

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

Introduction:

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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
<p>The Mountain View Whisman School District (MVWSD) created processes to gather input from all stakeholders, including representatives from all numerically significant subgroups, in order to develop the District's Local Control Accountability Plan.</p> <p>Specific MVWSD stakeholder groups included:</p> <ul style="list-style-type: none"> • Student groups from elementary and middle schools • District Advisory Committee (DAC), including representatives from families for each school • District English Learner Advisory Committee (DELAC), including representatives from families from each school, District staff, and the Board of Trustees • Learning Challenges Team, including parents of students with special needs • GATE Advisory Committee, including representatives from parents, school staff, and the Board of Trustees • Parents • Classified staff, including members of the California Schools Employees Association (CSEA) • Certificated staff, including members of the Mountain View Educators Association • District Leadership Team, including district leaders and site administrators from each school • District Executive Team, including District level 	<p>The Mountain View Whisman School District's (MVWSD) Local Control Accountability Plan guides decisions and practices related to the academic, social-emotional, mental, and physical educational needs of each student.</p> <p>The input from the stakeholder groups was instrumental in the development of the LCAP. Each group provided valuable voices regarding the needs and services for each of the subpopulations in Mountain View Schools.</p>

Involvement Process	Impact on LCAP
<p>administrators</p> <p>The processes used to gather input and develop the LCAP are described below.</p> <p>Throughout the 2013-14 school year, District and school achievement data, including data for all subgroups, was reviewed and shared with key stakeholders at Board meetings, District Advisory Council meetings, District English Learner Advisory and site English Learner Advisory meetings, District leadership team meetings, site staff and parent meetings and in Superintendent and site newsletters. Achievement data is also displayed in the District office and on the District website. Data is used to guide District and site decision-making and is reflected in the District's Title III Improvement Plan and the sites' school plans for achievement.</p> <p>A District webpage was created to inform community about the LCAP and LCFF. The webpage contains a link to a video of one of the LCAP/LCFF informational presentations.</p> <p>An open-ended survey was created and conducted in English and Spanish based on the eight state priorities. The survey was publicized through the Superintendent's Newsletter, school newsletters, email, and posted on the District webpage. Site administrators gave staff members an opportunity to complete the survey during a school meeting and facilitated opportunities for students to complete the survey during the school day.</p> <p>Multiple Informational/input meetings were scheduled with the following groups:</p>	<p>Analysis of District and school data guided development of goals and actions related to needs of MVWSD's students and families with a particular focus on significant subgroups including, students from low income homes, English Learners, Long Term English Learners, Redesignated Fluent English Proficient students, and Students with Disabilities. The LCAP goals, actions, and services were developed to focus on the needs of these subpopulations. Although it was determined that they are not a District significant subgroup, the needs of Foster Youth are included the LCAP goals, services and expenditures.</p> <p>The information on the webpage and informational/input meetings provided foundational knowledge about the Local Control Funding Formula (LCFF) and the LCAP for all stakeholders.</p> <p>Increased opportunity for multiple stakeholders to be informed and knowledgeable about the LCFF and LCAP and to provide input.</p> <p>At each meeting, stakeholders had an opportunity to provide input on the District's LCAP goals and actions through answering questions that related to the eight state priorities.</p>

Involvement Process	Impact on LCAP
<p> District Leadership Team Meeting: January 21st District English Learner Advisory Council: January 27th Teacher Input Session: February 26th Community Input Session: February 27th District Advisory Council: March 4th Learning Challenges Association: March 10th District GATE Advisory Council: March 11th California School Employees Association: March 26th </p> <p>All meetings had interpreters and all materials were translated into Spanish. The Community Input Session on February 27th was streamed live and then archived on the LCFF/LCAP webpage to provide additional viewing opportunities.</p> <p>Feedback from the meetings and survey was compiled for review. All feedback was thoroughly analyzed by the District Leadership Team over the course of several meetings and used to develop the goals and to draft the LCAP.</p> <p>The initial draft of the LCAP was shared with the District English Learner Advisory Council (May 5), District Advisory Council (May 6), and posted on the District website for comments and suggestions for revision (May 7).</p> <p>Input gathered from stakeholder groups and the community was reviewed and informed revisions to the plan, which were completed during the month of May. The Superintendent provided a written response to each stakeholder group's feedback.</p>	<p>Participants were put in small groups and given time to rotate around the room to discuss and provide input to each question. District staff was available to answer questions. Knowledge of achievement data contributed to the input and suggestions that stakeholders provided to support the goals, actions, and services in the LCAP.</p> <p>Increased opportunities for stakeholders to be informed and knowledgeable about the LCFF and LCAP and to provide input.</p> <p>Feedback from each group was used to develop the District's goals, actions, and services outlined in the LCAP. See appendix for synthesized stakeholder input, goals, and alignment.</p> <p>All comments, questions, and feedback were compiled into a Google doc for review. All data was analyzed in order to inform revisions to the LCAP.</p> <p>The data revealed common themes that were used to revise the LCAP. These themes were:</p> <ol style="list-style-type: none"> 1. Clarification and differentiation of metrics 2. Clarification of alignment of LCAP goals/actions to state and District goals 3. Two-way communication is a priority 4. Parent engagement and education are a priority 5. Clarification of the allocation of supplemental funds

Involvement Process	Impact on LCAP
<p>Please note: The State Board of Education expects that all LCAPs address all metrics defined in Ed Code (whether they are applicable to them or not).</p>	<p>In response to the feedback from various stakeholders we made revisions in the following sections:</p> <ul style="list-style-type: none"> • Section 2, Goals and Progress Indicators • Section 3A, 3B, and 3C Actions Services and Expenditures <p>In section 2, the needs and metrics were clarified for goals 2, 3, 4, and 5 to be more specific about what was being measured and how. In addition, to ensure that stakeholders understand the alignment of the plan to the state and District goals the following appendices were added:</p> <ul style="list-style-type: none"> • List of 8 state priorities • District goals • Title III goals <p>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.</p>

Involvement Process	Impact on LCAP
	<p>In section 3A, the allocation of supplemental funds was clarified by being more specific in the level of services and the expenditures sections. In order to provide more detailed information about how the amount of supplemental funds was allocated to support targeted students an expenditure page was added to the appendix. Specific revisions that were made include:</p> <ul style="list-style-type: none"> • Actions for Goal 2B were adjusted to highlight the coaching support added to improve achievement in middle school math. • The level of service for the instructional coaches in Goal 2B was specifically defined. • In Goal 3A a job description for the Educational Services Coordinator was added to the appendix • In Goal 3E the additional staffing to support middle school math was clarified and references in actions, services, and expenditures. • In Goal 3F the actions and services was clarified to identify that coaches would support the implementation of blended learning. • An action to conduct parent workshops was added to Goal 5A to address parent concerns about understanding the implementation of CCSS. • In Goal 5C the action step was revised to indicate that the new communication plan would be a two-way plan that includes regular communication opportunities for all stakeholders. Additionally, a consultant will be hired to support the creation and implementation of the plan. • In Goal 5C an action step was added to develop and annually update an executive summary of the LCAP to better communicate the goals, actions, and expenditures. • In Goal 5C an action step was added to research and develop a data dashboard to organize District data

Involvement Process	Impact on LCAP
<p>The MVWSD Local Control Accountability Plan was placed on the Board of Trustees' meeting agenda for June 19, 2014. A public hearing was conducted on June 19th during the meeting to review and solicit further input on the proposed LCAP.</p> <p>During the month of June, District staff performed a final, comprehensive review of the LCAP to ensure it meets the three criteria for LCAP approval as specified in Education Code 52070(d).</p> <p>The final draft of the MVWSD LCAP was presented for adoption at the June 30th meeting of the Board of Trustees</p>	<p>and show progress toward achieving District goals</p> <p>In section 3B, Goal 5B the level of service of the new School and Community Engagement Facilitator was updated to show the FTE for each school site.</p> <p>In section 3C we clarified how the School and Community Engagement Facilitators would be allocated to sites.</p> <p>During the public hearing, no member of the public commented on the LCAP.</p> <p>Section 1 was updated to reflect the results of the public hearing. Sections C and D were further revised in order to clarify the use of supplemental funds to support target students.</p> <p>The Board of Trustees adopted the MVWSD Local Control Accountability Plan during the regular Board meeting on June 30, 2014.</p>

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally identified priorities?

- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Additional Language required by the Santa Clara County Office of Education:

The purpose of this description is to address the option provided in the CDE guidance for LCAP development. That guidance states:

“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.”

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive

instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality, learning environment. Its focus is the successful inclusion of children with special needs in childcare, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources countywide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

	Goals				What will be different/improved for students?			
Identified Need and Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Annual Update: Analysis of Progress	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Related State and Local Priorities
	Goal 1: Ensure that all students have access to equitable conditions of learning through:							
Need: 2013-14 98.4% of teachers are highly qualified Metric: Credential audits	1A. Highly qualified teachers and staff	ALL	ALL		Increase percentage of highly qualified teachers to 100%	Maintain the percentage of highly qualified teachers at 100%	Maintain the percentage of highly qualified teachers at 100%	State Priority: 1 District Priority: 3
Need: Improve and expand facilities to meet programmatic and enrollment needs based on Student Facilities Improvement Plan and Board approved project list Metric: Projects completed on budget and on schedule	1B. Well-maintained and inspiring facilities	ALL	ALL		Complete middle schools phase 1 projects Plan for initial elementary site projects and receive Board approval of site(s) project list	Complete middle school phase 2 projects Continue planning for elementary site(s) projects	Complete middle school phase 3 projects Complete elementary site(s) phase 1 projects	State Priority: 1 District Priority: 2, 4
	Goal 2: Ensure that all students achieve Common Core State Standards through:							

	Goals				What will be different/improved for students?			
Identified Need and Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Annual Update: Analysis of Progress	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Related State and Local Priorities
Need: Materials aligned to Common Core State Standards (CCSS) The State of California has suspended adoption timelines and given some flexibility to districts for materials use. Metric: Results of materials review and evaluation process and teacher surveys	2A. Standards aligned instructional materials that address the needs of all subgroups	ALL	ALL		100% of teachers will have access to aligned CCSS ELA and Math materials	100% of teachers will have access to appropriately aligned CCSS ELA and math materials	100 % of teachers will have access to aligned CCSS materials	State Priority: 1, 2 District Goal: 1 Title III Plan Goal: 2C ELA and Mathematics
Need: Professional development for teachers and administrators to increase knowledge, experience, and skill in delivering instruction aligned to the CCSS for all students Metric: Implementation of PLCs, professional development plan, and results from District assessments and CAASPP results	2B. Standards aligned instructional practices that address the needs of all subgroups	ALL	ALL		Grades: 3-8 Baseline data from CAASPP assessments Grades: K-8 Baseline from new District Benchmarks	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on District Benchmarks	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on CAASPP assessments Grades: K-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on District Benchmarks	State Priority: 2, 4 District Goal: 1 Title III Plan Goal: 2C ELA and Mathematics

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Grades: 6-8 Math MDTP Results (Increase from Baseline data collected in June) and Baseline data from new end of course assessments	Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year)	Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year)	
Need: TK-8 implementation of Common Core Standards and new ELD standards. 62.2% of students increased one proficiency level on the CELDT. AMAO2 < 5 yrs 29% AMAO2 > 5 yrs 52.9% Metric: Observational tool, results from District assessments, CELDT, ELPAC, and CAASPP	2C. Implementation of Common Core ELD standards in tandem with Common Core Standards	ELL, SED, SPED	ALL		Grades: 3-8 Baseline data from CAASPP assessments Grades: K-8 District Benchmarks	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on District	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on District	State Priority: 2 District Goal: 1 Title III Plan Goal: 2C ELA, 2C Mathematics

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					<p>Grades: 6-8 Math MDTP Results (Increase from Baseline data collected in June) and Baseline data from end of course assessments</p> <p>Develop observation tool to measure CCSS and ELD standards implementation</p> <p>68% of ELLs will increase one proficiency level as measured by the the CELDT</p> <p>AMAO2 < 5 years maintain or increase</p>	<p>Benchmarks</p> <p>Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year)</p> <p>Establish baselines using new tool</p> <p>Baseline data from English Language Proficiency Assessment for California (ELPAC)</p>	<p>Benchmarks</p> <p>Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year)</p> <p>Set targets using 15-16 data</p> <p>2% increase in proficiency as measured by the ELPAC</p>	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					AMAO2 > 5 years maintain or increase			
Need: TK-8 implementation of instructional practices to explicitly teach English Language Development and academic language AMAO3 ELA: 51% of ELLs in grades 2-5 and 45% in grades 6-8 were proficient or above Math: 71% of ELLs in grades 2-5 and 37.1% in grades 6-8 were proficient or above Metric: Classroom walkthroughs and results from District assessments, CELDT, ELPAC, and CAASPP	2D. Implementation of research based instruction for English Language Development and academic content language	ELL, SED, SPED	ALL		Grades: 3-8 Baseline data from CAASPP assessments Grades: K-8 District Benchmarks Grades: 6-8 Math MDTP Results (Increase from Baseline data collected in June) and Baseline data	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on District Benchmarks Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year)	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on District Benchmarks Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year)	State Priority: 2, 4 District Goal: 1 Title III Plan Goal: 2C ELA and Mathematics

	Goals				What will be different/improved for students?			
Identified Need and Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Annual Update: Analysis of Progress	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Related State and Local Priorities
					from end of course assessments			
	Goal 3: Ensure that all students develop 21st century learning skills and are academically prepared and have the mindset for successful high school, college, and career pathways through:							
Need: Increase student achievement for all students and decrease the achievement gap AYP ELA: Only 67.5% of all students are proficient and less than 50% of ELs, SED, SPED and Hispanic Latino students are proficient AYP Math: Only 70% of all students are proficient Less than 40% of ELs, SED, SPED and Hispanic Latino middle school	3A. Increasing student achievement	ALL	ALL		Grades: 3-8 Baseline data from CAASPP assessments Grades: K-8 District	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for	State Priority: 4 District Goal: 1 Title III Plan Goal: 2C ELA, 2C Mathematics

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
students are proficient Metric: District and CAASPP assessment data					Benchmarks Grades: 6-8 Math MDTP Results (Increase from Baseline data collected in June) and Baseline data from end of course assessments	students scoring proficient and above and an 8% increase for students who score below proficient on District Benchmarks Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year)	students scoring proficient and above and an 8% increase for students who score below proficient on District Benchmarks Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year)	
Need: 2013-14 AMAO 1: 59.0% AMAO 2: <5yrs: 22.8 >5yrs: 49.0 AMAO3 ELA: 51% of ELLs in grades 2-5 and 45% in grades 6-8 were proficient or above Math: 71% of ELLs in grades 2-5 and 37.1% in grades 6-8 were proficient or above	3B. English Learners attaining proficiency in English acquisition and academics	ELL	ALL		Grades: 3-8 Baseline data from CAASPP assessments Grades: K-8 District Benchmarks	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for students who	Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for students scoring	State Priority: 4 District Goal: 1 Title III Plan Goal: 2A Annual Progress Learning English and 2B English Proficiency

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: CELDT, ELPAC, and CAASPP data					Grades: 6-8 Math MDTP Results (Increase from Baseline data collected in June) and Baseline data from end of course assessments 68% of ELLs will increase one proficiency level as measured by the CELDT AMAO2 < 5 years maintain or increase. AMAO2 > 5 years maintain or increase. Increased	are proficient and 8% increase for students who are not on District Benchmarks Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year) Baseline data from English Language Proficiency Assessment for California (ELPAC)	proficient and above and an 8% increase for students who score below proficient on District Benchmarks Grades: 6-8 Math MDTP Results and end of course assessments (Increase from previous year) 2% increase in proficiency as measured by the ELPAC	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					number of students reaching proficiency			
Need: Increased number of students being classified 2013-14: 324 students were reclassified Metric: EL Reclassification Rate	3C. Increasing English learner reclassification rates	ELL	ALL		2% increase in number of students being reclassified	2% increase in number of students being reclassified	2% increase in number of students being reclassified	State Priority: 4 District Goal: 1 Title III Plan Goal: 2B English Proficiency and 2C ELA
Need: 25% of students are Long Term English Learners Metric: CELDT and results from District assessments and CAASPP	3D. Decreasing the number of students who are classified as Long Term English Learners	ELLs	ALL		Decrease percentage of Long Term English Learners by 2%	Decrease percentage of Long Term English Learners by 2%	Decrease percentage of Long Term English Learners by 2%	Title III Plan Goal: 2B English Proficiency and 2C ELA and Mathematics
Need: Middle school math pathways for CCSS, access to Spanish content classes at the middle school for students in elementary Dual Immersion, continued art, music and P.E. and expanded enrichment opportunities in K-5 Metric: Audits of school schedules, teacher surveys, parent feedback	3E. Access and achievement in a broad course of study	ALL	ALL		Baseline data of course offerings and opportunities for students	Increased course offerings and opportunities for students	Increased course offerings and opportunities for students	State Priority: 7, 8 District Goal: 1 Title III Plan Goal: 2C ELA and Mathematics
Need: Increase in number of teachers trained in and	3F. Acquisition and application of 21 st century learning skills	ALL	ALL		Baseline data from performance	2% increase in student proficiency on	2% increase in student proficiency on	State Priority: 4, 8 District Goal: 1

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>students participating in Project Based Learning experiences Stevenson – all students Stevenson – 14 teachers Crittenden – 470 students Crittenden - 6 teachers Students need to acquire and practice critical thinking, problem solving, communication, and collaboration skills Expand the use of technology for instruction</p> <p>Metric: Walkthroughs, professional development plan, number of students participating in Project Based Learning experiences, student use of instructional software, and results from newly developed performance assessments and rubrics</p>					<p>assessments and walkthroughs</p> <p>Teachers trained in PBL Students participating in PBL (increase from 13/14)</p> <p>Develop a system for monitoring usage of technology and gather baseline data</p>	<p>performance tasks</p> <p>10% increase in participation in activities that require critical thinking, problem solving, communication and collaboration</p> <p>Increase in number of teachers trained in PBL Increase in the number of students participating in PBL experiences</p> <p>Increase use of technology</p>	<p>performance tasks</p> <p>10% increase in participation in activities that require critical thinking, problem solving, communication and collaboration</p> <p>Increase in number of teachers trained in PBL Increase in the number of students participating in PBL experiences</p> <p>Increase use of technology</p>	Title III Plan Goal: 2C ELA and 2C Mathematics

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	Goal 4: Ensure a safe, healthy, and respectful school environment for students, staff, parents, and community members through:							
<p>Need: Systematic and consistent process for meeting the diverse academic, social and emotional needs of all students</p> <p>While 44% of our District enrollment are Hispanic/Latino students</p> <p>Hispanic/Latino students account for 67% of the suspensions</p> <p>Expulsion rate for 2013-14 was 0.</p> <p>Metric: Increase in achievement data, classroom engagement data, and a decrease in office referrals, suspensions, SSTs, and special education referrals. Maintain 0% expulsion rate</p>	4A: Developing and implementing a comprehensive Response to Intervention and Instruction plan	ALL	ALL		<p>Continue implementing and refining existing plan, while developing a comprehensive Response to Intervention and Instruction plan</p> <p>5% decrease is suspension rate overall. 15% decrease in suspensions of Hispanic/Latino students</p> <p>Set up processes for collecting and reporting data for SSTs, referrals to SPED, and office referrals</p> <p>Analyze data and set targets</p>	<p>Phase in the implementation of the comprehensive Response to Intervention and Instruction plan</p> <p>Grades: 3-8</p> <p>5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments</p> <p>Grades: K-8</p> <p>5% increase for students who are proficient and 8% increase for students who are not on District Benchmarks</p>	<p>Full implementation of the comprehensive Response to Intervention and Instruction plan</p> <p>Grades: 3-8</p> <p>5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments</p> <p>Grades: K-8</p> <p>5% increase for students who are proficient and 8% increase for students who are not on District Benchmarks</p>	<p>State Priority: District</p> <p>Priority: 1</p> <p>Title III Plan</p> <p>Goal: 2B</p> <p>Attaining Proficiency, 2C ELA and 2C Mathematics</p>

	Goals				What will be different/improved for students?			
Identified Need and Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Annual Update: Analysis of Progress	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Related State and Local Priorities
					for 15-16 and 16-17 Maintain 0% expulsion rate	who are not on District Benchmarks Grades: 6-8 Math MDTP Results and end of course assessments 5% decrease is suspension rate overall. 15% 5% 5% decrease is suspension rate overall. 15% decrease in suspensions of Hispanic/Latino students Decrease in office referrals, SSTs, and special education referrals based on 14-15 data Maintain 0% expulsion rate	Grades: 6-8 Math MDTP Results and end of course assessments 5% decrease is suspension rate overall. 15% 5% 5% decrease is suspension rate overall. 15% decrease in suspensions of Hispanic/Latino students Decrease in office referrals, SSTs, and special education referrals based on 14-15 data Maintain 0% expulsion rate	
Need: Improve attendance, decrease discipline referrals and suspension rates (see	4B: Development and implementation of District and school safety plans and positive climate plans	ALL	ALL		100% implementation of existing safety plans.	100% implementation of improved safety plans	100% implementation of safety plans	State Priority: 5, 6 District Goal: 6

	Goals				What will be different/improved for students?			
Identified Need and Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Annual Update: Analysis of Progress	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Related State and Local Priorities
<p>above).</p> <p>Expulsion rate for 2013-14 was 0.</p> <p>Metric:</p> <p>Results of Healthy Kids survey and student and parent satisfaction survey. Audit of attendance, discipline referrals and suspension rates. Maintain 0% expulsion rate</p>					<p>Set up processes for collecting and reporting data for truancy, (unexcused absences and unexcused tardies over 30 minutes), chronic absenteeism (excused absences), and discipline.</p> <p>Analyze truancy, chronic absenteeism, and discipline data and set targets for 15-16 and 16-17</p> <p>Maintain 0% expulsion rate</p> <p>Research best practices for positive school climate plans</p>	<p>Decrease in truancy, chronic absenteeism and discipline referrals based on 14-15 data.</p> <p>5% decrease is suspension rate overall. 15% decrease in suspensions of Hispanic/Latino students</p> <p>Maintain 0% expulsion rate</p> <p>Develop and pilot positive school climate plans</p>	<p>Decrease in truancy, chronic absenteeism and discipline referrals based on 14-15 data.</p> <p>5% decrease is suspension rate overall. 15% decrease in suspensions of Hispanic/Latino students</p> <p>Maintain 0% expulsion rate</p> <p>Implement positive school climate plans</p>	
	Goal 5: Ensure that students, staff, parents, and community members are engaged as partners in the achievement of							

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	academically successful outcomes for students through:							
Need: Empower parents to support student achievement and success Metric: Attendance at District and site events and achievement data for students of participants	5A: Providing parent education	ALL	ALL		Continue to conduct and provide additional district and site parent education activities and events. Collect baseline data of participant attendance and achievement data of students of attendees.	Expand district and site parent education events and activities. 2% increase in parent participation Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for students who are proficient and 8% increase	Expand district and site parent education events and activities 2% increase in parent participation Grades: 3-8 5% increase for students scoring proficient and above and an 8% increase for students who score below proficient on the CAASPP assessments Grades: K-8 5% increase for students who are proficient and 8% increase for students who are	State Priority: 2 and 3 District Goal: 4,5 Title III Plan Goal: 2E parent and community participation

	Goals				What will be different/improved for students?			
Identified Need and Metric	Description of Goal	Applicable Pupil Subgroups	School(s) Affected	Annual Update: Analysis of Progress	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Related State and Local Priorities
						for students who are not on District Benchmarks Grades: 6-8 Math MDTP Results and end of course assessments	not on District Benchmarks Grades: 6-8 Math MDTP Results and end of course assessments	
Need: Increase family and staff input into District and site decision-making. Increase the participation of families on District and site committees to reflect District demographics Metric: Increased staff and family participation on advisory groups, committees etc, attendance logs, meeting minutes and survey results.	5B: Fostering staff and parent leadership	ALL	ALL		Increased input from staff and families regarding District and site decision making as measured by attendance logs, meeting minutes of advisory groups and committees	Increased input from staff and families regarding District and site decision making as measured by attendance logs, meeting minutes of advisory groups and committees	Increased input from staff and families regarding District and site decision making as measured by attendance logs, meeting minutes of advisory groups and committees	State Priority: 2 and 3 District Goal: 4,5 Title III Plan Goal: 2E parent and community participation
Need: Improve two-way communication with all stakeholders Metric: Satisfaction surveys and/or metrics developed in the new communication plan	5C: Developing a comprehensive, two-way communication plan for the District	ALL	ALL		Develop District communication plan Collect baseline data of satisfaction	Implement District communication plan 5% increase in satisfaction about	Revise and continue to implement District communication plan 5% increase in satisfaction about communication	State Priority: 2 and 3 District Goal: 4,5 Title III Plan Goal: 2F parent notification

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students?			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					about two-way communication from all stakeholders	communication from all stakeholders	from all stakeholders	

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 (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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Ensure that all students have access to equitable conditions of learning through:							
1A. Highly qualified teachers and staff	State Priority: 1 District Priority: 3	Support new teachers in becoming highly qualified and completing the Professional Clear Credential	LEA-wide		Provide New Teacher Mentors through the Santa Cruz/Silicon Valley New Teacher Project Funding Source: \$118,324 Title II, Federal Revenue	Provide New Teacher Mentors through the Santa Cruz/Silicon Valley New Teacher Project Funding Source: \$118,324 Title II, Federal Revenue	Provide New Teacher Mentors through the Santa Cruz/Silicon Valley New Teacher Project Funding Source: \$118,324 Title II, Federal Revenue
	State Priority: 1 District Priority: 3	Support new special education teachers in becoming highly qualified and completing the Level II Education Specialist Program	LEA-wide		Provide supervision and support through National Hispanic University Induction Program Funding Source: \$4,584, Title II, Federal Revenue	Provide supervision and support through National Hispanic University Induction Program Funding Source: \$4,584, Title II, Federal Revenue	Provide supervision and support through National Hispanic University Induction Program Funding Source: \$4,584, Title II, Federal Revenue
	State Priority: 1	Expand staff development and training for classified	LEA-wide		Continue and expand current	Continue and expand current	Continue and expand current

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	District Priority: 3	employees			staff development and training Funding Source: \$3,000 LCFF Base Grant, State Revenue	staff development and training Funding Source: \$3,000 LCFF Base Grant, State Revenue	staff development and training Funding Source: \$3,000 LCFF Base Grant, State Revenue
1B. Well maintained and inspiring facilities	State Priority: 1 District Priority: 2 and 6	Implement facilities plan by engaging with stakeholders, finalizing priority project list and implementing the designed plan	LEA-wide		<p>Complete middle schools phase I projects Funding Source: \$9.3 million, Measure G Bond, Fund: 210</p> <p>Begin elementary school prioritization of needs and projects considering enrollment and site programming needs. Engage stakeholders to program initial sites.</p> <p>Plan for initial elementary site projects and receive Board approval of site(s) project list. Work with stakeholders to finalize plan and</p>	<p>Complete middle schools phase II projects Funding Source: \$8.9 million, Measure G Bond, Fund: 210</p> <p>Plan for initial elementary site projects and receive Board approval of site(s) project list. Work with stakeholders to finalize plan and seek board approval for schedule and budget.</p> <p>Funding Source: \$4.7, Measure G Bond Fund: 210</p>	<p>Complete middle schools phase III projects Funding Source: \$13.2 million, Measure G Bond, Fund: 210</p> <p>Complete elementary school Phase I projects and begin planning for Phase II projects. Board approval of site(s) project list. Work with stakeholders to finalize plan and seek board approval.</p> <p>Funding Source: \$4.5, Measure G Bond Fund: 210</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					seek Board approval. Funding Source: \$450,000, Measure G Bond Fund: 210		

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Ensure that all students achieve Common Core State							

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Standards through:							
2A. Standards aligned instructional materials that address the needs of all subgroups	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Work with teachers to research and pilot standards aligned instructional materials including technology based subscriptions and applications in ELA, Math and Science	LEA-wide		Pilot, approve, and/or adopt instructional resources and materials aligned to standards in accordance with District policy in ELA and/or Math Funding Source: \$150,000, CCSS Other State Revenue, \$353,465 Lottery, Other State Revenue	Pilot, approve, and/or adopt instructional resources and materials aligned to standards in accordance with District policy in ELA, Math and Science Funding Source: \$353,465, Lottery-Other State Revenue	Pilot, approve, and/or adopt instructional resources and materials aligned to standards in accordance with District policy in ELA, Math, and Science Funding Source: \$353,465, Lottery-Other State Revenue
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Provide professional development and time to ensure effective implementation of standards aligned instructional materials	LEA-wide		Professional development days, release time, coaching support Funding Source: \$204,000 CCSS Other State Revenue Coaching support outlined in Section 2B	Professional development days, release time, coaching support Funding Source: \$204,000 Shoreline, Local Revenue Coaching support outlined in Section 2B	Professional development days, release time, coaching support Funding Source: \$204,000 Shoreline, Local Revenue Coaching support outlined in Section 2B
	State Priority: 2 District Priority: 1, 3	Establish cloud-based data base to collect, develop and organize instructional materials	LEA-wide		Identify and acquire cloud-based data base product. Identify initial	Expand collection of materials and resources, including teacher-generated	Continue to expand collection of materials and resources,

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Title III Plan Goal: 2C ELA and Mathematics	and resources aligned to the CCSS			instructional materials and resources to be housed. Train collaborative teams on use of database. Funding Source: \$50,000 CCSS Other State Revenue	modules and lesson plans. Obtain input from teachers to develop best practices Funding Source: \$50,000 Shoreline Local Revenue	including teacher-generated modules and lesson plans. Funding Source: \$50,000 Shoreline Local Revenue
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Continue to purchase technology devices to support standards-based instruction, materials, and student learning and achievement	LEA-wide		Expand to 1:1 devices at each middle school and expand student to device ratio at elementary sites Funding Source: \$100,000 CCSS Other State Revenue, \$650,000 Shoreline Local Revenue	Expand student to device ratio at elementary sites Funding Source: \$300,000 Shoreline Local Revenue	Expand student to device ratio at elementary sites Funding Source: \$300,000 Shoreline Local Revenue
	State Priority: 2 District Priority: 1, 3	Continue the use of SpEd pad devices by special education teachers	LEA-wide for students with disabilities		Align all applications on SpEd pad devices to CCSS and use data from applications to measure progress toward IEP goals Devices are included in 2A and software is included	Continue to refine selection of applications and continue to use data to monitor student progress toward IEP goals Staff support is included in Core Instruction	Continue to refine selection of applications and continue to use data to monitor student progress toward IEP goals Staff support is included in Core Instruction.

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					in 2A		
2B. Standards aligned instructional practices that address the needs of all subgroups	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Expand instructional coaches to include one coach at each school site. Add an additional coach to support math instruction and achievement at the middle schools	LEA-wide to support achievement for all subgroups and diverse instructional needs at each site LEA-wide LCFF Supplemental funded based on concentration of target students at each site Bubb: 37% Castro: 61% Crittenden: 60% Graham: 45% Huff: 24% Landels: 56% Monta Loma: 63% Stevenson: 20% Theuerkauf: 90%		Increase instructional coaching staff to 10.0 FTE Funding Source: \$444,857 LCFF Supplemental Other State Revenue \$417,753 Shoreline Local Revenue * See attached expenditure page for allocation of supplemental funds	Maintain instructional coaching staff of 10.0 FTE Funding Source: \$444,857 LCFF Supplemental Other State Revenue \$417,753 Shoreline Local Revenue * See attached expenditure page for allocation of supplemental funds	Maintain instructional coaching staff of 10.0 FTE Funding Source: \$444,857 LCFF Supplemental Other State Revenue \$417,753 Shoreline Local Revenue * See attached expenditure page for allocation of supplemental funds
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Provide District and site based professional development on the CCSS in ELA and Math, and on the Literacy standards for content and technical subjects teachers	LEA-wide		Professional development days, release time and coaching Professional Development days outlined in 2A Coaching support outlined in Section	Professional development days, release time and coaching support Professional Development days outlined in 2A Coaching support outlined in Section	Professional development days, release time and coaching support Professional Development days outlined in 2A Coaching support outlined in Section

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					2B	2B	2B
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Partner with Science is Elementary to provide professional development and mentoring to a cohort of elementary teachers in with a focus on Next Generation Science Standards and the Common Core Standards	14 Teachers from elementary sites		Provide initial training to elementary teachers Survey teachers Explore opportunities to expand to middle school Funding Source: 25,000 Shoreline, local revenue	Expand training opportunities based on survey results Expand to middle school if applicable Funding Source: 25,000 Shoreline, local revenue	Continue to offer training and support Funding Source: 25,000 Shoreline, local revenue
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Provide release time with coaching support for teachers to collaboratively plan, implement, assess, and revise standards based lessons	LEA-wide		District Summer Lab and Stretch to Kinder, school year release days with substitutes, afterschool planning time, and coaching support Funding Source Summer Lab: \$73,856 LCFF Supplemental Other State Revenue Professional Development days outlined in 2A Coaching support	District Summer Lab, and Stretch to Kinder school year release days with substitutes, afterschool planning time, and coaching support Funding Source Summer Lab: \$73,856 LCFF Supplemental Other State Revenue Professional Development days outlined in 2A Coaching support	District Summer Lab, and Stretch to Kinder school year release days with substitutes, afterschool planning time, and coaching support Funding Source Summer Lab: \$73,856 LCFF Supplemental Other State Revenue Professional Development days outlined in 2A

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					outlined in Section 2B	outlined in Section 2B	Coaching support outlined in Section 2B
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Provide professional development and support for special education teachers and other support staff (SLP, Psychologist, OT, PT) to write CCSS aligned IEP goals	LEA-wide for special education teachers and staff		Continue training from WestEd for special education teachers and other support staff (SLP, Psychologist, OT, PT) to write CCSS aligned IEP goals Funding Source: \$5,000 Local Assistance Revenue Coaching support outlined in Section 2B	Provide additional training and support based on audits of written IEP goals Funding Source: \$5,000 Local Assistance Revenue Coaching support outlined in Section 2B	Monitor IEP goals for alignment to CCSS Funding Source: \$5,000 Local Assistance Revenue Coaching support outlined in Section 2B
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Provide professional development and support for special education teachers and other support staff to implement Universal Design Learning strategies to support CCSS	LEA-wide for Special Education teachers and staff		Continue training from WestEd for special education teachers and other support staff to implement Universal Design Learning strategies to support CCSS Funding Source: \$5,000 Local Assistance Revenue	Provide additional support for teachers and other support staff to implement Universal Design Learning strategies to support CCSS Funding Source: \$5,000 Local Assistance Revenue	Full implementation of Universal Design Learning strategies to support CCSS Funding Source: \$5,000 Local Assistance Revenue

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Coaching support outlined in Section 2B	Coaching support outlined in Section 2B	Coaching support outlined in Section 2B
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Begin implementation of the District's technology matrix in grades K-8 to support instruction, student learning, and achievement	LEA-wide		Provide training and support on the "core skills" identified on the technology skills matrix Funding Source: \$5,000 Shoreline Local Revenue	Continue training and support for "core skills" and provide training and support for additional technology skills from the matrix. Funding Source: \$5,000 Shoreline Local Revenue	Provide training and support for all skills identified on the technology skills matrix. Funding Source: \$5,000 Shoreline Local Revenue
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Provide professional development for teachers on the District technology matrix to support use of technology for instruction, student learning, and achievement	LEA-wide		District or site professional development days, release time, and coaching support Funding Source: \$5,000 LCFF Supplemental Other State Revenue Coaching support outlined in Section 2B	District or site professional development days, release time, and coaching support Funding Source: \$5,000 LCFF Supplemental Other State Revenue Coaching support outlined in Section 2B	District or site professional development days, release time, and coaching support Funding Source: \$5,000 LCFF Supplemental Other State Revenue Coaching support outlined in Section 2B
2C. Implementation of Common Core ELD standards in tandem with the CCSS	State Priority: 2 District Priority: 1 Title III Plan: 2C ELA and Math	Provide District and site based professional development on the Common Core ELD Standards and how to integrate them with the	LEA wide Training for all teachers to support instruction for ELLs		Professional development days, release time, coaching support, and dedicated ELL TOSA	Professional development days, release time, coaching support, and dedicated ELL TOSA	Professional development days, release time, coaching support, and dedicated ELL TOSA

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		CCSS in ELA/Literacy and Math			Funding Source: \$85,821 TOSA and \$56,768 Release Time Title III Federal Revenue Professional Development Days Outlined in 2B Coaching support outlined in Section 2B	Funding Source: \$85,821 TOSA and \$56,768 Release Time Title III Federal Revenue Coaching support outlined in Section 2B	Funding Source: \$85,821 TOSA and \$56,768 Release Time Title III Federal Revenue Coaching support outlined in Section 2B
	State Priority: 2 District Priority: 1 Title III Plan: 2C ELA and Math	Provide release time with coaching support for teachers to collaboratively plan, implement, assess, and revise standards based lessons that incorporate the Common Core ELD Standards	LEA-wide		District Summer Lab, release time, afterschool planning time, and coaching support Funding Source: Summer Lab outlined in Section 2B Professional Development days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C	District Summer Lab, release time, afterschool planning time, and coaching support Funding Source: Summer Lab outlined in Section 2B Professional Development days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C	District Summer Lab, release time, afterschool planning time, and coaching support Funding Source: Summer Lab outlined in Section 2B Professional Development days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C
	State Priority: 2 District Priority: 1	Provide professional development and support for special education teachers and	LEA-wide for special education teachers and staff		Continue training and support from ELL Department for special education	Provide additional training and support based on audits of written IEP goals that	Monitor IEP goals for alignment to CCSS that incorporate the

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Title III Plan: 2C ELA and Math	other support staff to write CCSS aligned IEP goals which incorporate the Common Core ELD Standards			teachers and other support staff to write CCSS aligned IEP goals that incorporate the Common Core ELD Standards Funding Source: Professional Development and teacher release days outlined in 2C Coaching support outlined in Section 2B and 2C	incorporate the Common Core ELD Standards Funding Source: Professional Development and teacher release days outlined in 2C Coaching support outlined in Section 2B and 2C	Common Core ELD Standards Funding Source: Professional Development and teacher release days outlined in 2C Coaching support outlined in Section 2B and 2C
	State Priority: 2 District Priority: 1 Title III Plan: 2C ELA and Math	Provide professional development for teachers to support the use of technology for instruction that incorporate the Common Core ELD Standards	LEA wide Training for all teachers to support instruction for ELLs		Professional development days, release time, coaching support Funding Source: Professional Development days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C	Continue professional development days, release time, coaching support Funding Source: Professional Development days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C	Continue professional development days, release time, coaching support Funding Source: Professional Development days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C
2D. Implementation of research based instruction for	State Priority: 2 District	Provide professional development of Common Core aligned	LEA wide Training for all teachers to		Continue to conduct Systematic ELD and	Continue to conduct Systematic ELD and Constructing	Continue to conduct Systematic ELD

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
English Language Development and academic content language aligned to CCSS and ELD Common Core	Priority: 1 Title III Plan: 2C ELA and Math, 2D High Quality Professional Development	Systematic ELD and Constructing Meaning to support effective instructional practices in ELA/Literacy and ELD for ELs.	support instruction for ELLs		Constructing Meaning Institutes, and provide follow-up sessions and coaching Funding Source: \$19,000 Title III, Federal Revenue Coaching support outlined in Section 2B and 2C	Meaning Institutes, and provide follow-up sessions and coaching Funding Source: \$19,000 Title III, Federal Revenue Coaching support outlined in Section 2B and 2C	and Constructing Meaning Institutes, and provide follow-up sessions and coaching Funding Source: \$19,000 Title III, Federal Revenue Coaching support outlined in Section 2B and 2C
	State Priority: 2 District Priority: 1 Title III Plan: 2C ELA and Math, 2D High Quality Professional Development	Monitor the implementation of instructional practices of Systematic ELD and Constructing Meaning through the use of observation tools.	LEA wide to support ELLs		Develop observation tools, pilot the use of data and feedback to improve implementation of instructional practices of Systematic ELD and Constructing Meaning Funding Source: Teacher release days outlined in 2D Coaching support outlined in Section 2B and 2C	Continue the use of observation tools, data and feedback to improve implementation of instructional practices of Systematic ELD and Constructing Meaning Funding Source: Teacher release days outlined in 2D Coaching support outlined in Section 2B and 2C	Continue the use of observation tools, data and feedback to improve instructional practices of implementation of instructional practices of Systematic ELD and Constructing Meaning Funding Source: Teacher release days outlined in 2D Coaching support outlined in Section 2B and 2C

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Ensure that all students develop 21st century learning skills and are academically prepared and have the personal mindset for successful high school, college, and career pathways through:							
3A. Increased student achievement	State Priority: 4 District Goal: 1 Title III Plan Goal: 2C ELA and Math	Work with teachers and administrators to align District assessment system to CCSS to support and monitor achievement throughout and across school years	LEA-wide		Create valid and reliable assessment system that informs instruction and monitors progress Funding Source: Included in 2A Instructional Materials CCSS	Revise and refine assessment system based on preliminary CAASP data and teacher and administrator input Funding Source: Included in 2A Instructional Materials Lottery	Revise and refine assessment system based on CAASP data and teacher and administrator input Funding Source: Included in 2A Instructional Materials Lottery
	State Priority: 4 District Goal: 1 Title III Plan Goal: 2C ELA and Math	Expand Instructional coaching staff to support the implementation of effective instructional strategies, use of data to drive instruction, and increase student achievement at all sites including a dedicated coach for middle school	LEA-wide		Increase instructional coaching staff to 10.0 FTE Coaching support outlined in Section 2B	Maintain instructional coaching staff to 10.0 FTE Coaching support outlined in Section 2B	Maintain instructional coaching staff to 10.0 FTE Coaching support outlined in Section 2B

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		math					
	State Priority: 4 District Goal: 1 Title III Plan Goal: 2C ELA and Math	Develop professional learning communities for teachers to collaborate to improve student achievement	LEA-wide		Provide professional development, release time and coaching support to create Professional Learning Communities (PLCs). Funding Source: Professional Development and Teacher Release Included in 2A and 2C Coaching support outlined in Section 2B and 2C	Continue to provide professional development, release time and coaching support to begin implementation of PLCs. Funding Source: Professional Development and Teacher Release Included in 2A and 2C Coaching support outlined in Section 2B and 2C	Refine the implementation of PLCs. Continue to provide Professional development, release time, and coaching support Funding Source: Professional Development and Teacher Release Included in 2A and 2C Coaching support outlined in Section 2B and 2C
	State Priority: 4 District Goal: 1 Title III Plan Goal: 2E Parent and Community Participation and 2F Parent Notification	Revise elementary report card to align with CCSS. Include a parent guide to the new report card	All Elementary Schools		Pilot new CCSS aligned standards based report card Funding Source: Teacher Release Included in 2A	Revise report card based on teacher, administrator and parent feedback Funding Source: Teacher Release Included in 2A	Refine report card based on teacher, administrator and parent feedback Funding Source: Teacher Release Included in 2A
	State Priority: 4	Provide training for administrators, parents,	All Elementary Schools		Train teachers on District or site	Provide teacher training on any	Provide teacher training on any

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	District Goal: 1 Title III Plan Goal: 2C ELA and Math and Goal: 2E Parent and Community Participation and 2F Parent Notification	and teachers on the new elementary report card			professional development days and provide parent trainings in English and Spanish Funding Source: Teacher Release Time as outlined in 2A.	revisions and continue to provide parent training opportunities Professional development days, release time, coaching support Funding Source: Teacher Release Time as outlined in 2A. Coaching support outlined in Section 2B	revisions and continue to provide parent training opportunities Professional development days, release time, coaching support Funding Source: Teacher Release Time as outlined in 2A. Coaching support outlined in Section 2B
	State Priority: 4 District Goal: 1	Provide support for site specific and District sponsored enrichment opportunities at all school sites	LEA-wide		Provide funds to all sites for enrichment and continue GATE Advisory Committee Funding Source: Allocation to sites \$57,500 Parcel Tax Local Revenue	Maintain or increase funds for enrichment and continue GATE Advisory Committee Funding Source: Allocation to sites \$57,500 Parcel Tax Local Revenue	Maintain or increase funds for enrichment and continue GATE Advisory Committee Funding Source: Allocation to sites \$57,500 Parcel Tax Local Revenue
	State Priority: 4 District Goal: 1 Title III Plan Goal: 2C ELA	Provide support for site Response to Intervention and Instruction (RTI2) programs for all students	LEA-wide LCFF Supplemental funded based on concentration of target students at		Provide funds to all sites for intervention. Supplemental allocation based on	Maintain or increase funds for intervention. Supplemental allocation based on	Maintain or increase funds for intervention Supplemental allocation based

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	and Math		each site Bubb: 37% Castro: 61% Crittenden: 60% Graham: 45% Huff: 24% Landels: 56% Monta Loma: 63% Stevenson: 20% Theuerkauf: 90%		percentages of target students Funding Source: Intervention, LCFF Supplemental \$708,609 Hire a District Educational Services Coordinator *Job description included in Appendix Funding Source: \$134,667, Lottery, State Revenue	percentages of target students Funding Source: Intervention, LCFF Supplemental \$708,609 Maintain District Educational Services Coordinator *Job description included in Appendix Funding Source: Intervention as outlined in 4A, \$134,667, Lottery, State Revenue	on percentages of target students Funding Source: Intervention, LCFF Supplemental \$708,609 Maintain District Educational Services Coordinator *Job description included in Appendix Funding Source: Intervention as outlined in 4A, \$134,667, Lottery, State Revenue
	State Priority: 4 District Goal: 1 Title III Plan Goal: 2C ELA and Math	Analyze data for students receiving Special Education Services to ensure proportionate and equitable access and achievement for each student	LEA-wide for students with disabilities		Conduct data reviews to monitor proportionality, access and achievement. Develop and implement action plans as needed	Conduct data reviews to monitor proportionality, access and achievement. Develop and implement action plans as needed	Conduct data reviews to monitor proportionality, access and achievement. Develop and implement action plans as needed
	State Priority:	Develop an expansion	Pre-school		Monitor legislation	Implement	Continue to

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	4 District Goal: 1 Title III Plan Goal: 2C ELA and Math	plan for early childhood education			related to the expansion of transitional kindergarten to all four-year-old children. Begin the development of expansion plan based on outcome of legislation	requirements of legislation as appropriate or develop an MVWSD expansion plan for preschool Funding Source: Determined by legislation	implement requirements of legislation or MVWSD expansion plan for preschool Funding Source: Determined by legislation
3B. English Learners attaining proficiency in English acquisition and academics	State Priority: 4 District Goal: 1 Title III Plan Goal: 2A Annual Progress Learning English, 2B English Proficiency and 2C ELA and Math	Provide quality ELD instruction for all ELLs on a daily basis	ELLs LEA wide		Continue Systematic ELD methodology for the instruction of English at proficiency levels	Continue and refine Systematic ELD methodology for the instruction of English at proficiency levels	Full implementation of Systematic ELD methodology for the instruction of English at proficiency levels
3C. Increasing English learner reclassification rates	State Priority: 4 District Goal: 1 Title III Plan Goal: 2A Annual Progress Learning English, 2B	Implementation of researched based programs and practices to support language acquisition and content learning	ELLs LEA-wide		Implementation of researched based programs and practices to support language acquisition and content learning Funding Source:	Implementation of researched based programs and practices to support language acquisition and content learning Funding Source:	Implementation of researched based programs and practices to support language acquisition and content learning Funding Source:

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	English Proficiency and 2C ELA and Math				Professional Development and Teacher Release Included in 2A and 2C Coaching support outlined in Section 2B and 2C	Professional Development and Teacher Release Included in 2A and 2C Coaching support outlined in Section 2B and 2C	Professional Development and Teacher Release Included in 2A and 2C Coaching support outlined in Section 2B and 2C
3D. Decreasing the number of students who are classified as Long Term English Learners	State Priority: 4 District Goal: 1 Title III Plan Goal: 2A Annual Progress Learning English, 2B English Proficiency and 2C ELA and Math	Implementation of researched based programs and practices to support language acquisition and content learning to assist ELs to meet reclassification criteria within 6 years of US instruction	ELLs LEA-wide		Implementation of researched based programs and practices to support language acquisition and content learning such as providing summer school, support classes and interventions Funding Source: Summer school outlined in 2B, ELL Coach outlined in 2C and Intervention is outlined in 4A, LCFF Supplemental State Revenue	Expand implementation of researched based programs and practices to support language acquisition and content learning such as providing summer school, support classes and interventions Funding Source: Summer school outlined in 2B, ELL Coach outlined in 2C and Intervention is outlined in 4A, LCFF Supplemental State Revenue	Maintain implementation of researched based programs and practices to support language acquisition and content learning such as providing summer school, support classes and interventions Funding Source: Summer school outlined in 2B, ELL Coach outlined in 2C and Intervention is outlined in 4A, LCFF Supplemental State Revenue
3E. Access and achievement in a	State Priority: 4	Continue to offer supplemental music, art,	All elementary schools		Continue to provide supplemental	Maintain supplemental music,	Maintain supplemental

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
broad course of study	District Goal: 1	and P.E. programs to all students in grades K-5			music, art, and P.E. programs in grades K-5 Funding Source: Total \$662,371, \$347,885 Parcel Tax, \$ 314,486 MVEF Local Revenue,	art, and P.E. programs in grades K-5 Funding Source: Total \$662,371, \$347,885 Parcel Tax, \$ 314,486 MVEF Local Revenue,	music, art, and P.E. programs in grades K-5 Funding Source: Total \$662,371, \$347,885 Parcel Tax, \$ 314,486 MVEF Local Revenue,
	State Priority: 4 District Goal: 1	Work with sites to develop and expand enrichment opportunities for students in grades K-5	Elementary Schools		Continue to expand enrichment plans for students in grades K-5 Funding Source: \$57,500 Parcel Tax Local Revenue	Continue to refine enrichment plans for students in grades K-5 Funding Source: \$57,500 Parcel Tax Local Revenue	Continue to refine enrichment plans for students in grades K-5 Funding Source: \$57,500 Parcel Tax Local Revenue
	State Priority: 4 District Goal: 1	Develop master schedules at middle schools and provide appropriate staffing to support the new CCSS math pathways to 8 th grade CC math, Algebra 1, and Geometry	Middle Schools		Implement CCSS pathways and provide supplemental staffing and instruction to support students in grades 7 and 8 to meet expectations of new standards	Revise CCSS pathways based on assessment data and teacher, student, and parent feedback. Continue to provide supplemental staffing and instruction to students in grade 8	Continue to refine pathways as needed based on assessment data and feedback and continue to provide supplemental staffing as appropriate

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: \$254,907 LCFF Supplemental, State Revenue,	to meet expectations of new standards Funding Source: \$254,907 LCFF Supplemental, State Revenue,	Funding Source: \$254,907 LCFF Supplemental, State Revenue
	State Priority: 4 District Goal: 1	Expand Spanish content area classes to grade eight to allow students from Dual Immersion to continue to attain proficiency in Spanish	Graham Middle School		Expand Spanish content area classes to grade eight at Graham Funding Source: Included in Regular Education, LCFF Base Grant, State Funding	Maintain Spanish content area classes in grades 6-8 at Graham Middle School. Consider options for Crittenden Middle School. Funding Source: Included in Regular Education, LCFF Base Grant, State Funding	Maintain Spanish content area classes in grades 6-8 at Graham Middle School. Consider options for Crittenden Middle School. Funding Source: Included in Regular Education, LCFF Base Grant, State Funding
	State Priority: 7 District Goal: 4	Continue to partner with the Science by Nature Collaborative and Living Classroom to provide additional environmental education opportunities for students	LEA-wide		Continue to allocate funds to the Science By Nature Collaborative for programs and field trips in grades 4-6. Continue to support Living Classroom in grade 2-3 and pilot in grades K-1	Continue to allocate funds to the Science By Nature Collaborative for programs and field trips in grades 4-6. Continue to support Living Classroom in grades K-3 and pilot in TK	Continue to allocate funds to the Science By Nature Collaborative for programs and field trips in grades 4-6. Continue to support Living Classroom in grades TK-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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: \$28,200 Living Classroom, Local Revenue, \$14,500 MVEF Local Revenue	Funding Source: \$28,200 Living Classroom, Local Revenue, \$14,500 MVEF Local Revenue	Funding Source: \$28,200 Living Classroom, Local Revenue, \$14,500 MVEF Local Revenue
3F. Acquisition of 21st century learning skills	State Priority: 4 and 8 District Goal: 1	Increase the use of blended learning in all classrooms through professional development and coaching on implementation including management of devices and effective strategies.	LEA-wide		Research and provide professional development and coaching to support site implementation of blended learning Funding Source: Coaching support as outlined in 2B	Continue to research and provide professional development and coaching to support site implementation of blended learning Funding Source: Coaching support as outlined in 2B	Continue to research and provide professional development and coaching to support site implementation of blended learning Funding Source: Coaching support as outlined in 2B
	State Priority: 4 and 8 District Goal: 1	Support implementation of Project Based Learning	LEA-wide		Continue support of implementation of Project Based Learning at Stevenson and Crittenden and pilot expansion at other sites	Continue support of implementation of Project Based Learning at Stevenson and Crittenden and support expansion at other sites. Provide district training for prospective PBL teams.	Continue support of implementation of Project Based Learning at Stevenson and Crittenden and support expansion at other sites. Identify and document best practices.

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: \$50,000 Google Grant Carryover, Local Revenue	Funding Source: \$50,000 Shoreline, Local Revenue	Funding Source: \$50,000 Shoreline, Local Revenue
	State Priority: 4 and 8 District Goal: 1	Explore additional resources and materials to support personalized learning	LEA wide		Continue use of ST Math, Khan Academy, and Rosetta Stone. Continue pilot use of LEXIA and application consolidation products. Research additional resources and materials and begin pilot implementation. Funding Source: \$100,000 Lottery Instructional Materials, Other State Revenue	Continue use of ST Math, Khan Academy, and Rosetta Stone. Refine use of LEXIA and application consolidation products. Research additional resources and materials and pilot implementation. Funding Source: \$100,000 Lottery Instructional Materials, Other State Revenue	Continue use of ST Math, Khan Academy, and Rosetta Stone. Refine use of LEXIA and application consolidation products. Research additional resources and materials and pilot implementation. Funding Source: \$100,000 Lottery Instructional Materials, Other State Revenue
	State Priority: 4 and 8 District Goal: 1	Develop or adopt a 21st Century Learning Framework and provide professional development to teachers to begin implementation	LEA-wide		Technology committee will research and develop or adopt a 21st Century Learning Framework	Provide professional development and support for teachers to implement the framework.	Provide professional development and support for teachers to continue implementation of the framework.

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: Technology Training included in 2B	Funding Source: Technology Training included in 2B	Funding Source: Technology Training included in 2B
Goal 4: Ensure a safe, healthy, and respectful school environment for students, staff, parents, and community members through:							
4A: Developing and implementing a comprehensive Response to Intervention and Instruction plan	State Priority: 4, 5 and 6 District Priority: 1 and 4 Title III Plan Goals: 2A Annual Progress Learning English, 2B English Proficiency and 2C ELA and Math	Expand, refine, and implement a comprehensive Response to Intervention and Instruction plan	LEA-wide LCFF Supplemental funded based on concentration of target students at each site Bubb: 37% Castro: 61% Crittenden: 60% Graham: 45% Huff: 24% Landels: 56% Monta Loma: 63% Stevenson: 20% Theuerkauf: 90%		Continue to implement and refine existing Response to Intervention and Instruction plan. Expand plan to better address social, emotional and academic needs of students. Funding Source: Professional Development covered in 2A and 3D Provide training on the process for all	Continue to implement and refine existing Response to Intervention and Instruction plan. Begin to implement strategies to better address social, emotional and academic needs of students. Funding Source: Professional Development covered in 2A and 3D Continue to provide training on the	Full implementation of Response to Intervention and Instruction plan that addresses the social, emotional and academic needs of students Funding Source: Professional Development covered in 2A and 3D Continue to provide training on

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>staff and continue to support interventions</p> <p>Funding Source: Intervention Allocation to Sites \$708,609 LCFF Supplemental, State Revenue Allocations vary by site based on number of target students – see expenditure page in appendix</p>	<p>process for all staff and continue to support interventions</p> <p>Funding Source: Intervention Allocation to Sites \$708,609 LCFF Supplemental, State Revenue Allocations vary by site based on number of target students – see expenditure page in appendix</p>	<p>the process for all staff and continue to support interventions</p> <p>Funding Source: Intervention Allocation to Sites \$708,609 LCFF Supplemental, State Revenue Allocations vary by site based on number of target students – see expenditure page in appendix</p>
4B: Developing and implementing district and school safety plans and positive climate plans	State Priority: 5, 6 District Goal: 6	Revise site safety plans to reflect current protocols and develop positive climate plans to maximize student engagement and connectedness	LEA-wide		<p>Revise school safety plans to reflect new protocols for active shooters. District and sites Identify key issues and concerns that relate to school climate</p> <p>Funding Source: \$5,000 Administrative Services, Base Grant, State Revenue</p>	<p>Work with staff, students and parents to prioritize key issues and develop strategies to address them</p> <p>Funding Source: \$5,000 Administrative Services, Base Grant, State Revenue</p>	<p>Finalize, approve and implement positive climate plan.</p> <p>Funding Source: \$5,000 Administrative Services, Base Grant, State Revenue</p>

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State Priority: 5, 6 District Goal: 6	Refine processes for District School Attendance Review Board (SARB)	LEA-wide		Review and train District administrators on updated SARB process. Increase members of District SARB. Funding Source: \$5,000 Administrative Services, Base Grant, State Revenue	Implement updated SARB process. Funding Source: \$5,000 Administrative Services, Base Grant, State Revenue	Refine and implement SARB process. Funding Source: \$5,000 Administrative Services, Base Grant, State Revenue
Goal 5: Ensure that students, staff, parents, and community members are engaged as partners in the achievement of academically successful outcomes for students through:							
5A: Providing parent education	State Priority: 2 District Goal: 4,5 Title III Plan Goal: 2E parent and community participation	Continue joint efforts with Foothill Family Engagement (FEI) and Mountain View/Los Altos Adult Education to provide various parent education modules and sessions and expand efforts based on	ELLs		Continue to conduct joint efforts with Foothill Family Engagement (FEI) and Mountain View/Los Altos Adult Education to provide various parent education	Expand efforts with Foothill Family Engagement (FEI) and Mountain View/Los Altos Adult Education to provide various parent education modules and sessions.	Continue all parent education efforts.

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		collected data and needs			modules and sessions. Conduct surveys to determine expansion of parent education for other subgroups, specifically special education. Funding Source: \$15,000, Title III, Federal Revenue	Conduct 2 additional parent education sessions focusing on other subgroups, specifically special education. Funding Source: \$15,000, Title III, Federal Revenue	 Funding Source: \$15,000, Title III, Federal Revenue
	State Priority: 2 District Goal: 4,5 Title III Plan Goal: 2E parent and community participation	Expand partnership with Hispanic Foundation of Silicon Valley to support the implementation of Parent Institute Quality Education trainings	Graham Middle School, Crittenden Middle School and Castro Elementary School		Provide Level II Parent Institute Quality Education trainings at Graham and expand offering of Level I at Crittenden Middle School and Castro Elementary School Funding Source: \$30,000 LCFF Base Grant, State Revenue	Expand offerings of Parent Institute Quality Education Level I and II trainings at other school sites Funding Source: \$30,000 LCFF Base Grant, State Revenue	Expand offerings of Parent Institute Quality Education Level I and II trainings at other school sites Funding Source: \$30,000 LCFF Base Grant, State Revenue
	State Priority: 2 District Goal: 4,5 Title III Plan	Continue joint efforts with Parent Engagement Institute (PEI) to provide various parent education modules and sessions	Crittenden Middle School, Theuerkauf Elementary, and Monta Loma		Continue joint efforts with Parent Engagement Institute (PEI) to provide various	Expand efforts with PEI to provide various parent education modules and sessions.	Expand efforts with PEI to provide various parent education modules and sessions.

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Goal: 2E parent and community participation	and expand efforts based on collected data and needs.	Elementary		parent education modules and sessions and expand efforts based on collected data and needs. Funding Source: \$54,000 Santa Clara County Mental Health Grant, Local Revenue	Funding Source: \$54,000 Santa Clara County Mental Health Grant, Local Revenue	Funding Source: \$54,000 Santa Clara County Mental Health Grant, Local Revenue
	State Priority: 2 District Goal: 4,5 Title III Plan Goal: 2E parent and community participation	Provide a parent education workshops in related to the implementation of Common Core State Standards	LEA-wide		Provide at least 3 workshops on topics related to the implementation of the CCSS Funding Source: Professional Development covered in 2A and 3D	Continue to provide at least 3 workshops on topics related to the implementation of the CCSS Funding Source: Professional Development covered in 2A and 3D	Continue to provide at least 3 workshops on topics related to the implementation of the CCSS Funding Source: Professional Development covered in 2A and 3D
5B: Fostering staff and parent collaboration and leadership	State Priority: 2 District Goal: 4,5 Title III Plan Goal: 2E Parent and	Work collaboratively with staff, parents, and community to gather input, and provide leadership training to increase participation in District and school site	LEA-wide with a focus on underrepresented families		Identify community partners with proven history of providing leadership training. Develop strategy for matching key	Schedule parent and staff leadership trainings and actively promote participation through widespread and personal invitation.	Provide meaningful leadership opportunities with support and mentorship.

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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	community participation	leadership opportunities.			stakeholder groups with appropriate leadership training. Funding Source: Tier III carryover \$20,000, Parent and Community Engagement as outlined in 5A	Funding Source: Tier III carryover \$20,000, Parent and Community Engagement as outlined in 5A	Funding Source: Tier III carryover \$20,000, Parent and Community Engagement as outlined in 5A
	State Priority: 2 District Goal: 4,5 Title III Plan Goal: 2E Parent and community participation	Work collaboratively with the special education Learning Challenges Committee to increase participation in District and school site leadership opportunities.	SPED LEA-wide		Learning Challenges Committee special education group will join site PTA and ELAC to represent special education	Continue to increase participation of Learning Challenges Committee special education group in school site PTA, ELAC, DELAC and other District and site leadership groups and/or committees.	Continue to increase participation of Learning Challenges Committee special education group in school site PTA, ELAC, DELAC and other District and site leadership groups and/or committees.
5C: Developing a comprehensive, two-way, communication plan for the District	State Priority: 3 District Goal: 4,5 Title III Plan Goal: 2F parent notification	Develop a two-way communication plan that ensures all stakeholders, including staff, students and parents, have a voice in the District's vision, priorities, and strategies and includes a system of regular communication.	LEA-wide		Hire a consultant to support the development and implementation of the District Communication Plan. Funding Source: Tier III Carryover \$10,000	Continue use of consultant to implement and refine Communication plan. Funding Source: Tier III Carryover \$10,000	Continue use of consultant to implement and refine Communication plan Funding Source: Tier III Carryover \$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)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State Priority: 3 District Goal: 4,5 Title III Plan Goal: 2F parent notification	Research and develop a data dashboard that organizes District data to show progress toward achieving district goals	LEA-wide		Research and develop data dashboard Funding Source: Tier III Carryover \$10,000	Implement data dashboard Funding Source: Tier III Carryover \$10,000	Update data dashboard regularly Funding Source: Tier III Carryover \$10,000
	State Priority: 3 District Goal: 4,5 Title III Plan Goal: 2F parent notification	Develop an Executive Summary of the MVWSD LCAP to support the community in understanding District Goals, Actions, and Expenditures	LEA-wide		Develop the Executive Summary and make accessible to community	Update the Executive Summary and make accessible to community	Update the Executive Summary and make accessible to community

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Ensure that all students have access to equitable conditions of learning through:			Low income pupils				
1A Highly Qualified Teachers and Staff	Priority 1 District Goal: 3 Title III Goal: 2C ELA and Math and 2	Expand number of instructional coaches to support research-based professional learning and instructional effectiveness for staff	Low income pupils ELLs Redesignated ELLs Foster Youth		Increase instructional coaching staff to 10.0 FTE Funding Source: Coaching Staff included in 2B	Maintain number of instructional coaching staff Funding Source: Coaching Staff included in 2B	Maintain number of instructional coaching staff Funding Source: Coaching Staff included in 2B
	Priority 1 District Goal: 3 Title III Goal: 2A, 2B, 2C ELA and Math and 2	Continue to provide a District EL Teacher On Special Assignment (TOSA) to support ELL goals	ELLs Redesignated ELLs		Maintain District EL TOSA Funding Source: EL TOSA included in 2C	Maintain District EL TOSA Funding Source: EL TOSA included in 2C	Maintain District EL TOSA Funding Source: EL TOSA included in 2C
1B. Well maintained and inspiring facilities	State Priority: 1 District Priority: 2 and 6	Implement facilities plan by engaging with stakeholders, including parents and students from target groups (ELL, Low-income, SPED, and Foster Youth, finalizing priority project list and implementing the designed plan	LEA-wide Low-income ELL SPED Foster Youth		Complete middle schools phase I projects Funding Source: \$9.3 million, Measure G Bond, Fund: 210 Begin elementary school	Complete middle schools phase 2 projects. Funding Source: \$8.9 million Measure G Bond Fund 210 Plan for initial elementary site projects and	Complete middle schools phase 2 projects. Funding Source: \$13.2 million Measure G Bond Fund 210 Complete elementary school phase 1

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>prioritization of needs and projects considering enrollment and site programming needs. Engage stakeholders to program initial sites.</p> <p>Plan for initial elementary site projects and receive Board approval of site(s) project list. Work with stakeholders to finalize plan and seek Board approval.</p> <p>Funding Source: \$450,000, Measure G Bond Fund: 210</p>	<p>receive board approval of site(s) project list. Work with stakeholders to finalize plan and seek Board approval for schedule and budget.</p> <p>Funding Source: \$4.7 Measure G Bond Fund: Fund 210</p>	<p>projects and begin planning for phase 2 projects. Board approval of site(s) project lists. Work with stakeholders to finalize plan and see Board approval.</p> <p>Funding Source: \$4.5 Measure G Bond Fund: Fund 210</p>
Goal 2: Ensure that all students achieve Common Core State Standards through:							

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2A. Standards aligned instructional materials that address the needs of all subgroups	State Priority: 2 District Priority: 1 and 3 Title III Goal: 2C ELA and Math	Provide site funding to support instruction based on CCSS through: <ol style="list-style-type: none"> 1. Purchase of standards based supplemental materials 2. Purchase of instructional supplies 3. Professional learning time to plan, share and create CCSS lessons and assessments 4. Purchase of intervention materials and personnel 	Low income pupils ELLs Redesignated ELLs Foster Youth Students with Disabilities		Site instructional materials, professional learning time and allocation of intervention personnel Funding Source: Instructional Materials Outlined in 2A, Intervention Outlined in 4A	Maintain or increase site instructional materials, professional learning time and allocation of intervention personnel as needed Funding Source: Instructional Materials Outlined in 2A, Intervention Outlined in 4A	Maintain or increase site instructional materials, professional learning time and intervention and allocation of personnel as needed Funding Source: Instructional Materials Outlined in 2A, Intervention Outlined in 4A
	State Priority: 2 District Priority: 1 and 3 Title III Goal: 2C ELA and Math	Purchase additional CCSS materials to support ELD instruction.	ELLs		Expand inventory of Systematic ELD Instructional Units. Continue purchase of Grammar Gallery Funding Source: Instructional Materials Outlined in 2A and 2C	Expand inventory of Systematic ELD Instructional Units. Continue purchase of Grammar Gallery Funding Source: Instructional Materials Outlined in 2A and 2C	Expand inventory of Systematic ELD Instructional Units. Continue purchase of Grammar Gallery Funding Source: Instructional Materials Outlined in 2A and 2C

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	State Priority: 2 District Priority: 1 and 3 Title III Goal: 2C ELA and Math,	Research and purchase instructional materials to support newcomers	ELL Newcomers		Continue to purchase Rosetta Stone and LEXIA. Research additional hardware and software Funding Source: Instructional Materials Outlined in 3F.	Continue to purchase Rosetta Stone and LEXIA. Research additional hardware and software Funding Source: Instructional Materials Outlined in 3F.	Continue to purchase Rosetta Stone and LEXIA. Research additional hardware and software Funding Source: Instructional Materials Outlined in 3F.
2B. Standards aligned instructional practices that address the needs of all subgroups	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Expand instructional coaches to include one coach at each school site. Add an additional coach to support math instruction and achievement at the middle schools	LEA-wide to support achievement for all subgroups and diverse instructional needs at each site LEA-wide LCFF Supplemental funded based on concentration of target students at each site Bubb: 37% Castro: 61% Crittenden: 60% Graham: 45% Huff: 24% Landels: 56% Monta Loma: 63% Stevenson: 20% Theuerkauf: 90%		Increase instructional coaching staff to 10.0 FTE Funding Source: \$444,857 LCFF Supplemental Other State Revenue \$417,753 Shoreline Local Revenue * See attached expenditure page for allocation of supplemental	Maintain instructional coaching staff of 10.0 FTE Funding Source: \$444,857 LCFF Supplemental Other State Revenue \$417,753 Shoreline Local Revenue * See attached expenditure page for allocation of supplemental	Maintain instructional coaching staff of 10.0 FTE Funding Source: \$444,857 LCFF Supplemental Other State Revenue \$417,753 Shoreline Local Revenue * See attached expenditure page for allocation of supplemental funds

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					funds	funds	
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Provide release time with coaching support for teachers to collaboratively plan, implement, assess, and revise standards based lessons to support improved instruction and achievement for target students	LEA-wide ELLs Low-income students Foster Youth SPED students		District Summer Lab and Stretch to Kinder, school year release days with substitutes, afterschool planning time, and coaching support Funding Source Summer Lab: \$73,856 LCFF Supplemental Other State Revenue Professional Development days outlined in 2A Coaching support outlined in Section 2B	District Summer Lab, and Stretch to Kinder school year release days with substitutes, afterschool planning time, and coaching support Funding Source Summer Lab: \$73,856 LCFF Supplemental Other State Revenue Professional Development days outlined in 2A Coaching support outlined in Section 2B	District Summer Lab, and Stretch to Kinder school year release days with substitutes, afterschool planning time, and coaching support Funding Source Summer Lab: \$73,856 LCFF Supplemental Other State Revenue Professional Development days outlined in 2A Coaching support outlined in Section 2B
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Provide professional development and support for special education teachers and other support staff (SLP, Psychologist, OT, PT) to write CCSS aligned IEP goals	LEA-wide for special education teachers and staff		Continue training from WestEd for special education teachers and other support staff (SLP, Psychologist, OT, PT) to write	Provide additional training and support based on audits of written IEP goals	Monitor IEP goals for alignment to CCSS

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					CCSS aligned IEP goals Funding Source: \$5,000 Local Assistance Revenue Coaching support outlined in Section 2B	Funding Source: \$5,000 Local Assistance Revenue Coaching support outlined in Section 2B	Funding Source: \$5,000 Local Assistance Revenue Coaching support outlined in Section 2B
	State Priority: 2 District Priority: 1, 3 Title III Plan Goal: 2C ELA and Mathematics	Provide professional development and support for special education teachers and other support staff to implement Universal Design Learning strategies to support CCSS	LEA-wide for Special Education teachers and staff		Continue training from WestEd for special education teachers and other support staff to implement Universal Design Learning strategies to support CCSS Funding Source: \$5,000 Local Assistance Revenue Coaching support outlined in Section 2B	Provide additional support for teachers and other support staff to implement Universal Design Learning strategies to support CCSS Funding Source: \$5,000 Local Assistance Revenue Coaching support outlined in Section 2B	Full implementation of Universal Design Learning strategies to support CCSS Funding Source: \$5,000 Local Assistance Revenue Coaching support outlined in Section 2B
2C. Implementation	State Priority: 2 District Priority: 1	Provide District and site based professional	LEA wide Training for all		Professional development	Professional development	Professional development

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
of Common Core ELD standards in tandem with the CCSS	Title III Plan: 2C ELA and Math	development on the Common Core ELD Standards and how to integrate them with the CCSS in ELA/Literacy and Math to support instruction for ELLs Low-incomes students, Foster Youth, and SPED students	teachers to support instruction for ELLs Low-incomes students, Foster Youth, and SPED students		days, release time, coaching support, and dedicated ELL TOSA	days, release time, coaching support, and dedicated ELL TOSA	days, release time, coaching support, and dedicated ELL TOSA
					Funding Source: \$85,821 TOSA and \$56,768 Release Time Title III Federal Revenue Professional Development Days Outlined in 2B Coaching support outlined in Section 2B	Funding Source: \$85,821 TOSA and \$56,768 Release Time Title III Federal Revenue Coaching support outlined in Section 2B	Funding Source: \$85,821 TOSA and \$56,768 Release Time Title III Federal Revenue Coaching support outlined in Section 2B
	State Priority: 2 District Priority: 1 Title III Plan: 2C ELA and Math	Provide release time with coaching support for teachers to collaboratively plan, implement, assess, and revise standards based lessons that incorporate the Common Core ELD Standards to support improved instruction achievement for ELLs, Low-income students, Foster Youth, and SPED students	LEA-wide ELLs Low-income Foster Youth SPED		District Summer Lab, release time, afterschool planning time, and coaching support Funding Source: Summer Lab outlined in Section 2B Professional Development days outlined in	District Summer Lab, release time, afterschool planning time, and coaching support Funding Source: Summer Lab outlined in Section 2B Professional Development	District Summer Lab, release time, afterschool planning time, and coaching support Funding Source: Summer Lab outlined in Section 2B Professional Development days outlined in

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					2A and 2C Coaching support outlined in Section 2B and 2C	days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C	2A and 2C Coaching support outlined in Section 2B and 2C
	State Priority: 2 District Priority: 1 Title III Plan: 2C ELA and Math	Provide professional development and support for special education teachers and other support staff to write CCSS aligned IEP goals which incorporate the Common Core ELD Standards	LEA-wide for special education teachers and staff		Continue training and support from ELL Department for special education teachers and other support staff to write CCSS aligned IEP goals that incorporate the Common Core ELD Standards Funding Source: Professional Development and teacher release days outlined in 2C Coaching support outlined in Section 2B and 2C	Provide additional training and support based on audits of written IEP goals that incorporate the Common Core ELD Standards Funding Source: Professional Development and teacher release days outlined in 2C Coaching support outlined in Section 2B and 2C	Monitor IEP goals for alignment to CCSS that incorporate the Common Core ELD Standards Funding Source: Professional Development and teacher release days outlined in 2C Coaching support outlined in Section 2B and 2C
	State Priority: 2 District Priority: 1 Title III Plan: 2C	Provide professional development for teachers to support the use of	LEA wide Training for all teachers to support		Professional development days, release	Continue professional development	Continue professional development

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	ELA and Math	technology for instruction that incorporate the Common Core ELD Standards	instruction for ELLs		time, coaching support Funding Source: Professional Development days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C	days, release time, coaching support Funding Source: Professional Development days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C	days, release time, coaching support Funding Source: Professional Development days outlined in 2A and 2C Coaching support outlined in Section 2B and 2C
2D. Implementation of research based instruction for English Language Development and academic content language aligned to CCSS and ELD Common Core	State Priority: 2 District Priority: 1 Title III Plan: 2A Annual Progress Learning English, 2B English Proficiency and 2C ELA, 2D High Quality Professional Development	Provide quality ELD instruction for all ELs on a daily basis using Systematic ELD methodology for the instruction of English at proficiency levels	ELLs		Continue professional development and coaching of Systematic ELD Funding Source: Professional Development outlined in 2A and Coaching outlined in 2B and 2C	Continue and refine professional development and coaching of Systematic ELD Funding Source: Professional Development outlined in 2A and Coaching outlined in 2B and 2C	Full implementation of Systematic ELD with continued coaching and support Funding Source: Professional Development outlined in 2A and Coaching outlined in 2B and 2C
	District Priority: 1 Title III Plan: 2A	Continue to provide a dedicated time for ELD	ELLs Redesignated ELLs		Continue to provide a	Continue to provide a	Continue to provide a

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Annual Progress Learning English, 2B English Proficiency and 2C ELA	instruction based on proficiency levels at all sites			dedicated time for ELD instruction at all sites and provide staffing as necessary Funding Source: Dedicated time for ELD is included in CORE Instruction, Base Grant, State Revenue	dedicated time for ELD instruction at all sites and provide staffing as necessary Funding Source: Dedicated time for ELD is included in CORE Instruction, Base Grant, State Revenue	dedicated time for ELD instruction at all sites and provide staffing as necessary Funding Source: Dedicated time for ELD is included in CORE Instruction, Base Grant, State Revenue
	State Priority: 2 District Priority: 1 Title III Plan: 2C ELA and Math, 2D High Quality Professional Development	Provide quality academic language instruction for all EL students using Constructing Meaning methodology to address the language demands of content instruction	ELLs		Refine and conduct follow-up training of Constructing Meaning for middle school staff, and begin training of Constructing Meaning for elementary staff and provide coaching support Funding Source: Coaching	Continue to refine and conduct follow-up training of Constructing Meaning for middle school staff, and continue training of Constructing Meaning for elementary staff and provide coaching support Funding Source: Coaching	Continue to refine and conduct follow-up training of Constructing Meaning for middle school staff, and continue training of Constructing Meaning for elementary staff and provide coaching support Funding Source: Coaching

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					included in 2B and 2C. Professional Development included in 2C	included in 2B and 2C. Professional Development included in 2C	included in 2B and 2C. Professional Development included in 2C
Goal 3: Ensure that all students develop 21st Century learning skills and are academically prepared and have the personal mindset for successful high school, college, and career pathways through:							
3A. Increased student achievement	State Priority: 4 District Goal: 1 Title III Plan Goal: 2C ELA and Math	Continue to implement the initial phases of District's Response to Intervention and Instruction plan including: Kid Talk and SSTs Tier 1 and Tier 2 Interventions for ELA Research and expand RTI2 plan to include additional Tier 1 and 2 interventions in all subjects and include behavior supports	ELL Low income pupils Redesignated ELLS Foster Youth		Continue to implement initial phases of District Response to Intervention and Instruction plan at all sites to support student success	Expand implementation of District Response to Intervention and Instruction plan Maintain District Educational Services Coordinator	Continue to expand and refine implementation of District Response to Intervention and Instruction plan Maintain District Educational Services Coordinator

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Funding Source: Educational Services Coordinator outlined in 3A.	Funding Source: Educational Services Coordinator outlined in 3A.	Funding Source: Educational Services Coordinator outlined in 3A.
	State Priority: 4 District Goal: 1 Title III Plan Goal: 2C ELA and Math	Provide Summer Lab School for students in grades 3-8 to improve ELA and/or Math proficiency and train and coach teachers in effective instruction and use of technology	LEA-wide Low income pupils ELLs Redesignated ELLs		Summer Lab School Funding Source: Summer School outlined in 2B	Summer Lab School Funding Source: Summer School outlined in 2B	Summer Lab School Funding Source: Summer School outlined in 2B
3B. English Learners attaining proficiency in English acquisition and academics	State Priority: 4 District Goal: 1 Title III Plan Goal: 2A Annual Progress Learning English, 2B English Proficiency and 2C ELA and Math	Continue to conduct progress monitoring three times per year to identify students not making progress and plan differentiated instruction and intervention	LEA-wide ELLs Redesignated ELLs Low Income Pupils		Continue to implement and refine progress monitoring process three times per year	Continue to implement and refine progress monitoring process three times per year	Continue to implement and refine progress monitoring process three times per year
3C. Increasing English learner reclassification rates	State Priority: 4 District Goal: 1 Title III Plan Goal: 2A Annual Progress Learning English, 2B English Proficiency and 2C ELA and Math	Implementation of researched based programs and practices to support language acquisition and content learning	ELLs LEA-wide		Implementation of researched based programs and practices to support language acquisition and content learning Funding Source: Professional Development	Implementation of researched based programs and practices to support language acquisition and content learning Funding Source: Professional	Implementation of researched based programs and practices to support language acquisition and content learning Funding Source: Professional Development

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					and Teacher Release Included in 2A and 2C Coaching support outlined in Section 2B and 2C	Development and Teacher Release Included in 2A and 2C Coaching support outlined in Section 2B and 2C	and Teacher Release Included in 2A and 2C Coaching support outlined in Section 2B and 2C
3D. Decrease the number of students who are classified as Long Term English Learners	State Priority: 4 District Goal: 1 Title III Plan Goal: 2A Annual Progress Learning English, 2B English Proficiency and 2C ELA and Math	District ELL Department and site staff will closely monitor and support the academic progress of Long Term ELS who are not performing at grade level in ELA	ELLs		Identify, monitor, and provide instructional support for Long Term ELs Funding Source: EL TOSA Included in 2C	Identify, monitor, and provide instructional support for Long Term ELs Funding Source: EL TOSA Included in 2C	Identify, monitor, and provide instructional support for Long Term ELs Funding Source: EL TOSA Included in 2C
3E. Access and achievement in a broad course of study	State Priority: 4 District Goal: 1	Conduct equity audits of middle school course enrollments to ensure students from all subgroups have access to and are placed in appropriate courses	Middle Schools Low income pupils ELLs		Conduct audits at the beginning of each trimester; counsel students and parents and adjust placements as appropriate	Conduct audits at the beginning of each trimester; counsel students and parents and adjust placements as appropriate	Conduct audits at the beginning of each trimester; counsel students and parents and adjust placements as appropriate
3F. Acquisition and application of 21st Century learning skills	State Priority: 4 and 8 District Goal: 1	Explore additional resources and materials to support personalized learning	LEA-wide ELLs Low-income pupils Students with		Continue to purchase ST Math, Rosetta Stone, LEXIA,	Continue to purchase ST Math, Rosetta Stone, LEXIA,	Continue to purchase ST Math, Rosetta Stone, LEXIA,

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
			Disabilities		and application consolidation products. Research additional resources and materials. Begin pilot implementation. Funding Source: Instructional Materials Outlined in 3F.	and application consolidation products. Purchase additional researched-based resources and materials. Begin pilot implementation. Funding Source: Instructional Materials Outlined in 3F.	and application consolidation products. Purchase additional researched-based resources and materials. Begin implementation. Funding Source: Instructional Materials Outlined in 3F.
Goal 4: Ensure a safe, healthy, and respectful school environment for students, staff, parents, and community members through:							
4A: Developing and implementing a comprehensive Response to Intervention and Instruction plan	State Priority: 4, 5 and 6 District Priority: 1 and 4 Title III Plan Goals: 2A Annual Progress Learning English, 2B English Proficiency and 2C ELA and Math	Expand, refine, and implement a comprehensive Response to Intervention and Instruction plan to support improved instruction and achievement for target groups – ELL, Low-income students, Foster Youth, and SPED students.	LEA-wide LCFF Supplemental funded based on concentration of target students at each site Bubb: 37% Castro: 61% Crittenden: 60% Graham: 45%		Continue to implement and refine existing Response to Intervention and Instruction plan. Expand plan to better address social, emotional and	Continue to implement and refine existing Response to Intervention and Instruction plan. Begin to implement strategies to better address	Full implementation of Response to Intervention and Instruction plan that addresses the social, emotional and academic needs of students

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
			Huff: 24% Landels:56% Monta Loma: 63% Stevenson: 20% Theuerkauf: 90%		<p>academic needs of students.</p> <p>Funding Source: Professional Development covered in 2A and 3D</p> <p>Provide training on the process for all staff and continue to support interventions</p> <p>Funding Source: Intervention Allocation to Sites \$708,609 LCFF Supplemental, State Revenue Allocations vary by site based on number of target students – see expenditure page in appendix</p>	<p>social, emotional and academic needs of students.</p> <p>Funding Source: Professional Development covered in 2A and 3D</p> <p>Continue to provide training on the process for all staff and continue to support interventions</p> <p>Funding Source: Intervention Allocation to Sites \$708,609 LCFF Supplemental, State Revenue Allocations vary by site based on number of target students – see expenditure page in appendix</p>	<p>Funding Source: Professional Development covered in 2A and 3D</p> <p>Continue to provide training on the process for all staff and continue to support interventions</p> <p>Funding Source: Intervention Allocation to Sites \$708,609 LCFF Supplemental, State Revenue Allocations vary by site based on number of target students – see expenditure page in appendix</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4B: Developing and implementing district and school safety plans and positive climate plans	State Priority: 5, 6 District Goal: 6	Revise site safety plans to reflect current protocols and develop positive climate plans to maximize student engagement and connectedness of all students including target groups – ELL, Foster Youth, Low-income students, and SPED students	LEA-wide ELL Low-income students Foster Youth SPED students		Revise school safety plans to reflect new protocols for active shooters. District and sites Identify key issues and concerns that relate to school climate Funding Source: \$5,000 Administrative Services, Base Grant, State Revenue	Work with staff, students and parents to prioritize key issues and develop strategies to address them Funding Source: \$5,000 Administrative Services, Base Grant, State Revenue	Finalize, approve and implement positive climate plan. Funding Source: \$5,000 Administrative Services, Base Grant, State Revenue
Goal 5: Ensure that students, staff, parents, and community members are engaged as partners in the achievement of academically successful outcomes for students through:							
5A: Providing parent education	State Priority: 3 District Goal: 4,5 Title III Plan Goal: 2E Parent and	Expand partnership with Hispanic Foundation of Silicon Valley to support the implementation of	Parents of ELs, SED, SPED and Hispanic/Latino students at Graham Middle		Provide Level II Parent Institute Quality Education	Expand offerings of Parent Institute Quality Education Level I	Expand offerings of Parent Institute Quality Education Level I

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	community participation	Parent Institute Quality Education trainings	School, Crittenden Middle School and Castro Elementary School and other school sites		trainings training at Graham and expand offering of Level I at Crittenden Middle School and Castro Elementary School Funding Source: Parent Education outlined in 5A	and II trainings at other school sites Funding Source: Parent Education outlined in 5A	and II trainings at other school sites Funding Source: Parent Education outlined in 5A
5B: Fostering staff and parent collaboration and leadership	State Priority: 3, 4 District Goal: 4,5 Title III Plan Goal: 2E Parent and community participation	Hire a School and Community Engagement Facilitator *Job Description to be included in Appendix upon approval	LEA-wide based on concentration of target students at each site Bubb: .4 FTE Castro: 1.0 FTE Crittenden: 1.0 FTE Graham: 1.0 FTE Huff: .3 FTE Landels: 1.0 FTE Monta Loma: 1.0 FTE Stevenson: .3 FTE Theuerkauf: 1.0 FTE		Add new position at each school site to support LCAP implementation, including facilitation of student and parent engagement, coordination with community partners, coordination RTI2 efforts. Begin implementation. Funding Source: \$ 507,137	Continue to implement and refine responsibilities of School and Community Engagement Coordinator and implementation of services at each site. Funding Source: \$ 507,137	Continue to refine responsibilities and implementation of services of School Community Engagement Coordinator to meet site needs. Funding Source: \$ 507,137

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					LCFF Supplemental, State Revenue	LCFF Supplemental, State Revenue	LCFF Supplemental, State Revenue

- 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.)

In 2013-14, the amount of the LCFF Supplemental funds was \$964,197. Those funds were allocated for intervention at each site based on the percentage of unduplicated pupils at the respective sites. LCFF Supplemental has increased by \$800,292 from 13-14 or an increase of 55% for the supplemental grant. 2014-15, the District is spending \$507,137 on LCAP Engagement Facilitators (FTE based on concentration of target students at each site). Their primary role is to identify obstacles, provide access to and coordinate resources, and collaborate with stakeholders to achieve success for all students. The FTE for these positions are allocated to each site based on the percentage of unduplicated pupils at the respective site. The District is using an additional \$444,857 to expand the number of Instructional Coaches. The allocation of the expense to supplemental funds is based on the number of unduplicated students at the respective site. Their primary role is to support staff in the implementation of CCSS, to integrate the ELD common core standards and support teachers in improving instruction so that all students receive instruction that will lead to improved academic success. The research suggests that both in-school factors and home-community factors impact the academic achievement of students and contribute to the achievement gap. Children need quality instruction to achieve academic success. In addition, many students require extra support and intervention to be engaged to access quality instruction. District students have experienced improved achievement through the use of Instructional Coaches and the District wants to expand on this successful strategy. In addition, the District will use Engagement Facilitators to address our stakeholders' expressed need to have a coordinated and systematic approach to addressing student issues by improving collaboration, communication and engagement for everyone. Through the Engagement Facilitators and Instructional Coaches, our plan addresses both the quality instruction and home-community factors that influence student success.

- 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.

The District has identified that its unduplicated student count is 50.95%, resulting in \$1,763,865 in supplemental grant funding. Based on the amount, the District calculated its MPP to be \$1,324,658. Below are the actions and expenditures the Districts are providing to fulfill its MPP requirements:

1. Create School and Community Engagement Facilitator positions for sites \$ 507,137
2. Expand Instructional Coaching positions \$ 444,857
3. Continue site based intervention programs \$708,609

The District is using both LCFF Supplemental Funds and supplementing these sources with local revenue to improve outcomes for all students with a focus on low income, English learners and Foster Youth. The District believes that the greatest impact comes from improved instruction and greater engagement. The District is using an additional \$444,857 in supplemental funding to expand the number of Instructional Coaches. The allocation of the expense to supplemental funds is based on the number of unduplicated students at the respective site. By expanding the number of Instructional Coaches to include one coach per school site and one middle school math coach, this will increase opportunities for the District's statistically significant subgroups to receive more effective and targeted instruction throughout the school day. The District is spending \$507,137 on School and Community Engagement Facilitators (FTE based on concentration of target students at each site). The personnel hired to fill these new positions will be responsible for ensuring that families and students designated as low-income, ELL, and foster youth have access to and are provided the appropriate resources to improve student learning and achievement. Additionally, \$708,609 of supplemental funding will continue to be allocated to schools (based upon each school's percentage of target students) for school site level intervention to support students who need further instructional opportunities to be academically successful.

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.