy Intervention. This is a short-term, supplementary intervention proven to bring struggling readers to grade-level competency. 2.2a New Kindergarten through 2nd grade teachers will receive staff development in Guided Reading and The Continuum of "Literacy Learning" to learn how to use the continuum to help choose appropriate texts for readers	

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					of text characteristics.

2.2b Purchase the Guided Reading level books for grades K to 2nd grade teachers.

2.2c Purchase the 3rd grade Leveled Literacy Intervention for intervention teachers.

2.2d Purchase Fountain and Pinnell Benchmark assessments for Special Education and 2nd grade teachers.

2.2e Intervention teachers will provide intensive intervention support using the Fountas and | appropriate texts for readers across grades and instructional contexts through text analysis and an understanding of text characteristics.

2.2b Purchase the Intermediate 4th grade Leveled Literacy Intervention for intervention teachers.

2.2c Purchase the consumable Fountas and Pinnell Leveled Literacy Intervention assessments for Special Education teachers and Intervention teachers.

2.2d Intervention teachers will | across grades and instructional contexts through text analysis and an understanding of text characteristics.

2.2b Purchase the Intermediate 5th grade Level Literacy Intervention for intervention teachers.

2.2c Purchase the consumable Fountas and Pinnell Leveled Literacy Intervention assessments for Special Education teachers and Intervention teachers.

2.2d Intervention teachers will continue to provide intensive intervention | |

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					Pinnell Leveled Literacy Intervention libraries to students reading significantly below grade level.	continue to provide intensive intervention support using the Fountas and Pinnell Leveled Literacy Intervention libraries to students reading significantly below grade level.	support using the Fountas and Pinnell Leveled Literacy Intervention libraries to students reading significantly below grade level.	
Need Improve Positive School climate Metric West Ed. School Climate Survey Based on the West Ed. School Climate Survey, 71% of participating teachers indicated the need for professional development in creating a positive school climate. In Middle School, only	Improve school climate in Middle School by increasing the percentage of students that report that Staff treat all students fairly and with respect on the West Ed. School Climate Survey/California Healthy Kids Survey by 3% annually. Schools will demonstrate a reduction in the number of students referred to the office for discipline using the School wide information System(SWIS).	All Students	All Schools, focus in Middle School		School administrators will monitor the School-wide Positive Behavioral Interventions and Supports (SWPBIS) plan. BEST is the SWPBIS for every school in the district. The District BEST team will create a student friendly BEST Behavior Matrix, students	School administrators will continue to monitor the School-wide Positive Behavioral Interventions and Supports (SWPBIS) plan. Using the SET, TCI and SWIS, the District BEST team will create a student friendly BEST Behavior Matrix, students will use this	Using the SET, TIC and SWIS data system, school administrators will continue to monitor the School-wide Positive Behavioral Interventions and Supports (SWPBIS) plan. The District BEST team will create a student friendly BEST Behavior Matrix, students	Priority 5, and 6

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63% of students who took the California Healthy Kids Survey(CHKS) agree that Staff Treat all students fairly. The same percentage of students indicated that Staff Treat students with respect compared to over 80% of students district wide.					will use this matrix to self evaluate and reflect. Emphasis on restorative discipline.

Administrators and teachers will use the Problem Behavior Flow Chart when following the steps to help students to correct their behavior.

School BEST teams will meet at least three times a year to evaluate the SWPBIS implementation with the Director of Student Services. Teams will use an implementation matrix to evaluate growth over time. | matrix to self evaluate and reflect with an emphasis on the restorative discipline.

Administrators and teachers will continue to use the Problem Behavior Flow Chart when following the steps to help students to correct their behavior.

The school BEST teams will continue to meet at least three times a year to evaluate the SWPBIS implementation with the Director of Student Services. Teams will use an implementation matrix to evaluate | will use this matrix to self evaluate and reflect with an emphasis on restorative discipline.

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					As teachers and school staff implement the SWPBIS plan, they will develop and implement BEST lessons at the beginning of the year and reinforce throughout the year.

The district will partner with the Acknowledge Alliance or Center for Reaching and Teaching the Whole Child at San Jose State to provide training to a new core group of teachers from each of the school sites.

Two Family Case Mangers and one Social worker will provide parent trainings to assist parents to | growth over time.

As teachers and school staff implement the SWPBIS plan, they will develop and implement BEST lessons at the beginning of the year and reinforce throughout the year.

The district will continue its partnership with the Acknowledge Alliance or Center for Reaching and Teaching the Whole Child at San Jose State to provide training to a core group of teachers from each of the school sites.

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					understand the mission and goals of the SWPBIS plan. They will also provide trainings to provide suggestions to parents on how they can re-teach or improve student behavior by using the principles of BEST at home.	continue to provide parent trainings to assist parents to understand the mission and goals of the SWPBIS plan. They will also provide trainings to help parents understand explicit rules and universal interventions on how parents can re-teach discipline to improve student behavior by using the principals of BEST at home.	Two Family Case Mangers and one Social worker will continue to provide parent trainings to assist parents to understand the mission and goals of the SWPBIS plan. They will also provide trainings to help parents understand explicit rules and universal interventions on how parents can re-teach discipline to improve student behavior by using the principals of BEST at home.	

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Need Improve attendance rates Metric Attendance data Chronic absentees(Students absent 10% or more of the school year) 9.56%, K(19.8%, 1(12%), 6th (9%),and 8th(11%)	Increase attendance rate to 97% and decrease the percentage of chronic absentees by 3% District-wide, monitor attendance rates and chronic absentees by grade, gender, English Language Learners, ethnicity, special education status, foster youth status, free and reduce lunch status, and suspension and expulsion information.	All students, with emphasis on K, 1st, 6th, and 8th grade.	District wide, target Mt. Pleasant, and August Boeger		Two Family Case Managers and one Social worker will plan and deliver parent workshops on the importance of school attendance. Family Case Managers and Social worker, will be part of the SARB committee, they will assist Principals in monitoring the SARB recommendations and assist parents with health or other resources to improve attendance. Since chronic stress has been linked to 50% or more of all absences by researchers,	Two Family Case Managers and one Social worker will plan and deliver parent workshops on the importance of school attendance. Family Case Managers and Social worker will continue to be part of the SARB committee, they will assist Principals in monitoring students referred to SARB and assist parents with health or other resources to improve attendance. Since chronic stress has been linked to 50% or more of all absences by researchers,	Two Family Case Managers and one Social worker will plan and deliver parent workshops on the importance of school attendance. Family Case Managers and Social worker, will become part of the SARB committee, they will assist Principals in monitoring students referred to SARB and assist parents with health or other resources to improve attendance. Since chronic stress has been linked 50% or more of all absences by researchers, the	Priority 3, 5, and 6

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					SARB will seek counseling services for repeated cases of chronic absenteeism Foothill and Alum Rock counseling.

Automated phone calls will be made on a daily basis, Family Case Managers and Social workers will follow-up with students that miss more than 1 day of school during any given week.

School administrators and Intervention teachers will continue to monitor the academic progress of students that are referred to SARB and create a | SARB will identify counseling services to repeated cases of chronic absenteeism.

Automated phone calls will be made on a daily basis, Family Case Managers and Social workers will follow-up with students that miss more than 1 day of school during any given week.

School administrators and Intervention teachers will monitor the academic progress of students that are referred to SARB and create a success plan to support achievement | SARB will identify counseling services to repeated cases of chronic absenteeism.

Automated phone calls will be made on a daily basis, Family Case Managers and Social workers will follow-up with students that miss more than 1 day of school during any given week.

School administrators and Intervention teachers will monitor the academic progress of students that are referred to SARB and create a success plan to support achievement | |

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					success plan to support achievement gaps and accelerate academic progress.

Teachers will try to reengage students in school by making connections with students and following the SWPBIS plan.

Director of Student Services will work with School BEST team and site administrators to identify a plan for alternatives to out of school suspensions. Plan must help students accept responsibility, place high value on academic engagement and | gaps and accelerate academic progress.

Teachers will try to reengage students in school by making connections with students and following the SWPBIS plan. | gaps and accelerate academic progress.

Teachers will try to reengage students in school by making connections with students and following the SWPBIS plan. | |

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					achievement, teach alternative ways to behave and focus on restoring the environment and social relationships in the school.			
Need Provide intervention support to decrease the number of students that qualify for Special Education services. Metric Enrollment data/Program participation 13% of our student population are enrolled in Special Education, higher than the state average of 10%.	Decrease the percentage of students enrolled in Special Education program consistent with the State average.	All students enrolled in Special Education	All schools		Maintain funding for three Instructional Assistant positions to support Special Education Students in Mainstream Classrooms, the IEP team will determine the least restrictive setting for students. Instructional assistants will assist students that may need additional support in the mainstream classrooms to be successful.	Continue to maintain funding for three Instructional Assistant positions to support Special Education Students in Mainstream Classrooms, the IEP team will determine the least restrictive setting for students. Instructional assistants will assist students that may need additional support in the mainstream classrooms to be	Continue to maintain funding for three Instructional Assistant positions to support Special Education Students in Mainstream Classrooms, the IEP team will determine the least restrictive setting for students. Instructional assistants will assist students that may need additional support in the mainstream classrooms to be	4,2, and 5

| 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.) |
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					Maintain funding for one additional psychologist to administer assessments, conduct annual reviews, monitor progress of targeted students and make recommendations to ensure that students will be successful in mainstream classrooms. Director of student services facilitate a meeting with school administrators and school staff to coordinate the transition to mainstream classrooms and identified the required modifications or instructional	successful. Maintain funding for one additional psychologist to administer assessments, conduct annual reviews, monitor progress of targeted students in mainstream classrooms and make recommendations to ensure that students will be successful in mainstream classrooms. The director of student services will continue to facilitate meetings with school administrators and school staff to coordinate the transition to mainstream classrooms and	successful. Maintain funding for one additional psychologist to administer assessments, conduct annual reviews, monitor progress of targeted students in mainstream classrooms and make recommendations to ensure that students will be successful in mainstream classrooms. The director of student services will continue to facilitate meetings with school administrators and school staff to coordinate the transition to mainstream classrooms and identify the	

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					supports for the student to be successful. Adopt Fountas and Pinnell Leveled Literacy Intervention (LLI) in K-3rd grade. LLI is a small group, supplementary literacy intervention designed for students who find reading and writing difficult. Administering the Fountas and Pinnell Benchmark Assessments three times a year to monitor student progress. Continue to implement Read 180 and System 44 in 5th to 8th grade. At August Boeger READ	identify the required modifications or instructional supports for the student to be successful. Adopt Fountas and Pinnell Leveled Literacy Intervention (LLI) in K-3rd grade. LLI is a small group, supplementary literacy intervention designed for students who find reading and writing difficult. Administering the Fountas and Pinnell Benchmark Assessments three times a year will monitor student progress. Continue to implement Read	required modifications or instructional supports for the student to be successful. Adopt Fountas and Pinnell Leveled Literacy Intervention (LLI) in K-3rd grade. LLI is a small group, supplementary literacy intervention designed for students who find reading and writing difficult. Administer the Fountas and Pinnell Benchmark Assessments three times a year to monitor student progress. Continue to implement Read 180 and System	

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					180 is a reading intervention program for struggling readers in grades 4–12+.

Continue to implement Read 180 and System 44 in 5th to 8th grade. READ 180 is a reading intervention program for struggling readers in grades 4–12+. Site administrators and Director of Student Services will monitor implementation of Read 180 by monitoring and analyzing the monthly program reports.

Continue to provide staff development and coaching for | 180 and System 44 in 5th to 8th grade. At August Boeger READ 180 is a reading intervention program for struggling readers. Site administrators and Director of Student Services will continue to monitor implementation of Read 180 by monitoring and analyzing the monthly program reports.

Continue to provide staff development and coaching for implementation of Read 180 and System 44. | 44 in 5th to 8th grade. At August Boeger READ 180 is a reading intervention program for struggling readers. Site administrators and Director of Student Services will continue to monitor implementation of Read 180 by monitoring and analyzing the monthly program reports.

Continue to provide staff development and coaching for implementation of Read 180 and System 44. | |

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					implementation of Read 180 and System 44.			
Need

Increase the number of ELLs taking Advanced Placement courses.

Metric
Enrollment information/Master Schedule

Based on course enrollment, less than 1% of ELLs are enrolled in Advanced classes such as AP ELA, Social Studies or Math. | Increase the percentage of ELLs taking Advance Placement classes by 10% in grades 7th and 8th grade. | 7th and 8th grade | August Boeger and Ida Jew | | Analyze the enrollment increase of ELLs in Advanced Placement classrooms from 2015-16 to 2016-17 and evaluate the success of ELLs in Advanced Placement classrooms.

Continue to send content subject teachers to attend the AVID Summer Institute.

ELD coach will continue to observe and provide coaching support to teachers teaching the Advanced Placement classes. | Analyze the enrollment increase of ELLs in Advanced Placement classrooms from 2015-16 to 2016-17 and evaluate the success of ELLs in Advanced Placement classrooms.

Continue to send content subject teachers to attend the AVID Summer Institute.

ELD coach will continue to observe and provide coaching support to teachers teaching the Advanced Placement classes. | Analyze the enrollment increase of ELLs in Advanced Placement classrooms from 2015-16 to 2016-17 and evaluate the success of ELLs in Advanced Placement classrooms.

Continue to send content subject teachers to attend the AVID Summer Institute.

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	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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Continue to increase or maintain ELLs enrollment in Advanced Placement classrooms, students will receive support from their AVID ELD teachers, AVID tutorials and Homeroom teacher.

AVID teachers and content area teachers that attended the Summer Institutes will get together on a quarterly basis to evaluate the efforts of implementing AVID school-wide and monitor the progress of ELLs in Advance Placement classrooms. | Continue to increase or maintain ELLs enrollment in Advanced Placement classrooms, students will receive support from their AVID ELD teachers, AVID tutorials and Homeroom teacher.

AVID teachers and content area teachers that attended the Summer Institutes will get together on a quarterly basis to evaluate the efforts of implementing AVID school-wide and monitor the progress of ELLs in Advance Placement classrooms. | Continue to increase or maintain ELLs enrollment in Advanced Placement classrooms, students will receive support from their AVID ELD teachers, AVID tutorials and Homeroom teacher.

AVID teachers and content area teachers that attended the Summer Institutes will get together on a quarterly basis to evaluate the efforts of implementing AVID school-wide and monitor the progress of ELLs in Advance Placement classrooms. | |

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need Decrease the percentage of students identified as needs improvement on the California Fitness report. Increase enrichment opportunities for students. Metric California Physical Fitness Report 7.1 28% of 5th grade students and 32% of 7th grade students were identified as needs Improvement on the 2012-13 California Physical Fitness Report. California Healthy Kids Survey 7.2 Based on California Healthy Kids Survey, 32% of students reported not having equal access to	7.1 Decrease the percentage of 5th and 7th grade students by ten percentage points that are identified, as needs improvement on the California Physical Fitness Report. 7.2 Increase art and music instruction for all students.	71. All students 7.2 All students	7.1 All Schools 7.2 All Schools		7.1 Teachers responsible for providing P.E. will review/analyze the results of the Physical Fitness Test, identify if there is an achievement gap between sub-groups of student populations and create an improvement plan. P.E. lessons will be aligned to address the needs of the students and lessons will be aligned to the adopted P.E. standards. 7.1a Principals will monitor the minutes of P.E. instruction and make sure that all students are receiving the required P.E.	7.1 Teachers responsible for providing P.E. will continue to review/analyze the results of the Physical Fitness Test identify if there is an achievement gap between sub-groups of student populations and create an improvement plan. P.E. lessons will be aligned to address the needs of the students and lessons will be aligned to the adopted P.E. standards. 7.1a Principals will continue to monitor the minutes of P.E. instruction and make sure that all students are	7.1 Teachers responsible for providing P.E. will continue to review/analyze the results of the Physical Fitness Test identify if there is an achievement gap between sub-groups of student populations and create an improvement plan. P.E. lessons will be aligned to address the needs of the students and lessons will be aligned to the adopted P.E. standards. 7.1a Principals will continue to monitor the minutes of P.E. instruction and make sure that all students are	7.1 Priority 8 7.2 Priority 8

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
extra curricular and enrichment activities.					instructional minutes. 7.1b Students identified as Needs Improvement - Health Risk, will be added to the current list of students that have preference to participate in the ASES After School program. 7.2 Students will receive instruction from three specialty teachers on a rotating basis, students will receive P.E., music, and art instruction aligned to standards.	receiving the required instructional P.E. minutes. 7.1b Students identified as Needs Improvement - Health Risk, will continue to have preference to participate in the ASES After School program. 7.2 Students will continue to receive instruction from three specialty teachers on a rotating basis, students in all schools will receive P.E., music, and art instruction aligned to standards.	receiving the required P.E. instructional minutes. 7.1b Students identified as Needs Improvement - Health Risk, will continue to have preference to participate in the ASES After School program. 7.2 Students will continue to receive instruction from three specialty teachers on a rotating basis, students in all schools will receive P.E., music, and art instruction aligned to standards.	

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need Decrease suspension rates Metric Base of local and state reports the suspension rate is 3.2.	Decrease suspension rates from 3.2 to 2.0 and decrease the number of out of school suspensions in August Boeger and Mount Pleasant by decreasing the number of repeat offenders.	All Students	All Schools, focus in August Boeger and Mount Pleasant Elementary .		Identify the suspension trends, what are the behaviors leading to student suspensions. Site administrators will review and monitor consistency of following behavior expectations and procedures. How well are schools following their BEST plan, teaching, preventing and correcting behaviors before they lead to suspensions will be the goal. Principals will gather data through monitor the consistency of following their BEST plan as	Identify the suspension trends for 2014-15, what are the behaviors leading to student suspensions. Continue to review and monitor consistency of following behavior expectations and procedures. How well are schools following their BEST plan, teaching, preventing and correcting behaviors before they lead to suspensions will be the goal? Principals will continue to gather data through monitoring the consistency of	Identify the suspension trends for 2015-16, what are the behaviors leading to student suspensions. Continue to review and monitor consistency of following behavior expectations and procedures. How well are schools following their BEST plan, teaching, preventing and correcting behaviors before they lead to suspensions will be the goal? Principals will continue to gather data to monitor the consistency of following their BEST plan as described in goal	5

	Goals				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.)
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	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.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					described in goal 3. District and BEST site teams will work together to identify a criteria and procedures to do in school suspensions.	following their BEST plan as described in goal 3. School sites will start implementing the identified criteria and procedures for on-site school suspensions. During school suspensions, students will be guided to think about the actions that led to the suspension and reflect on what they need to do different and identify help/support from school staff. Depending on the need, students will receive mini-lessons from counselor, social worker, or outside resources. Students will complete their	3. School sites will implement the identified criteria and procedures for on-sites suspensions. During school suspensions, students will be guided to think about the actions that led to the suspension and reflect on what they need to do different and identify help/support from school staff. Depending on the need, students will receive mini-lessons from counselor, social worker, or outside resources. Students will also complete their schoolwork.	

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					schoolwork.			
Need Increase students proficiency in science Metric California Standards Test: 2013, CST Science: 50% of 5th grade and 54% of 8th grade students scored proficient or advanced: 5th grade (33% Basic, 10% Below Basic, and 6% Far Below Basic), 8th grade (20% Basic, 15% Below Basic, and 11% Far Below Basic)	Increase the percentage of students scoring proficient or advanced in Science by ten percentage points	Latino Hispanic, English Language Learners, and Hispanic Students in Special Education, evidence of progress, increase of ten percentage points a year.	All Schools, focus in 8th grade August Boeger		Create grade level Science Concept Maps for 2014-15 and start transitioning to the Next Generation Science standards. Lesson plans will be aligned to the Grade Level Science Concept maps. Provide staff development on Project Based Learning to assist teachers to create integrated units of study across the curriculum. Provide collaboration for teachers to develop common assessments and units of study.	Review and adjust grade level Concept Maps for Science for 2015-16 based on test results and teacher feedback, continue to transition to the Next Generation Science standards. Lesson plans will continue to be aligned to the Grade Level Science Concept maps. Continue to increase the number of teachers who received staff development on Project Based Learning in 2014-15 to assist teachers to create integrated units of study	Review and adjust grade level Concept Maps for Science for 2016-17 based on test results and teacher feedback, continue to transition to the Next Generation Science standards. Lesson plans will continue to be aligned to the Grade Level Science Concept maps. Continue to increase the number of teachers who have received staff development on Project Based Learning in 2015-16 to assist teachers to create integrated units of study across the	2,7,4

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Administer district benchmark assessments in grades 5th-8th grade.	across the curriculum. Continue to provide collaboration time for teachers to develop common assessments and units of study. Continue to administer district benchmark assessments in grades 5th-8th grade.	curriculum. Continue to provide teacher collaboration for teachers to develop common assessments and units of study. Continue to administer district benchmark assessments in grades 5th-8th grade.	
Need Increase the performance of all ELLs and improve Redesignation rates. Metrics CELDT scores,Standardized Testing and Title III Accountability Report 2012-13 Title III Accountability Report,	10.1 Increase the percentage of students scoring Early Advanced or Advance on the CELDT. 10.2 Meet the target for AMAO3 by increasing the number English Language Learners scoring Proficient/Advanced or equivalent of the CAASPP and increase the Redesignation rate.	Long Term-English Language Learners, 5 years or more and Redesignated students..	5th to 8th grade, all schools		10.1 increase the percentage of ELLs scoring Early Advanced or Advance by five percentage points based on the 2013-14 results. 10.2 Monitor the percentage of ELLs scoring Proficient on	10.1 increase the percentage of ELLs scoring Early Advanced or Advance by five percentage points based on the 2014-15 CELDT results. 10.2 Increase the percentage of students being Redesignated by	10.1 increase the percentage of ELLs scoring Early Advanced or Advance by five percentage points based on the 2015-16 CELDT results. 10.2 Increase the percentage of students being Redesignated by	4,7,2,1

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
the district met the Annual Measurable Objectives (AMO)1 and 2(Less than 5 years in US school and more than 5 years in US school) but did not met objective 3(Percent of English Learners scoring Proficient or Above on CSTs)					District Benchmark Assessments. Compared the Redesignation rate to previous year.

10.2a Track the number of teachers by school that received training on Elementary Constructing Meaning and Middle School, targeting 3 to 5 teachers per school site.

10.2b Teachers that received Constructing Meaning training aligned to the New ELD standards and CCCS will implement strategies to provide greater access to the | one percentage point from 2014-15.

Increase the number of Elementary and Middle School teachers that received Constructing Meaning training.

Identify three to four teachers that received the training in 2014-15 and are successfully implementing Constructing Meaning to receive additional training to become certify trainers.

Continue to monitor the percentage of ELLs scoring Proficient on District | one percentage point from 2015-16.

Continue to increase the number of Elementary and Middle School teachers that received Constructing Meaning training.

Two to three teachers will become certified trainers to build capacity and continue to provide in house training.

Continue to monitor the percentage of ELLs scoring Proficient on District Benchmark Assessments. | |

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					demands of the new standards. 10.2c Teachers will monitor the progress of their Long-Term English Language Learners during their PLCs and will identify instructional strategies or resources to increase the percentage of ELLs scoring proficient on District Benchmark Assessments. 10.2d Teachers will receive coaching support from ELD coach to improve instruction for ELLs in all subject areas.	Benchmark Assessments. Teachers that received Constructing Meaning training aligned to the New ELD standards and CCCS will continue to implement strategies to provide greater access to the demands of the new standards. Teachers will continue to monitor the progress of their Long-Term English Language Learners during PLCs and will identify instructional strategies or resources to increase the	Teachers that received Constructing Meaning training aligned to the New ELD standards and CCCS will continue to implement strategies to provide greater access to the demands of the new standards. Teachers will continue to monitor the progress of their Long-Term English Language Learners during their PLCs and will identify instructional strategies or resources to increase the percentage of ELLs scoring proficient on District	

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
						percentage of ELLs scoring proficient on District Benchmark Assessments and percentage of students meeting the criteria for redesignation. Teachers will continue to receive coaching support from ELD coach to improve instruction for ELLs in all subject areas. Depending on funding, hire an additional ELD Specialist/Coach to provide coaching support to teachers. Increase the number of teachers by school that received	Benchmark Assessments. Teachers will continue to receive coaching support from ELD coach to improve instruction for ELLs in all subject areas. Depending on additional funding, hire a new ELD Specialist/Coach to provide coaching support to teachers.	

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.)
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						Elementary Constructing Meaning and Middle School.		

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Based on the 2014-15 CAASPP (California Assessment of Student Performance and Progress) results, the percentage of students scoring proficient /advanced or equivalent will increase by ten percentage points annually in Mathematics.	Priority 1, 2, 4, and 6	Provide Staff Development for all teachers - Project Based Learning from the Buck Institute for Education. Teachers will create and implement Math units of study to support the implementation of the CCCS. 2. Provide staff development on PBL for new teachers and teachers that missed the training the previous year. 3. Continue to provide staff development on Project Base Learning to new and 2-3 teachers to become PBI certified trainers	LEA-wide 2. LEA-wide 3. LEA-wide		Contracted Services with Buck Institute for Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental $50,000

Salaries, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $100,000 | Contracted Services with Buck Institute for Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000

Salaries, negotiated hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental $17,000 | Contracted Services with Buck Institute for Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental $10,000

Salaries, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $15,000 |
| | | Provide Staff Development- Professional Learning Communities for Math PLC facilitators, nine elementary and four middle school teachers. 2. Continue staff development- Professional Learning Communities for Math PLC facilitators for nine elementary and four middle school teachers. | LEA-wide 2. LEA-wide 3. LEA-wide | | Substitute Release Time 1000-1999: Certificated Personnel Salaries Other $3,500 Teacher Stipends 1000-1999: Certificated Personnel Salaries Other $29,000 | Substitute release time 1000-1999: Certificated Personnel Salaries Other $3,500 Teacher Stipends 1000-1999: Certificated Personnel Salaries Other $29,000 | Substitute release time 1000-1999: Certificated Personnel Salaries Other $3,500 Teacher Stipends 1000-1999: Certificated Personnel Salaries Other $29,000 |

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue staff development- Professional Learning Communities for Math PLC facilitators. 9 elementary and 4 middle school teachers.					
		Provide release time for teacher collaboration, hire three specialty teachers to provide PE, Music and Art while teachers collaborate with grade level teams or departments to create math units of study. 2. Continue to provide grade level or department release time for teacher Collaboration. 3. Continue to provide release time for teacher Collaboration.	LEA-wide 2. LEA-wide 3. District-wide		Hire three Teachers on Special Assignment (P.E, Music, and Art) 1000-1999: Certificated Personnel Salaries Supplemental $270,000 Purchase instructional materials, to teach Music,Art, and P.E. 4000-4999: Books And Supplies Supplemental $25,000	Continue to fund tree Teachers on Special Assignment(P.E., Music, and Art) 1000-1999: Certificated Personnel Salaries Supplemental $270,00 Purchase materials for TOSA teachers to teach, Music, Art and P.E. 1000-1999: Certificated Personnel Salaries Supplemental $10,000	Continue to fund three Teachers on Special Assignment. 1000-1999: Certificated Personnel Salaries Supplemental $270,000 Purchase materials for TOSAs to teach music, art and P.E. 2000-2999: Classified Personnel Salaries Supplemental $10,000
		Renaissance Place a cloud-based educational software for use in Kindergarten through 12th grade to "personalized math assignments at each student's level," and monitor student progress. 2. Continue to fund services and contracts with Renaissance Place	LEA-wide 2. LEA-wide 3. District-wide		Cost of licenses for STAR Math 5000-5999: Services And Other Operating Expenditures Supplemental $9,000	Cost of licenses for STAR Math 5000-5999: Services And Other Operating Expenditures Supplemental $9,000	Cost of licenses for STAR Math 5000-5999: Services And Other Operating Expenditures Supplemental $9,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue to fund services and contracts with Renaissance Place.			Cost of licenses for Accelerated Math 5000-5999: Services And Other Operating Expenditures Supplemental $11,000	Cost of licenses for Accelerated Math 5000-5999: Services And Other Operating Expenditures Supplemental $11,000	Cost of licenses for Accelerated Math 5000-5999: Services And Other Operating Expenditures Supplemental $11,000
		Increase math achievement by supporting the implementation of AVID school-wide by sending one math teacher and two 6th grade teachers to attend the AVID Summer Institute, teachers will attend the Math AVID strand. 2. Continue to increase math achievement by supporting the implementation of AVID school-wide, send one new math teacher and one 6th grade teachers to attend the AVID Summer Institute, teachers will attend the Math AVID strand. 3. Continue to increase math achievement by supporting the implementation of AVID school-wide, send one new math teacher and one 6th grade teachers to attend the AVID Summer Institute, teachers will attend the Math AVID strand.	School-wide AB 2. School-wide August Boeger 3. School-wide August Boeger		Increase the number of subject area teachers to attend the Summer AVID Institute. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000 Provide AVID Tutorials, hire college students to provide one-hour of AVID tutorials at least once a week. 2000-2999: Classified Personnel Salaries Supplemental $12,000	Send one Math teacher and one 6th grade teacher to the AVID Summer Institute 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,000 Continue to provide AVID Tutorials, continue to hire college students to provide one-hour of AVID tutorials at least once a week 2000-2999: Classified Personnel Salaries Supplemental $12,000	Send one Math teacher and one 6th grade teacher to the AVID Summer Institute 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,000 Continue to provide AVID Tutorials, continue to hire college students to provide one-hour of AVID tutorials at least once a week 2000-2999: Classified Personnel Salaries Supplemental $12,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Continue to provide mentors/coaches to support new teachers to clear their teaching credentials and provide coaching support to implement the math common core standards. 2. Continue to provide mentors/coaches to support new teachers to clear their teaching credentials and provide coaching support to implement the math common core standards. 3. Continue to provide mentors/coaches to support new teachers to clear their teaching credentials and provide coaching support to implement the math common core standards.	LEA-wide 2. LEA-wide 3. LEA-wide		Salaries for two Teachers on Special Assignments (TOSAs). 1000-1999: Certificated Personnel Salaries Supplemental $170,000	Salaries for two Teachers on Special Assignments (TOSAs). 1000-1999: Certificated Personnel Salaries Supplemental $170,000	Salaries for two TOSAs 1000-1999: Certificated Personnel Salaries Supplemental $170,000
		Provide After School math tutoring 2-days a week for at risk students, including all subgroups. 2. Continue to provide After School math tutoring 2-days a week for at risk students, including all subgroups. 3. Continue to provide After School math tutoring 2-days a week for at risk students, including all subgroups.	LEA-wide 2. LEA-wide 3. LEA-wide		Salaries, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $25,000 Salaries, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Other $20,000	Salaries, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $25,000 Salaries, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Other $20,000	Teacher salaries, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $25,000 Teacher salaries, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Other $20,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Provide workdays or release time for teachers to help refine the math concept maps, create math benchmarks, and update standards based report card to common core standards. 2. Continue to provide workdays or release time for teachers to help refine the math concept maps, create math benchmarks, and update standards based report card to common core standards. 3. Continue to provide workdays or release time for teachers to help refine the math concept maps, create math benchmarks, and update standards based report card to common core standards.	LEA-wide 2. LEA-wide 3. LEA-wide		Teacher salaries, negotiated hourly rate-extended duty. 1000-1999: Certificated Personnel Salaries Supplemental $11,000 Consultant-training to update report cards. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $10,000	Teacher salaries, negotiated hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental $10,000	Teacher salaries, negotiated hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental $10,000
		Continue contracted services with Pearson-Schoolnet, Student Assessment Tools. Students will take online assessments including performance assessments and teachers will be able to receive immediate results and use assessment results for lesson planning to support student learning.	LEA-wide 2. LEA-wide 3. District-wide		Licenses and contract 5000-5999: Services And Other Operating Expenditures Supplemental $18,000	Licenses and contract 5000-5999: Services And Other Operating Expenditures Supplemental $18,000	Licenses for Schoolnet 5000-5999: Services And Other Operating Expenditures Supplemental $18,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Continue contracted services with Pearson-Schoolnet, Student Assessment Tools. 3. Continue contracted services with Pearson-Schoolnet, Student Assessment Tools.					
		Pilot math curriculum 2. Purchase of Math adoption-according to implementation plan 3. Continue the purchase of Math adoption-according to implementation plan	LEA-wide 2. LEA-wide 3. LEA-wide		Pilot math curriculum 4000-4999: Books And Supplies Other $0, not cost for piloting	Materials for Math adoption 4000-4999: Books And Supplies Base $150,000	Materials for Math adoption 4000-4999: Books And Supplies Base $70,000
						Materials for Math adoption 4000-4999: Books And Supplies Other $70,000	Materials for Math adoption 4000-4999: Books And Supplies Other $30,000
2.1 Based on the 2014-15 CAASPP (California Assessment of Student Performance and Progress) results, the percentage of students scoring proficient /advanced or equivalent will increase by ten percentage points annually in ELA. 2.2 Increase the percentage of students scoring at grade level in reading based on the Fountas and	Priority1, 2, 4, and 6	Provide release time for Teacher Collaboration, hire three teachers on Special Assignment to provide P.E., Music and Art while teachers collaborate with grade level teams or departments. 2. Continue to provide release time for Teacher Collaboration, hire three teachers on Special Assignment to provide P.E., Music and Art while teachers collaborate with grade level teams or departments.	LEA-wide 2. LEA-wide 3. District-wide		Salary for three TOSAs (P.E., Music, and Art). 1000-1999: Certificated Personnel Salaries Supplemental Cost accounted for in in Goal 1. Purchase materials to teach P.E., Music, and Art Curriculum. 4000-4999: Books And Supplies Supplemental $10,000	Continue to fund three TOSAs(P.E, Music, and Art) 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost is accounted for in Goal 1 Continue to purchase materials to teach P.E., Music, and Art Curriculum. 4000-4999: Books And Supplies Supplemental $10,000	Continue to fund three TOSAs (P.E., Music, and Art) 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost is accounted for in Goal 1) Continue to purchase instructional materials to teach P.E., Music, and Art. 4000-4999: Books And Supplies Supplemental $10,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Pinnell benchmark assessments.		3. Continue to provide release time for Teacher Collaboration, hire three teachers on Special Assignment to provide P.E., Music and Art while teachers collaborate with grade level teams or departments.					
		Extend the implementation of Fountas and Pinnell from k-1 to 2nd grade, add Special Education and Resource teachers in K-3rd grade. 2. Continue the implementation of Fountas and Pinnell from K-1st to 2nd grade, add Special Education and Resource teachers in K-3rd grade. 3. Continue the implementation of Fountas and Pinnell in k-2nd grade, Special Education and Resource teachers in K-3rd grade.	LEA-wide 2. LEA-wide 3. LEA-wide		Salaries, negotiated hourly rate for 3 staff development days for 45 teachers. 1000-1999: Certificated Personnel Salaries Supplemental $41,000	Salaries, negotiated hourly rate for new teachers or teachers that missed the training the previous year (3-day training for 12 teachers) 5000-5999: Services And Other Operating Expenditures Supplemental $9,000	Salaries, negotiated hourly rate for three staff development days for new teachers. 1000-1999: Certificated Personnel Salaries Supplemental $8,000
					Registration cost for 45 teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental $12,000	Purchase LLI consumable materials. 4000-4999: Books And Supplies Supplemental $4,000	Registration cost for new teachers for three staff development days. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,500
					Purchase ILL libraries, Benchmark Assessments, and Guided Reading books 4000-4999: Books And Supplies Supplemental $55,000	Registration fees for 3-day training for 12 teachers. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $9,000	Purchase consumable materials for ILL 4000-4999: Books And Supplies Supplemental $4,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Increase AVID electives and continue to implement AVID strategies school wide. 2. Continue implementation of AVID school-wide, continue to train teachers to implement AVID strategies in subject area classrooms. 3. Continue implementation of AVID school-wide, continue to train teachers to implement AVID strategies in subject area classrooms.	School-wide August Boeger 2. School-wide August Boeger 3. School-wide August Boeger		Expenses for one new Core (ELA/HSS) teacher to attend the Summer AVID Institute. 5000-5999: Services And Other Operating Expenditures Supplemental $1,700 Purchase AVID curriculum to implement, AVID school wide. 4000-4999: Books And Supplies Supplemental $5,000	Expenses for one new Core (ELA/HSS) teacher to attend the Summer AVID Institute. 5000-5999: Services And Other Operating Expenditures Supplemental $1,700	Expenses for one new Core (ELA/HSS) teacher to attend the Summer AVID Institute. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $1,700
		Continue to provide mentors/coaches to support new teachers to clear their credentials and provide coaching support to implement the ELA/Reading standards. 2. Continue to provide mentors/coaches to support new teachers to clear their credentials and provide coaching support to implement the ELA/Reading standards.	District-wide 2. LEA-wide 3. District-wide		Salaries for two Teachers on Special Assignment. 1000-1999: Certificated Personnel Salaries Supplemental Cost accounted for in Goal 1.	Continue to fund the salaries for two Teachers on Special Assignment. 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 1)	Continue to fund two Teachers on Special Assignment 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost is accounted for in Goal 1)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue to provide mentors/coaches to support new teachers to clear their credentials and provide coaching support to implement the ELA/Reading standards.					
		Provide differentiated staff development during Moonlight University (Writing, GLAD, Systematic ELD, and Classroom Management, Engagement strategies, enhancing and improving instruction by integrating technology on a daily basis. 2. Continue to provide differentiated staff development during Moonlight University (Writing, GLAD, Systematic ELD, and Classroom Management, Engagement strategies, enhancing and improving instruction by integrating technology on a daily basis.	LEA-wide 2. LEA-wide 3. LEA-wide		Teachers negotiated hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental $20,000 Teachers negotiated hourly rate. 1000-1999: Certificated Personnel Salaries Other $10,000 Supplies to implement Moon Light University 4000-4999: Books And Supplies Supplemental $5,000	Teachers negotiated hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental $20,000 Extended duty salaries, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Other $10,000 Supplies to implement Moon Light University. 4000-4999: Books And Supplies Supplemental $5,000	Teachers negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $20,000 Teachers negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $10,000 Instructional Materials to Implement Moon Light University 4000-4999: Books And Supplies Supplemental $5,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue to provide differentiated staff development during Moonlight University (Writing, GLAD, Systematic ELD, and Classroom Management, engagement strategies,enhancing and improving instruction by integrating technology on a daily basis.					
		Provide staff development-Project Base Learning 2. Continue to provide PBL training for new teachers or teachers that missed the training the previous year. 3. Continue to provide staff development- Project Base Learning for new teachers and teachers that the training the previous year.	LEA-wide 2. LEA-wide 3. LEA-wide		Teacher negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 1) Consultants/Trainers from Buck Institute of Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental $0 (Cost accounted for in Goal 1)	Teacher negotiated hourly rate. 1000-1999: Certificated Personnel Salaries Supplemental $0 (Costs are accounted in Goal 1) Consultants/Trainers from Buck Institute of Education. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $0 (Costs are accounted for in Goal 1)	Teacher negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $0 (Costs are accounted for in Goal 1) Consultants/Trainers from Buck Institute of Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental $0 (Costs are accounted for in Goal 1)
		Contract services with Renaissance Place a cloud-based educational software to "personalize ELA/Reading assignments at each student's level," and monitor student progress.	LEA-wide 2. LEA-wide 3. LEA-wide		Licenses for Accelerated Reader 5000-5999: Services And Other Operating Expenditures Supplemental $13,200	Licenses for Accelerated Reader 5000-5999: Services And Other Operating Expenditures Supplemental $13,200	Licenses for STAR Reading 5000-5999: Services And Other Operating Expenditures Supplemental $7,000

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: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		2. Continue contract services with Renaissance Place. 3. Continue contract services with Renaissance Place.			Licenses for STAR Reading 5000-5999: Services And Other Operating Expenditures Supplemental $9,000	Licenses for STAR Reading 5000-5999: Services And Other Operating Expenditures Supplemental $9,000	Licenses for Accelerated Reading 5000-5999: Services And Other Operating Expenditures Supplemental $7,000
		Contract services with Pearson-Schoolnet, Student Assessment Tools. Students will take online assessments, including performance assessments and teacher made tests. Teachers will be able to see immediate results and use the assessment results for lesson planning to support student learning. 2. Continue contract services with Pearson-Schoolnet, Student Assessment Tools. 3. Continue contract services with Pearson-Schoolnet, Student Assessment Tools.	LEA-wide 2. LEA-wide 3. LEA-wide		Contract and licenses 5000-5999: Services And Other Operating Expenditures Supplemental $0 (Cost is accounted for in Goal 1)	Licenses and contract 5000-5999: Services And Other Operating Expenditures Supplemental $0 (Cost is accounted for in Goal 1)	Licenses and contract 5000-5999: Services And Other Operating Expenditures Supplemental $0 (Cost is accounted for in Goal 1)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Continue to fund three Intervention Teachers to provide Intensive intervention support during the school day to high risk students.	2. LEA-wide			Salary for three Intervention Teachers. 1000-1999: Certificated Personnel Salaries Supplemental $300,000	
Improve school climate in Middle School by increasing the percentage of students that report that Staff treat all students fairly and with respect on the West Ed. School Climate Survey/California Healthy Kids Survey by 3% annually. Schools will demonstrate a reduction in the number of students referred to the office for discipline using the School wide information System(SWIS).	Priority 5, and 6	Provide Social Emotional Learning Training to school administrators and District BEST team to implement and monitor the implementation of SWPBIS. 2. Continue to Provide Social Emotional Learning Training to school administrators, District BEST team and add members of the Schools Best teams. 3. Continue to Provide Social Emotional Learning Training to additional members of the Schools BEST teams.	LEA-wide 2. LEA-wide 3. LEA-wide		Contract services with Acknowledge Alliance to provide training and coaching for Social Emotional Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental $12,000 Substitute release time for District BEST Team at least 3 times a year. 1000-1999: Certificated Personnel Salaries Supplemental $16,000	Contract with Acknowledge Alliance to provide training for Social Emotional Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental $12,000 Cost of substitutes to release District Best Teams and site teams for trainings and planning. 1000-1999: Certificated Personnel Salaries Supplemental $16,000	Contracted services with Acknowledge Alliance to provide training and coaching for Social Emotional Learning. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $12,000 Substitute release time for Schools BEST teams. 1000-1999: Certificated Personnel Salaries Supplemental $16,000
		Improve school climate, hire two Family Case Managers and one Social Worker to provide parent trainings and support families with wrap around services. 2. Continue to fund two Family Case Mangers and one Social Worker to help improve school climate.	LEA-wide 2. LEA-wide 3. LEA-wide		Salary, two Family Case Managers 2000-2999: Classified Personnel Salaries Supplemental $101,000 Salary, Social Worker 1000-1999: Certificated Personnel Salaries Other $100,000	Salary, two Family Case Manager 2000-2999: Classified Personnel Salaries Supplemental $90,000 Salary, Social Worker 1000-1999: Certificated Personnel Salaries Supplemental $100,000	Salary, two Family Case Managers 2000-2999: Classified Personnel Salaries Supplemental $101,000 Salary, Social Worker 1000-1999: Certificated Personnel Salaries Supplemental $100,00

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue to fund two Family Case Mangers and one Social Worker to help improve school climate.			Supplies for Parent Trainings 4000-4999: Books And Supplies Supplemental $5,000

Childcare for Parent Trainings 2000-2999: Classified Personnel Salaries Supplemental $3,000 | Supplies for Parent Trainings 4000-4999: Books And Supplies Supplemental $5,000

Childcare for Parent Trainings 2000-2999: Classified Personnel Salaries Supplemental $2,000 | Purchase supplies for parent trainings. 4000-4999: Books And Supplies Supplemental $1,000

Childcare for parent trainings. 2000-2999: Classified Personnel Salaries Supplemental $2,000 |
| | | Improve School Climate-Monitor progress by annually administering the WestEd School Climate Survey/California Healthy Kids Survey(CHKS)

2. Continue to improve school climate, continue to fund two part-time Campus Supervisors.

3. Continue to improve school climate, continue to fund two part-time Campus Supervisors. | LEA-wide

2. School-wide August Boeger

3. School-wide August Boeger | | Administer the WestEd School Climate Survey/CHKS 5000-5999: Services And Other Operating Expenditures Supplemental $2,000 | Salary, two Campus Supervisors 2000-2999: Classified Personnel Salaries Supplemental $30,700 | Salary, two part-time campus supervisors 2000-2999: Classified Personnel Salaries Supplemental $30,000 |
| | | Improve School Climate-Monitor progress by annually administering the WestEd School Climate Survey/California Healthy Kids Survey(CHKS)

2. Continue to improve School Climate-Monitor progress by annually administering the WestEd School Climate Survey/California Healthy Kids Survey(CHKS) | LEA-wise

2. LEA-wide

3. LEA-wide | | Administer the WestEd School Climate Survey/CHKS 5000-5999: Services And Other Operating Expenditures Supplemental $2,000 | Administer the WestEd School Climate Survey/CHKS 5000-5999: Services And Other Operating Expenditures Supplemental $2,000 | Administer the WestEd School Climate Survey/CHKS 5000-5999: Services And Other Operating Expenditures Supplemental $2,000 |

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue to improve School Climate-Monitor progress by annually administering the WestEd School Climate Survey/California Healthy Kids Survey(CHKS)					
Increase attendance rate to 97% and decrease the percentage of chronic absentees by 3% District-wide, monitor attendance rates and chronic absentees by grade, gender, English Language Learners, ethnicity, special education status, foster youth status, free and reduce lunch status, and suspension and expulsion information.	Priority 3, 5, and 6	Improve attendance rates, Family Case Managers will provide parent trainings on the importance of being in school and will make phone calls to follow-up on absences. 2. Improve attendance rates, Family Case Managers will continue to provide parent trainings on the importance of being in school and will make phone calls to follow-up on absences. 3. Continue to improve attendance rates, Family Case Managers will continue to provide parent trainings on the importance of being in school and will make phone calls to follow-up on absences.	LEA-wide 2. LEA-wide 3. LEA-wide		Salary, two Family Case Manager 2000-2999: Classified Personnel Salaries Other $0 (Cost is accounted for already in Goals 1, 2, and 3 Supplies for Parent Trainings 4000-4999: Books And Supplies Supplemental $1,000 Childcare for parent trainings 2000-2999: Classified Personnel Salaries Supplemental $2,000	Salary, two Family Case Manager 2000-2999: Classified Personnel Salaries Supplemental $0 (Cost accounted in Goals 1, 2, 3) Supplies for Parent Trainings 4000-4999: Books And Supplies Supplemental $1,000 Childcare for parent trainings 2000-2999: Classified Personnel Salaries Supplemental $2,000	Salary, two Family Case Manager 2000-2999: Classified Personnel Salaries Supplemental $0 (Cost is accounted in Goals 1, 2, and 3) Supplies for Parent Trainings 4000-4999: Books And Supplies Supplemental $1,000 Childcare for parent trainings 1000-1999: Certificated Personnel Salaries Supplemental $2,000
		Social Worker will coordinate wrap around services with partnering agencies(Foothill Clinic and Alum Rock Counseling) and other community resources to students that are referred to SARB.	LEA-wide 2. LEA-wide 3. LEA-wide		Salary, Social Worker 1000-1999: Certificated Personnel Salaries Other $0 (Cost is accounted for in Goal 3)	Salary, Social Worker 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted in Goal 3)	Salary, Social Worker 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost is accounted for in Goal3)

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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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Social Worker will continue to coordinate wrap around services with partnering agencies (Foothill Clinic and Alum Rock Counseling) and other community resources to students that are referred to SARB. 3. Social Worker will continue to coordinate wrap around services with partnering agencies (Foothill Clinic and Alum Rock Counseling) and other community resources to students that are referred to SARB.					
		Daily automated phone calls will be made to parents to report absences using the School Reach - School Notification System for Parents. 2. Daily automated phone calls will continue to be made to parents to report absences using the School Reach - School Notification System for Parents. 3. Daily automated phone calls will continue to be made to parents to report absences using the School Reach - School Notification System for Parents.	LEA-wide 2. LEA-wide 3. LEA-wide		Cost of School Reach system 5900: Communications Supplemental $10,000	Cost of SchoolReach 5000-5999: Services And Other Operating Expenditures Supplemental $10,000	Cost of SchoolReach 5000-5999: Services And Other Operating Expenditures Supplemental $10,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Hire Student Advisor to coordinate in-house suspensions with a focus on restorative discipline, student reflections and goals setting. 2. Continue to fund the position of Student Advisor to coordinate in-house suspensions with a focus on restorative discipline, student reflections and goals setting. 3. Continue to fund the position of Student Advisor to coordinate in-house suspensions with a focus on restorative discipline, student reflections and goals setting.	School-wide 2. School-wide 3. School-wide		Salary, Student Advisor 1000-1999: Certificated Personnel Salaries Supplemental $117,000	Salary for Student Advisor 1000-1999: Certificated Personnel Salaries Supplemental $117,000	Salary, Student Advisor 1000-1999: Certificated Personnel Salaries Supplemental $117,000
Decrease the percentage of students enrolled in Special Education program consistent with the State average.	4,2, and 5	Maintain funding for three Instructional Assistants to assist students in Mainstream classrooms and fund one additional psychologist to assess and monitor student progress. 2. Continue to maintain funding for three Instructional Assistants to assist students in Mainstream classrooms and fund one additional psychologist to assess and monitor student progress.	LEA-wide 2. LEA-wide 3. School-wide August Boeger		Salary, three Instructional Assistants 2000-2999: Classified Personnel Salaries Base $90,600 Salary, School Psychologist 1000-1999: Certificated Personnel Salaries Supplemental $72,000	Salary for three Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental $90,600 Salary for one psychologist 1000-1999: Certificated Personnel Salaries Supplemental $72,000	Salary, three Instructional Assistants 2000-2999: Classified Personnel Salaries Supplemental $90,600 Salary, School Psychologist 1000-1999: Certificated Personnel Salaries Supplemental $72,000

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue to maintain funding for three Instructional Assistants to assist students in Mainstream classrooms and fund one additional psychologist to assess and monitor student progress.					
		Adopt Fountas and Pinnell Level Literacy Intervention (LLI) in Kindergarten through 3rd grade, intensive reading intervention program for Special Education students struggling with reading and writing. 2. Continue the adopt Fountas and Pinnell Level Literacy Intervention (LLI) in Kindergarten through 3rd grade, intensive reading intervention program for Special Education students struggling with reading and writing. 3. Continue the adoption of Fountas and Pinnell Level Literacy Intervention (LLI) in Kindergarten through 3rd grade, intensive reading intervention program for Special Education students struggling with reading and writing.	LEA-wide 2. LEA-wide 3. LEA-wide		Cost of three staff development days to implement LLI 5800: Professional/Consulting Services And Operating Expenditures Supplemental $0 (Cost accounted for in Goal 2) Purchase of LLI curriculum and Fountas and Pinnell Benchmark Assessments 4000-4999: Books And Supplies Supplemental $0 (Cost isaccounted for in Goal2)	Cost of three LLI staff development days for new teachers 4000-4999: Books And Supplies Supplemental $500 Purchase of LLI consumable materials 4000-4999: Books And Supplies Supplemental $2,000	Cost of three staff development days to implement LLI 5800: Professional/Consulting Services And Operating Expenditures Supplemental $0 (Cost accounted for in Goal 2) Purchase of LLI consumable materials 4000-4999: Books And Supplies Supplemental $1,000

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Continue to implement Read 180 and System 44; intensive reading and writing intervention program for Special Education Students in 5th through 8th grade. 2. Continue to implement Read 180 and System 44; intensive reading and writing intervention program for Special Education Students in 5th through 8th grade. 3. Continue to implement Read 180 and System 44; intensive reading and writing intervention program for Special Education Students in 5th through 8th grade.	LEA-wide 2. LEA-wide 3. LEA-wide		Purchase of Read 180 and System 44 materials and licenses. 4000-4999: Books And Supplies Supplemental $10,000 Staff Development and coaching 5800: Professional/Consulting Services And Operating Expenditures Supplemental $2,000 Substitute release time for staff development. 1000-1999: Certificated Personnel Salaries Supplemental $3,000	Purchase of consumable materials for Read 180 and licenses 4000-4999: Books And Supplies Supplemental $3,000 Staff development and coaching for new teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental $500 Substitute cost for Staff Development. 1000-1999: Certificated Personnel Salaries Supplemental $1,000	Purchase of consumable Read 180 and System 44 materials and licenses. 5900: Communications Supplemental $3,000 Staff Development and coaching for new teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental $500 Substitute release time for staff development. 1000-1999: Certificated Personnel Salaries Supplemental $1,000
Increase the percentage of ELLs taking Advance Placement classes by 10% in grades 7th and 8th grade.	Priority 7, 4	See Section 3B 2. See Section 3B 3. See Section 3B					
7.1 Decrease the percentage of 5th and 7th grade students by ten percentage points that are identified, as needs improvement on the California Physical Fitness Report. 7.2 Increase art and	7.1 Priority 8 7.2 Priority 8	Hire one Teacher on Special Assignment (TOSA) to provide additional Physical Education time during teacher collaboration. 2. Continue funding for one Teacher on Special Assignment (TOSA) to provide additional Physical Education time during teacher collaboration.	LEA -wide 2. LEAt-wide 3. LEA-wide		Salary, TOSA to provide P.E. Instruction 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 1)	Salary, TOSA to provide P.E. Instruction 1000-1999: Certificated Personnel Salaries Supplemental $0(Cost acounted for in Goal 1)	Salary, TOSA to provide P.E. Instruction 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 1)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
music instruction for all students.		3. Continue funding for one Teacher on Special Assignment (TOSA) to provide additional Physical Education time during teacher collaboration.					
		Provide enrichment opportunities to all students, by hiring a Music and Art teacher to provide music and art lessons during teacher collaboration time. 2. Continue funding to provide enrichment opportunities to all students, by continuing to fund a Music and Art teacher to provide music and art lessons during teacher collaboration time. 3. Continue to provide enrichment opportunities to all students, by continuing funding for a Music and Art teacher to provide music and art lessons during teacher collaboration time.	LEA-wide 2. LEA-wide 3. LEA-wide		Salaries, two TOSAs to provide Music and Art Instruction 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal1) Purchase instructional materials to implement music and art lessons. 4000-4999: Books And Supplies Supplemental $0 (Cost accounted for in Goal1)	Salaries, two TOSAs to provide Music and Art Instruction 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost is accounted for in Goal1) Purchase instructional materials to implement music and art lessons. 4000-4999: Books And Supplies Supplemental $0 (Cost is accounted for in Goal1)	Salaries, two TOSAs to provide Music and Art Instruction 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 1) Purchase instructional materials to implement music and art lessons. 4000-4999: Books And Supplies Supplemental $0 (Cost accounted for in Goal 1)
		Maintain funding for Science Teacher at Mount Pleasant to support the restructuring due to Program Improvement to STEAM Academy.	School-wide		Salary, TOSA to teach science at Mt. Pleasant 1000-1999: Certificated Personnel Salaries Supplemental $107,300		

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Decrease suspension rates from 3.2 to 2.0 and decrease the number of out of school suspensions in August Boeger and Mount Pleasant by decreasing the number of repeat offenders.	5	Hire Student Advisor at August Boger coordinate in house suspensions. 2. Continue funding for Student Advisor at August Boger to coordinate in house suspensions. 3. Continue funding for Student Advisor at August Boger to coordinate in house suspensions.	LEAt-wide 2. School-wide 3. District-wide		Salary, Student Advisor 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 4)	Salary for Student Advisor at August Boeger 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 4)	Salary, Student Advisor at August Boeger 1000-1999: Certificated Personnel Salaries Other $0 (Cost accounted for in Goal 4)
		Hire Social Worker to assist students and families that have multiple offenses and may need additional resources beyond the school and focus on restorative discipline. 2. Continue funding for Social Worker to assist students and families that have multiple offenses and may need additional resources beyond the school and focus on restorative discipline. 3. Continue funding for Social Worker to assist students and families that have multiple offenses and may need additional resources beyond the school and focus on restorative discipline.	District-wide 2. District-wide 3. LEAt-wide		Hire Social Worker 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 3)	Salary, Social Worker 1000-1999: Certificated Personnel Salaries Other $0 (Cost accounted for in Goal 3)	Salary, Social Worker 1000-1999: Certificated Personnel Salaries Other $0 (Cost accounted for in Goal 3)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the percentage of students scoring proficient or advanced in Science by ten percentage points	2,7,4	Begin the transition to the Next Generation Science Standards. Review grade grade concept maps and update according to need and create common assessments for 3rd to 8th grade. 2. Continue transition to the Next Generation Science Standards. Review grade-level concept maps and update according to need and create common assessments for 3rd to 8th grade. 3. Continue to transition to the Next Generation Science Standards. Review grade level concept maps and update according to need and create common assessments for 5th to 8th grade.	LEA-wide 2. LEA-wide 3. District-wide		Extended duty, negotiated hourly rate for grade-level teachers to work on concept maps and assessments. 1000-1999: Certificated Personnel Salaries Supplemental $3,000	Extended duty; negotiated hourly rate for grade-level teachers to work on concept maps and assessments. 1000-1999: Certificated Personnel Salaries Supplemental $3,000	Extended duty, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental 3,000
		Provide release time for teacher collaboration to develop integrated units of study, common assessments and share instructional strategies.	LEA-wide 2. LEA-wide 3. LEA-wide		Salaries for three TOSAs (P.E., Music, and Art) to provide release time for teacher collaboration. 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 1)	Salaries for three TOSAs (P.E., Music, and Art) to provide release time for teacher collaboration). 1000-1999: Certificated Personnel Salaries Supplemental $0 (Cost accounted for in Goal 1)	Salary, TOSA to teach science at Mt. Pleasant 1000-1999: Certificated Personnel Salaries Supplemental $107,300$0 (Cost accounted for in Goal 1)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Continue to provide release time for teacher collaboration to develop integrated units of study, common assessments and share instructional strategies. 3. Provide release time for teacher collaboration to develop integrated units of study, common assessments and share instructional strategies.					
		Hire science teacher at Mount Pleasant to support the restructuring efforts to STEAM academy due to Program Improvement 2. Maintain funding for Science Teacher at Mount Pleasant to support the restructuring due to Program Improvement to STEAM Academy. 3. Maintain funding for Science Teacher at Mount Pleasant to support the restructuring due to Program Improvement to STEAM Academy.	School-wide 2. School-wide 3. School-wide Mount Pleasant		Salary, TOSA to teach science at Mt. Pleasant 1000-1999: Certificated Personnel Salaries Supplemental $107,300	Salary, TOSA to teach science at Mt. Pleasant 1000-1999: Certificated Personnel Salaries Supplemental $107,300	Salary, TOSA to teach science at Mt. Pleasant 1000-1999: Certificated Personnel Salaries Supplemental $107,300
10.1 Increase the percentage of students scoring Early Advanced or Advance on the CELDT. 10.2 Meet the target	4,7,2,1	See section 3B 2. See Section 3B 3. See section 3B					

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: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
for AMAO3 by increasing the number English Language Learners scoring Proficient/Advanced or equivalent of the CAASPP and increase the Redesignation rate.							

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)	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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Based on the 2014-15 CAASPP (California Assessment of Student Performance and Progress) results, the percentage of students scoring proficient /advanced or equivalent will increase by ten percentage points annually in Mathematics.	Priority 1, 2, 4, and 6	Provide After School tutoring for Low-Income, EL, RFEP, and Foster Youth who are significantly behind. 2. Continue to provide After School tutoring for Low-Income, EL, RFEP, and Foster Youth who are significantly behind. 3. Continue to provide After School tutoring for Low-Income, EL, RFEP, and Foster Youth who are significantly behind.	LEA-wide 2. LEA-wide 3. LEA-wide		Negotiated hourly rate for teachers to provide small group tutoring after school. 1000-1999: Certificated Personnel Salaries Supplemental $16,000	Negotiated hourly rate for teachers to provide small group tutoring after school. 1000-1999: Certificated Personnel Salaries Supplemental $16,000	Salary, negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $16,000
		Low income, English learner, and foster youth who are at risk will have preference to enroll in the ASES After School Program (MPAS)	LEA-wide 2. District-wide 3. District-wide		Enrollment in MPAS Other $0 (No cost associated)	Enrollment in MPAS $0 (No cost associated with this action)	Enrollment in MPAS Other $0 (No cost associated with this action)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		2. Low income, English learner, and foster youth who are at risk will continue to have preference to enroll in the ASES After School Program (MPAS) 3. Low income, English learner, and foster youth who are at risk will have preference to enroll in the ASES After School Program (MPAS)					
		Progress Monitoring, Social Worker will coordinate meetings for Foster Youth to coordinate in-school and out-of school services. 2. Progress Monitoring, Social Worker will continue to coordinate meetings for Foster Youth to coordinate in-school and out of school services.	LEA-wide 2. District-wide 3. LEA-wide		No cost associated with this action.	Planning and Coordinating Meetings $0 (No cost associated with this action)	Planning and Coordinating Meetings $0 (No cost associated with this action)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Progress Monitoring, Social Worker will continue to coordinate meetings for Foster Youth to coordinate in-school and out-of-school services.					
		Social Worker will put together backpacks with school supplies for Foster Youth that may be in need. 2. Social-worker will continue to put together backpacks with school supplies for Foster Youth that may be in need. 3. Social-worker will continue to put together backpacks with school supplies for Foster Youth that may be in need.	LEA-wide 2. LEA-wide 3. District-wide		Provide backpacks to Foster Youth 4000-4999: Books And Supplies Supplemental 1,000	Provide backpacks to Foster Youth 4000-4999: Books And Supplies Supplemental $1,000	Provide backpacks to Foster Youth 4000-4999: Books And Supplies Supplemental $1,000

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: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
2.1 Based on the 2014-15 CAASPP (California Assessment of Student Performance and Progress) results, the percentage of students scoring proficient /advanced or equivalent will increase by ten percentage points annually in ELA. 2.2 Increase the percentage of students scoring at grade level in reading based on the Fountas and Pinnell benchmark assessments.	Priority1, 2, 4, and 6	Same services as in Goal 1 will be provided for Goal 2. 2. Same services as in Goal 1 will be provided for Goal 2. 3. Same services as in Goal 1 will be provided for Goal 2.	LEA-wide 2. LEA-wide		Supplemental		
Improve school climate in Middle School by increasing the percentage of students that report that Staff treat all students fairly and with respect on the West Ed. School Climate Survey/California Healthy Kids Survey by 3% annually. Schools will demonstrate a	Priority 5, and 6	Social Worker will monitor how Foster Youth are integrating within the school culture and assist them with making relationships with peers and staff.	District-wide 2. ELA-wide 3. Foster Youth		Foster Youth will be enrolled in Friendship Camps provided by Foothill Counselors 5000-5999: Services And Other Operating Expenditures Other $0 (No cost to the district)	Foster Youth will be enrolled in Friendship Camps provided by Foothill Counselors Other $0 (No cost associated with this action)	Foster Youth will be enrolled in Friendship Camps provided by Foothill Counselors $0 (No cost associated with this action)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
reduction in the number of students referred to the office for discipline using the School wide information System(SWIS).		2. Social Worker will continue to monitor how Foster Youth are integrating within the school culture and assist them with making relationships with peers and staff. 3. Social Worker will monitor how Foster Youth are integrating within the school culture and assist them with making relationships with peers and staff.					
Increase attendance rate to 97% and decrease the percentage of chronic absentees by 3% District-wide, monitor attendance rates and chronic absentees by grade, gender, English Language Learners, ethnicity, special education status, foster youth status, free and reduce lunch status, and suspension and expulsion information.	Priority 3, 5, and 6	Improve attendance rates for Foster Youth 2. Improve attendance rates for Foster Youth 3. Continue to improve attendance rates for Foster Youth	District-wide 2. District-wide 3. LEA-wide		Social Worker will monitor the attendance of Foster Youth $0 (No cost for this action)	Social Worker will continue to monitor the attendance of Foster Youth $0 (No cost associated with this action)	Social Worker will monitor the attendance of Foster Youth $0 (No cost associated with this action)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Decrease the percentage of students enrolled in Special Education program consistent with the State average.	4,2, and 5	See section 3A 2. See Section 3A 3. See Section 3A					
Increase the percentage of ELLs taking Advance Placement classes by 10% in grades 7th and 8th grade.	Priority 7, 4	Add AVID ELD course, add two periods of AVID ELD 2. Continue to provide two periods of AVID ELD. 3. Continue to provide two-periods of AVID ELD	School-wide August Boeger 2. School-wide August Boeger 3. District-wide		3 teachers will attend the Summer AVID Institute and the AVID ELD Implementation Strand 5800: Professional/Consulting Services And Operating Expenditures Supplemental $5,000 Purchase AVID ELD Curriculum 4000-4999: Books And Supplies Supplemental $4,000 Purchase English 3D, level 2 and consumable materials for level 1 4000-4999: Books And Supplies Supplemental $3,000	One teacher and ELD Specialist will attend the Summer AVID Institute and will take the AVID ELD Implementation Strand 5000-5999: Services And Other Operating Expenditures Supplemental $5,000 Purchase consumable materials for English 3D, level 2 and level 1 4000-4999: Books And Supplies Supplemental $2,000	One AVID ELD teacher and ELD coach will attend the Summer AVID Institute and take the AVID ELD Advanced Strand 5800: Professional/Consulting Services And Operating Expenditures Supplemental $4,000 Purchase consumable English 3D materials for level 1 and 2 4000-4999: Books And Supplies Supplemental $3,000
		ELD Specialist will provide coaching support to teachers teaching the Advanced Placement classes.	LEA-wide		Salary, ELD Specialist 1000-1999: Certificated Personnel Salaries Supplemental $100,000		

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
7.1 Decrease the percentage of 5th and 7th grade students by ten percentage points that are identified, as needs improvement on the California Physical Fitness Report. 7.2 Increase art and music instruction for all students.	7.1 Priority 8 7.2 Priority 8	See Section 3A 2. See Section 3A 3. See Section 3A					
Decrease suspension rates from 3.2 to 2.0 and decrease the number of out of school suspensions in August Boeger and Mount Pleasant by decreasing the number of repeat offenders.	5	Social Worker and Student Advisor will monitor the suspension rates for ELs, Low Income and Foster Youth. 2. Social Worker and Student Advisor will continue monitor the suspension rates for ELs, Low Income and Foster Youth. 3. Social Worker and Student Advisor will continue to monitor the suspension rates for ELs, Low Income and Foster Youth.	LEA-wide 2. LEA-wide 3. LEA-wide		Monitor suspension rates for ELs, Low Income and Foster Youth. $0 (No cost associated with this action)	Monitor suspension rates for ELs, Low Income and Foster Youth. $0 (No cost associated with this action)	Monitor suspension rates for ELs, Low Income and Foster Youth. $0 (No cost associated with this action)

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the percentage of students scoring proficient or advanced in Science by ten percentage points	2,7,4	See Section 3A 2. See Section 3A 3. See Section 3A					
10.1 Increase the percentage of students scoring Early Advanced or Advance on the CELDT. 10.2 Meet the target for AMAO3 by increasing the number English Language Learners scoring Proficient/Advanced or equivalent of the CAASPP and increase the Redesignation rate.	4,7,2,1	Provide Constructing Meaning Training to Elementary and Middle School Teachers 2. Continue to provide Constructing Meaning Training to a new cohort of Elementary and Middle School Teachers 3. Continue to provide Constructing Meaning Training to a new cohort of Elementary and Middle School Teachers	LEA-wide 2. District-wide 3. District-wide		Salaries-negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $11,000 Trainers 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000 Materials to Implement Constructing Meaning 4000-4999: Books And Supplies Supplemental $10,000	Salaries-negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $11,000 Trainer 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000 Materials to Implement Constructing Meaning 4000-4999: Books And Supplies Supplemental $5,000	Salaries-negotiated hourly rate 1000-1999: Certificated Personnel Salaries Supplemental $11,000 Trainer 5800: Professional/Consulting Services And Operating Expenditures Supplemental $15,000 Materials to Implement Constructing Meaning 4000-4999: Books And Supplies Supplemental $10,000

C. 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.)

Steps to Compute the Estimated Supplemental and Concentration Grant Funding for 2014-15
District used the State FCMAT LCFF Calculator for computing its supplemental and concentration grant funding and also for calculating its MPP – Minimum Proportionality Percentage. The following steps show how they are computed:

1. To calculate the district's LCFF "Targeted" Supplemental / Concentration Grant Funding, (see chart below):
a. First: calculate the Supplemental Funding by taking the ADA per Grade Span and multiplying the ADA by the Funding Rate per Grade Span times the 20% percentage for Supplemental
concentration time the unduplicated count; this total equals $2,258,292.
b. Second: calculate the Concentration Grant Funding by multiplying the ADA per Grade Span times the Funding Rate per Grade Span and multiplying this total by the difference between 55%
and the district unduplicated count (80.98%); this total equals $1,812,210.
c. Third: the sum of Steps 2a and 2b equal $4,067,247, rounded.
To calculate the district's "State Additional Funding Gap": the prior year expenditures - $1,519,625 - for these unduplicated pupils are subtracted from the targeted amount (calculated in Step 1 above) to calculate a difference which is the "Funding Gap" for the district as of 2014-15; this difference is then multiplied by the State's 2014-15 Funding Gap % of 28.06%, which calculates to $714,868; this number is the additional Supl/Concr. funding which is to be used to provide services for these unduplicated pupils in 2014-15.

2. To calculate the Total Supplemental / Concentration Funding for 2014-15: add the prior year expenditures and the estimated additional Suppl/Concr. amount (calculated in Step #2) together; the
sum of $1,519,625 plus $714,868 equals $2,234,493.
3. To calculate the district's 2014-15 MPP (Minimum Proportionality Percentage): take the Base Grant Funding (calculated with the FCMAT LCFF Calculator) of $11,847,995 and divided this number
into the Step #3 total Supl/Concr. Funding ($2,234,493); this percentage calculation will give the district's MPP as 18.86%.

In summary: the 2014-15 estimated supplemental and concentration grant funding will be $2,234,493 with a minimum proportionality percentage of 18.86%.

Mount Pleasant Elementary School district's unduplicated count is 80.98%; many of the services that the district will be providing will either be districtwide or schoolwide such as staff development,release time for teacher collaboration, parent trainings and support services.

D. 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.

Mount Pleasant Elementary School District is planning the following to increase Services for Low-Income, English, Learners, RFEP, and Foster Youth.

Services:
Add two-periods of AVID ELD at August Boeger Middle School and increase enrollment of English Language Learners in Advance placement classes, by sending teachers to attend the AVID Summer   institute.
Hire college students to provide AVID tutoring to support English Language learners taking Advanced Placement classes at August Boeger Middle School.
Provide tutoring districtwide after school, two days a week, for at risk students, targeting low-income, English Learners, RFEP and Foster Youth
Low-income, English Learners, RFEP and Foster Youth, will have priority to enroll in the MPAS; ASES after school program.
Low-income, English Learners, and Foster Youth will have priority to enroll in preschool services.

Staff
Two Family Case Managers to help improve attendance rates and provide parent workshops, focus on low-income, English Learners, RFEP and Foster Youth.
Social Worker to coordinate services for most at risk families that need wrap around services to improve attendance and increase academic achievement, and school engagement for Low-income, English Learners, RFEP and Foster Youth.

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.