LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marshall Lane Elementary School

CDS Code: 43-69393-6046619

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Priscilla Spencer, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Total LCFF funds,
$0, 0 %

This chart shows the total general purpose revenue Marshall Lane Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Marshall Lane Elementary School is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

$1
$1
$1
$1
$0
$0
$0

This chart provides a quick summary of how much Marshall Lane Elementary School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.
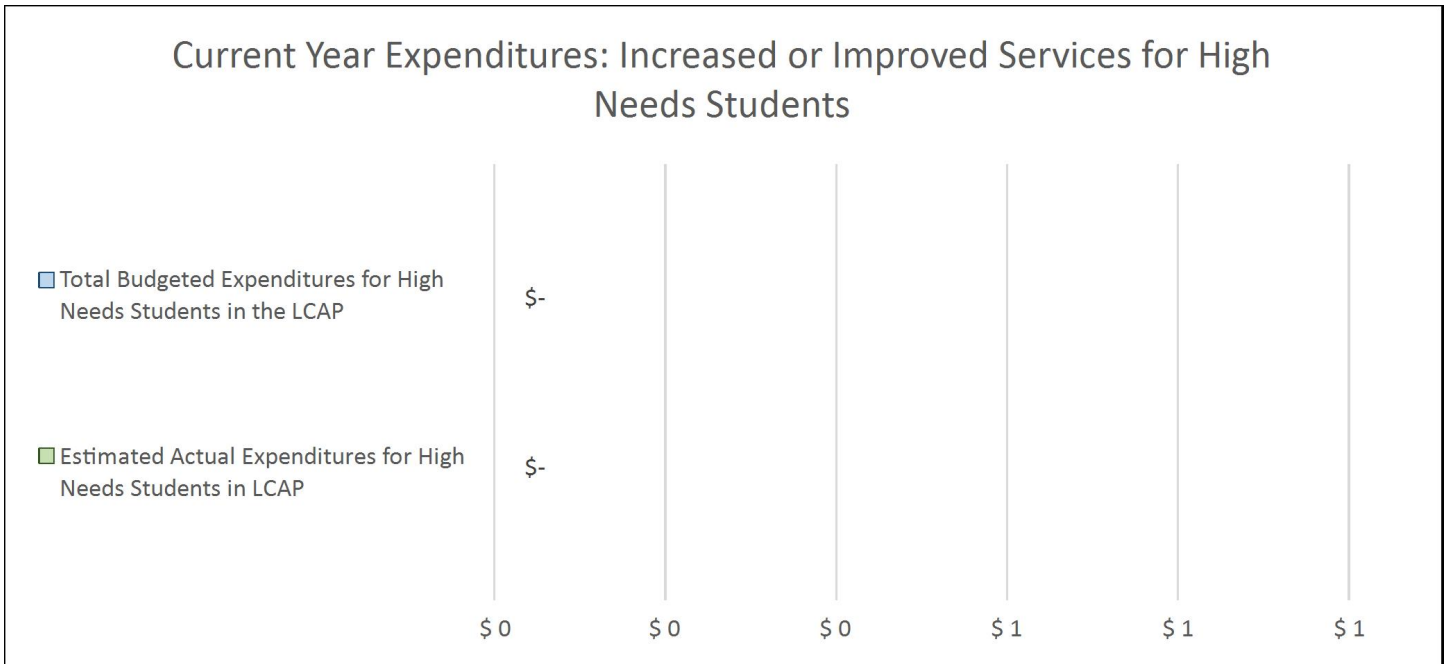
Marshall Lane Elementary School plans to spend $ for the 2019-20 school year. Of that amount, $ is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Marshall Lane Elementary School is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Marshall Lane Elementary School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Marshall Lane Elementary School plans to spend $ on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP $-

☐ Estimated Actual Expenditures for High Needs Students in LCAP $-

$ 0 $ 0 $ 0 $ 1 $ 1 $ 1

This chart compares what Marshall Lane Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Marshall Lane Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Marshall Lane Elementary School's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Marshall Lane Elementary School estimates that it will actually spend $ for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Marshall Lane Elementary School	Priscilla Spencer Principal	pspencer@campbellusd.org (408) 364-4259

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Marshall Lane Elementary School serves 551 students in Transitional Kindergarten to 5th grade. An onsite preschool that is operated by the Campbell Union School District serves an additional 52 students. Our school population consists of students who are 41.7% Caucasian, 28.9% Asian, 9.1% Hispanic/Latino, 11.4% two or more races, and 7% who declined to state ethnicity.   There are 13.2% English Language Learners and 9.3% are socioeconomically disadvantaged students in our school. Currently, we have one or .02% Foster Youth at our school.

Marshall Lane is located in the city of Saratoga and serves students from the surrounding communities of Saratoga, Los Gatos, Monte Sereno, Campbell, and San Jose. We emphasize academic achievement within a nurturing environment. Our success is attributed to a dedicated and hard working staff, a well-rounded challenging curriculum, active parental involvement, and a community devoted to supporting education. Our school has received several awards in past years. Both the National Blue Ribbon Award and the 2012 California Distinguished School Award have been earned in the past. In addition, Marshall Lane was awarded the prestigious Caring School Climate Award for the 2014-2015 school year from Project Cornerstone. Most recently, Marshall Lane was honored by receiving a 2018 California Distinguished School Award.

Our vision statement is "Marshall Lane will be a school where educators and parents collaborate to provide a rigorous and meaningful educational experience for all students in a supportive school environment." Our Mission Statement is "Marshall Lane is a community that is committed to inspiring and empowering life-long learners who possess the mindset and skills to thrive in a changing world". Our staff has also created a shared definition of collaboration. "Collaboration is sharing ideas, strategies, challenges, and solutions in a safe and trusting environment. We do this in order to reflect on and meet the needs of our learning community." By working together as a staff and

collaborating with our community, everyone at Marshall Lane has a common goal of doing what is best for our students every day.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP highlights a refinement of our goals to align to a new Instructional Vision that was created through our strategic planning process. The new instructional vision provides coherence throughout the organization around our core practices aligned to the goals. It clarifies expectations for the staff and defines key terms so that staff have a common understanding of our goals and purpose. The instructional vision came after a group of community stakeholders including business members, parents, students, teachers, administrators, and classified staff came together to develop our Profile of a Graduate during the 2017-2018 school year. Through this process, we determined the core competencies that we want for all students who graduate from our system. The work done at these sessions have guided our LCAP with the formation of a new goal. Work on the Profile of a Graduate competencies continues in the 2018-2019 school year.

Since the onset of Common Core and the new SBAC testing, we have been consistently and deeply examining data to inform and drive our work. With the adoption of new curriculum in both English Language Arts and Math over the last two years, our students and staff have faced many changes. Throughout this time, we have been examining the strengths and weaknesses of the curriculum as well as looking at data. This work has guided our instructional vision which was launched with staff in the spring of 2018. In the 2018-2019 school year, we continue to address these goals and refine our instructional practice.

The vision included the new goals and steps for accomplishing the goals.Those are as follows:

LCAP Goal 1: Provide High Quality teaching and learning that promotes opportunity for applying knowledge.
LCAP Goal 2: Ensure that students are college and future ready by equipping them with the competencies identified in a Profile of a Graduate (self-directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.
LCAP Goal 3: Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students.
LCAP Goal 4: Fully engage parents/guardians, students, and the community in support of student educational outcomes.

Along with changes to the goals we are moving towards coherence for all 12 of our schools by creating uniform matrices to evaluate the effectiveness of the actions and services aligned to our goals. The annual update of this plan documents the new matrices that will take effect moving forward. Attendance information, suspension and expulsion statistics, SBAC ELA and SBAC Math data, iReady results, Benchmark Assessment System/Dibels results, Special Education integration data, scores on the Professional Learning Community rubric, number of teachers attending professional development, and attendance of parents at engagement events will all be considered. The data will be evaluated by sub-groups to make sure we are consistently focusing on closing the achievement gap.

The steps to achieving our goals are:
1. Deepen learning through an effective instructional program which leverages high quality first instruction aligned to LCAP Goal 1.

2. Ensure every child is a reader by third grade aligned to LCAP Goal 1.
3. Build the capacity of our teachers through collaboration and job-embedded professional development in professional learning communities aligned to LCAP Goal 1.
4. Define mastery of guaranteed learning through our Profile of a Graduate aligned to LCAP Goal 2.
5. Provide strategic whole system engagement through multi-tiered systems of support aligned to LCAP Goal 3.
6. Actively engage parents and the community in student learning and well being aligned to LCAP Goal 4.

Key actions and services outlined in the LCAP are Reading Intervention Teachers, Counselors, a physical education teacher to lower class size at every grade level, attendance tracking systems, and district teachers on special assignment to provide professional development.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Marshall Lane is a high performing school. Our dedicated staff, highly involved parents, and supportive district office staff assist us in educating the students that we serve resulting in high achievement for a large percentage of our student population. We value the achievement of all students at our school and do our best to provide support for each child based on his/her individual needs. High expectations for success from the school as well as from students' homes allow us to leverage the partnership between educators and parents.

Overall, in the area of English Language Arts in 2018, 80% of Marshall Lane students were at or above standard on the SBAC test. In math, 82% of students were at or above standard based on the 2018 SBAC scores. In 2017, 80% of all Marshall Lane students were at or above standard in English Language Arts. In 2017, 81% of students were at or above grade level in Math. In 2016, 77% of all Marshall Lane students were at or above standard in English Language Arts and 79% of all students were at or above standard in math. An experienced staff that is hard working and collaborative helps to provide a level of education that is beyond the expected. Support for our English Language Learners is provided by a credentialed teacher in a pull-out program that is focused on reading and writing. Her support helps our ELD students to succeed.

The development of a Professional Learning Community (PLC) over the past four years has helped our staff to work together to identify essential standards in the areas of English Language Arts and math. Last year, teachers worked in cross-grade level teams to vertically align the essential standards from TK to fifth grade and to better understand the challenges and expectations at each grade level. Our staff has also discussed high quality instruction that is focused on high standards, differentiation to meet student needs, and the use of learning targets. Frequent assessment using standardized tests, district assessments, online analysis, as well as common formative assessments allow us to continually examine our teaching practices and approaches to meet student needs as well as to guide instruction. Teachers work on a Team Cycle of Inquiry to plan instruction, to create assessments, and to analyze data on a frequent basis.Specific training in literacy for teachers in TK

to 2nd grade and in writing Learning Targets for 3rd to 5th grade teachers has also helped to improve and focus our instruction.

The California Dashboard Data indicated that Marshall Lane is in the highest performance area of Blue overall. This includes performance English Language Arts and Math for our overall population as well as for our English Learners. In English Language Arts, our white subgroup is up by 9 points. Caucasian students increased their performance by 2.1 points. Asian students increased their number of points on the dashboard by 4.2 points. English Language Arts results for our English Language Learners decreased slightly by 2.7 points but still maintained in the blue section of the dashboard. In Math, overall achievement for all students increased by 9.8 points. English Language Learners maintained their status in the Blue section of the Dashboard by being up by 2 points. Our Asian population increased by 8.7 points. Our Caucasian students dropped slightly by 1.4 point yet still maintained their status in the Blue area of the Dashboard.

Under the Suspension Data, all categories were in the Blue section of the Dashboard for all subgroups.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The new California Dashboard indicator for Marshall Lane Elementary School shows that our school scored in the "Blue" area overall for all performance indicators in both 2017 and 2018. We are very proud of the achievement of all of our students. However, our data reveals that 20% of our students are not meeting the standards in English Language Arts and 19% of our students are not meeting standards in the area of math In the area of English Language Arts, 23% of our students are not meeting standards and 21% of students were not meeting standards in the area of math during the 2016 school year. Our goal continues to be for all of our students to meet or exceed standards, so we clearly have room to grow before this becomes a reality.

English Language Arts performance varied according to grade level. In 2018, 84% of third grade students In 2017 met or exceeded expectations and 16% of students did not meet grade level standards. For fourth grade, 79% of students met or exceeded standards and 21% of students were below grade level. Fifth grade had the lowest level of performance with 78% of students met or exceeded standards and 22% of students did not meet grade level expectations. In 2017, 91% of third grade students met or exceeded expectations and 9% of students did not meet grade level standards. For fourth grade, 77% of students met or exceeded standards and 23% of students were below grade level. Fifth grade had the lowest level of performance with 70% of students met or exceeded standards and 30% of students did not meet grade level expectations.In 2016, 82% of third grade students met or exceeded expectations and 18% of students did not meet grade level standards. Fourth grade had the lowest level of performance with 73% of students met or exceeded standards and 27% of students were below grade level. For fifth grade, 77% of students met or exceeded standards and 23% of students did not meet grade level expectations.

Math performance also showed a discrepancy between the grade levels in terms of achievement. In 2018, third graders performed the best with 87% meeting or exceeding the standards. Only 13% of

students did not meet grade level standards. In fourth grade, 84% of students met or exceeded standards and 16% did not. Fifth grade had the lowest performance with 75% of students meeting standards and 25% being below expectations. In 2017, third graders performed the best with 92% meeting or exceeding the standards. Only 8% of students did not meet grade level standards. In fourth grade, 75% of students met or exceeded standards and 25% did not. Fifth grade had the lowest performance with 71% of students meeting standards and 29% being below expectations. In 2016, third graders performed the best with 92% meeting or exceeding the standards. Only 8% of students did not meet grade level standards. In fourth grade, 75% of students met or exceeded standards and 25% did not. Fifth grade had the lowest performance with 71% of students meeting standards and 29% being below expectations.

With the implementation of the new Common Core State Standards, teachers have had to relearn the expectations for teaching at their grade level. The piloting and adoption of new curriculum materials has required teachers to work very hard to address the new standards. Moving forward, it is essential that we continue to support teachers with appropriate professional development to help them to become more familiar with the curriculum and to provide them with time to collaborate with their colleagues about instructional practices. Working together as a Professional Learning Community helps advance the performance of all students. Continuing to support a Reading Intervention Specialist and using district Teacher on Special Assignment to assist teachers in this work is also essential in helping us to move closer to our goal.

This year, we have identified a new need in the 3rd to 5th grade levels based on the use of the new Sonday System Assessments. Based on data, many of our students lack a strong foundation in phonics. While they are able to read and comprehend at fairly high levels, they struggle to encode or spell accurately. Our teachers are working together and are seeking support and professional development in teaching phonics to older students in order to address this need.

In addition, on the California Dashboard, our chronic absenteeism measure has dropped from the blue section to the green section. Although still very low, the 2017-2018 school year chronic absenteeism increased for our white subgroup. During the 2016-2017 school year, 12 students or 1.7% of our students were chronically absent. 50% of these students were in Transitional KIndergarten or Kindergarten. In the 2017-2018 school year, 15 students were chronically absent. 63% of those students were in Transitional KIndergarten or Kindergarten. This data indicates that parents of younger students are not sending their children to school with the same regularity as parents of students in the higher grade levels. An increased emphasis on the importance of having children attend school on a daily basis has been put into place to attempt to reverse this trend at our school.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Overall, students at Marshall Lane performed at or above grade level in both English Language Arts and math on the 2017-2018 SBAC assessments. However, performance gaps still exist between students who are achieving at the expected levels and those who are not. Last year, 20% of the students did not meet standards on the SBAC in English Language Arts and 19% of students did not meet standards in math on the SBAC. it has been important for our staff to identify these students

and provide additional support for them. Thorough data analysis occurred in the fall to assist teachers in understanding the needs of all of their students.

Support for underachieving students at Marshall Lane is provided through a variety of means. A full-time reading intervention teacher works with students who are below grade level in reading and who qualify for the program. Small group intervention using research-based programs is provided to students five days per week. For students who qualify for an Individualized Education Plans (IEP), support is available from a resource specialist and a resource aide, a speech therapist, and an occupational therapist. A program that was new at Marshall Lane to assist under performing readers who do not qualify for Special Education or our Reading Intervention Program was instituted in February 2018. It is called Partners Advancing Literacy Skills or PALS program. This program pairs individual students with retired teachers or trained volunteer to allow them to experience one on one support in the area of reading. Data regarding student achievement will be analyzed at the end of the year to inform the direction that we will take with this program for the 2019-2020 school year.

Based on the needs of the students, clustering is also used in the areas of reading, writing, phonics, and math in some grade levels. This helps not only to meet the needs of low performing students but also helps to differentiate instruction for our high achieving and GATE students.

Time at staff meetings, during collaboration time, and during prep periods is used by grade level teams to discuss instruction and assessment results as well as to brainstorm ways to meet the needs of all students.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide high quality teaching and learning that promotes opportunities for applying knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Strategic Plan Goals 1, 2, 5

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers at Marshall Lane will use the adopted Common Core aligned curriculum as evidenced during observation of classroom instruction. **18-19** Teachers continue to use Common Core- aligned curriculum and materials in all classrooms based on observation of teaching. **Baseline** Teachers have been provided with curriculum and materials. As additional curriculum is adopted, it will be provided for the teachers to use in their classrooms.	Common Core instruction is fully integrated into our practice at Marshall Lane. Teachers continue to work hard to use the adopted curriculum as well as a variety of strategies and supplemental materials to provide instruction that meets the identified needs of their students.
Metric/Indicator Teachers at Marshall Lane are provided with time and assistance during staff meetings to create common formative assessments as evidenced by staff meeting agendas and by grade level team shared Google doc folders.	Teachers collaborate to create Common Formative Assessments (CFA) to determine student learning on an ongoing basis. As part of their Professional Learning Community collaboration, they examine data and plan instruction to meet student needs. They discuss next steps and potential solutions to any problems that their students are experiencing.

Expected	Actual
18-19 Teachers continue to collaborate, create Common Formative Assessments (CFA), and analyze data as a team. Evidence will be found in grade level Google doc folders which will contain forms which record their discussions, their reflections, and their next steps. **Baseline** Teachers have begun to work on creating common formative assessments and analyzing them as a team to reflect on student learning during Professional Learning Community time during staff meetings and on release days.	
Metric/Indicator Marshall Lane teachers collaboratively created a definition of Quality First Instruction during the 2016-2017 school year. as evidenced by staff meeting agenda time devoted to this task. This definition was reviewed at the beginning of the 2017-2018 and 2018-2019 school years. Teachers continue to be dedicated to provide Quality First Instruction to all of our students, remediation for those who are not performing at expected levels, and enrichment for those who are already meeting grade level standards. Professional Development has been provided at the district and site level. Some teachers have attended outside workshops, conferences, or webinars as evidenced by sign-in sheets and budgeted expenditures. **18-19** The definition that the staff created of Quality First Instruction will be revisited and revised as necessary. Professional Development will be provided to staff members at the site and district level as well as by funding outside PD as necessary. **Baseline** Teachers have discussed the components of Quality First Instruction. Professional Development has been provided by the district and at the site level. Outside workshops and webinars have been funded as requested by teachers to enhance their instruction and strategies.	Teachers continue to provide Quality First Instruction to their students. Staff members attend required as well as optional professional development to continue to move their practice forward and learn new strategies and approaches.
Metric/Indicator Instruction needs to be differentiated to meet the needs of all students as evidenced by practices or programs that are in place to meet students needs. Teacher schedules are evidence of these strategies. **18-19**	Teachers continue to collaborate to differentiate instruction for their students. This includes collaborative planning to address needs, individual and small group instruction within the classroom, clustering, and sharing students. A full time reading intervention teacher works to meet the needs of below level readers. Part time resource specialist teacher, speech therapist, occupational therapist, and school psychologist work with staff members to meet the needs of students with Individualized Education Plans.

Expected	Actual
Student need continue to be met in a variety of ways. We continue to assess the programs we offer in light of their effectiveness and have make the necessary changes to improve our overall program. **Baseline** RSP, speech, and OT are available to students who qualify for an Individualized Education Plan. Some grade levels cluster to provide differentiated instruction to groups of students who are functioning at the same level. Teachers provide differentiated instruction to students based on need in the classroom. A full time reading intervention specialist works with students who are struggling in reading but do not qualify for an IEP. An ELD teacher works with all English Language Learners to provide designated ELD instruction to help them to develop English language competency.	
Metric/Indicator 21st Century Instruction is an important component of education that needs to be evident in classroom instruction and staff interactions. A district standard needs to be developed to measure our success in this area. **18-19** We continue to provide and refine the components of 21st Century Instruction at Marshall Lane. **Baseline** Currently, teachers have discussed the 4 "Cs"--collaboration, creativity, critical thinking, and communication and are incorporating them into their instruction and their work together.	The district has adopted a new Strategic Plan based on the Profile of a Graduate Expectations--innovative, collaborative, a critical thinker, empathetic, and self-directed. Currently, teachers are addressing these competencies within their classrooms. The district is developing a rubric to assess student competence on each component of the Profile of a Graduate which will be used during the 2019-2020 season
Metric/Indicator In elementary school, small group instruction is essential to enable teachers to provide intensive ELA instruction based on student levels as measured by teacher schedules and student progress in reading and writing. **18-19** Continued to provide a class size reduction p.e. teacher to allow teachers the ability to work with smaller groups of students four days per week. **Baseline** At Marshall Lane, a class size reduction p.e. teacher is provided to allow teachers the ability to work with smaller groups of students four days per week.	Our class size reduction p.e. teacher continues to work with students at each grade level to provide the opportunity for small group instruction four days per week during the 2018-2019 school year.
Metric/Indicator Access to library materials and technology enhances student learning. The ability to visit the school library and computer lab is evidenced by teacher schedules and the record of library books that are checked out. **18-19**	Our library and computer lab aide continues to provide all students with the opportunity to visit the library every week. Transitional Kindergarten and Kindergarten students work in the computer lab twice per week. Our school is one-to-one with Chromebooks for all students in first to fifth grades,so these

Expected	Actual
Continued to provide access to students to the library and computer lab. **Baseline** Currently, Marshall Lane has a part time library and computer lab aide to assist teachers in providing student access to the library and computer lab. Also, the library is open to students at recess and lunch time.	students have continual access to technology and do not need to use the computer lab.
Metric/Indicator SBAC data ELA **18-19** Increase percentage of proficient and advanced students. **Baseline** Marshall Lane Overall: Proficiency for the 2017 is 80%.	Currently, 80% of our students were proficient or advanced in ELA on the 2017 SBAC. For 2018, our goal is to increase the percentage of our overall proficient and advanced percentage to 83%.
Metric/Indicator SBAC data Math **18-19** Increase percentage of proficient and advanced students. **Baseline** Marshall Lane Overall: 81% Proficiency	Currently, 81% of our students were proficient or advanced in math on the 2017 SBAC. For 2018, our goal is to increase the percentage of our overall proficient and advanced percentage to 84%.
Metric/Indicator iReady data ELA: Percentage of students who met the 100% growth target. **18-19** Currently, 63% of all students show 100% or more of typical growth on the iReady ELA assessments. **Baseline** New metric, the baseline date is 17-18	This year, 63% of our students have met the 100% growth target on the ELA iReady assessments. Our goal for 2019 is for 68% of our students to meet the 100% groth target.
Metric/Indicator iReady data Math: Percentage of students who met the 100% growth target. **18-19** Currently, 43% of students show 100% growth on the iReady math assessments. **Baseline** New metric, the baseline date is 17-18	This year, 43% of our students have met the 100% growth target on the math iReady assessments. Our goal for 2019 is for 48% of our students to meet the 100% groth target.
Metric/Indicator Sufficiency of Instructional Materials as defined by Williams visit. **18-19**	100% of all Marshal Lane students have sufficient instructional materials as defined by the Williams Act.

Expected	Actual
100% **Baseline** Currently 100% of Marshall Lane students have standards aligned materials and we seek to keep this at 100% as we adopt new instructional materials.	
Metric/Indicator Fully credentialed and appropriately assigned teachers as documented by our Human Resource Department credential reviews. **18-19** 100% **Baseline** This is a new metric as listed in the annual update. The baseline data is 2017-2018	100% of Marshall Lane teachers are fully credentialed and appropriately assigned to their positions.
Metric/Indicator Facilities in good repair:Number of identified instances where facilities do not meet the "good repair" standard. **18-19** Maintain or Increase **Baseline** This is a new metric as listed in annual update. The baseline data is the 2017-18. Rating: 98.8	The facilities at Marshall Lane meet the good repair standard.
Metric/Indicator Implementation of state standards: local indicator as measured by CDE approved rubric from the Butte County Office of Education. **18-19** Maintain Met **Baseline** This is a new metric as listed in the annual update. The baseline data is the 2017-18.	All Common Core State Standards are being met in all grade levels at Marshall Lane.
Metric/Indicator Percentage of teachers attending district mandated and choice professional development aligned to standard as measured by sign attendance sheets, tracked using district online registration software. **18-19** All teachers attended district mandated trainings. 52% of teachers also attended professional development opportunities by choice. **Baseline**	100% of teachers attended mandatory district trainings and professional development. 30% of teachers also attended at least one training or professional development opportunity.

Expected	Actual
This is a new metric as listed in the annual update. The baseline data is the 2017-18.	
Metric/Indicator Benchmark Assessment System (BAS) or Dibels Reading Data for percentage of students on track to be readers by 3rd Grade. **18-19** Increase percentage of students who are on track. **Baseline** This is a new metric as listed in the annual update. The baseline data is 2017-2018.	82% of all students in KIndergarten, first grade and second grade are on track to be readers by 3rd grade.
Metric/Indicator PLC implementation as measured by a beginning and end of year self assessment rubric. The rubric comes from the best practice of Richard DuFour as aligned to the Learning By Doing Handbook for PLCs at Work. **18-19** Each grade level will advance at least one column on the rubric in one area. **Baseline** This is a new metric as listed in the annual update. The baseline data is the 2017-18.	All grade levels advanced on areas of the implementation rubric this year.

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Purchase instructional materials to supplement common core instruction and high quality first instruction. 2. Fund release days for the purpose of teacher collaboration around data.	1. Additional instructional materials that were requested by teachers to supplement their instruction were purchased to support their efforts in the classrooms. 2. Through the generosity of our Marshall Lane PTA, four release days were funded for the teachers at each grade level for	Textbooks/ Books/ Materials/ Supplies 4000-4999: Books And Supplies Base $9,419	Textbooks/ Books/ Materials/ Supplies 4000-4999: Books And Supplies Base $8,940
		Four days of release days funded for grade level planning, creation of common formative assessments and analysis of student work. 1000-1999:	Four days of release days funded for grade level planning, creation of common formative assessments and analysis of student work. 1000-1999:

3. Provide funding for professional development for teachers.	collaboration and collegial planning.	Certificated Personnel Salaries Locally Defined Base $16,254	Certificated Personnel Salaries Locally Funded Base $15,480
	3. Professional development was provided by district coaches and by online and outside agencies, as requested by teachers to develop in their area(s) of need or interest.	Funding for conferences, workshops, and webinars for professional development. 5800: Professional/Consulting Services And Operating Expenditures Base $1,200	Funding for conferences, workshops, and webinars for professional development. 5800: Professional/Consulting Services And Operating Expenditures Base $1,155
4. Budgets are being cut for the 2018-2019 school year. Therefore, neither the district or the school site will have sufficient funds for this position.	4. For the previous three years, our school site was fortunate to have an instructional coach. Due to budget cuts, the position was unable to be funded for the 2018-2019 school year. To fill the gaps left by not having this position, we have relied on the help of district coaches and teacher leaders at our school site.	Not Applicable $500	No longer funding this position.
5. Partially fund a reading intervention teacher who will provide a program to help students who are below grade level in reading.	5. Our reading intervention teacher is funded by the CUSD for .6 FTE. Our PTA funds an additional .2 FTE and our site funds pay for the other .2 FTE so the teacher is able to work full time to meet the needs of our students who struggle with learning to read.	A reading intervention teacher will provide a program to help students who are below grade level in reading. 1000-1999: Certificated Personnel Salaries Base $16,200	A reading intervention teacher will provide a program to help students who are below grade level in reading. 1000-1999: Certificated Personnel Salaries Base $15,366
6. Fund a computer lab aide to assist students in accessing these services. (funded with base and PTA funds)	6. A computer lab aide is funded by our generous PTA to assist our TK and KIndergarten teachers and students in the computer lab.	A computer lab and library aide will be hired to assist students in accessing these services. 2000-2999: Classified Personnel Salaries Locally Defined Other $6,535	A computer lab and library aide will be hired to assist students in accessing these services. 2000-2999: Classified Personnel Salaries Locally Defined Other $5,971
7.Fund a library aide to assist students in accessing these services. (funded with base and PTA funds)	7. A library aide is funded by our generous PTA to assist students and teachers to find and check out books. She keeps our library in working order.	A computer lab and library aide will be hired to assist students in accessing these services. (funded with base and PTA funds) 2000-2999: Classified Personnel Salaries Base $13,371	2000-2999: Classified Personnel Salaries Locally Defined Other $12,424
8. Hire a credentialed teacher to provide a p.e. program four days per week to allow teaches time to work with smaller groups of students for ELA instruction.	8. A credentialed teacher is funded by our PTA to provide time for	A credentialed teacher will provide a p.e. program four days a week to allow teachers time to work with smaller groups of students for ELA instruction. 1000-1999: Certificated Personnel Salaries Locally Defined Other $89,711	A credentialed teacher will provide a p.e. program four days a week to allow teachers time to work with smaller groups of students for ELA instruction. 1000-1999: Certificated Personnel Salaries $89,711

	teachers to work with smaller groups of students. This time is highly valued by our teachers.	Benefits cost for Reading Intervention Teacher 3000-3999: Employee Benefits Base $2,400	Benefits cost for .2 FTE for our reading intervention teacher $2,400

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the programs and services described above help our teachers to provide high quality teaching and learning that promotes opportunities for our students to apply their knowledge.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and programs described are effective in supporting our teachers by providing access to needed instructional materials, planning time, professional development, assistance for our struggling readers, time to work with small groups, as well as access to the computer lab and library.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between the budgeted amounts and the actual amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The biggest change was the loss of our instructional coach for this year. We were able to figure out ways to support teachers and students without this role. Teachers report that all of the other programs and services were extremely helpful to them.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Ensure that students are future ready by equipping them with the 21st century learning skills aligned to the Profile of a Graduate. (Self-Directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                        Priority 5: Pupil Engagement (Engagement)
                        Priority 6: School Climate (Engagement)
                        Priority 7: Course Access (Conditions of Learning)
                        Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan #1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC data for ALL students in ELA. **18-19** 84% of all students will meet standards on 2018 SBAC assessment. **Baseline** 80% of our students met standards on the 2016 SBAC ELA assessment.	SBAC data for ALL students in ELA indicate that 80% met standards on the 2018 assessment.
Metric/Indicator SBAC data for ALL students in Math. **18-19** 84% of our students will meet standards on 2019 SBAC assessment.	SBAC data for ALL students in Math indicate that 81% met standards on the 2018 SBAC assessment.

Expected	Actual
Baseline 81% of our students met standards on the SBAC ELA assessment.	
Metric/Indicator ELPAC Scores **18-19** This metric will be replaced with ELPAC data. **Baseline** The ELPAC is a new metric for English Language Learners so a baseline has to be determined once the 2018 data is available.	Spring ELPAC Scores for ALL English Language Learners at Marshall Lane will be used when it becomes available .
Baseline	
Metric/Indicator Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math. **18-19** Reading: 19.7% Math: 5.4% **Baseline** New metric so baseline will be 17-18 Reading: 21.7% Math: 7.4%	Decreased the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math by 2% in both Reading and Math..
Metric/Indicator Increase the percentage of Special Education Students in General Education settings 50% or more of their day as documented by student schedule placements. **18-19** (a)97.7%, (b)2.23% , (c)0% **Baseline** New metric so baseline will be 17-18 a. Inside of the general ed class 80% or more of the day b. Inside general ed class less than 40% of the day c. In separate schools, residential facilities or homebound/hospital	Increased the percentage of Special Education students in General Education settings 50% or more of their day as documented by student schedule placements.

Expected	Actual
Metric/Indicator Percentage of English Learners who make progress toward English proficiency as measured by the ELPAC **18-19** To be determined **Baseline** Baseline data not available yet due to new State testing.	Percentage of English Learners who make progress toward English proficiency as measured by ELPAC will be reported when available.
Metric/Indicator Percentage of English Learners who are reclassified **18-19** 8% **Baseline** This is a new metric	Percentage of English Language Learners are reclassified will be reported when available.
Metric/Indicator Demonstrate adult and student growth on mindset rubrics aligned to Profile of a Graduate Competencies. Rubrics were created and modified using the Museum of Tech innovation's Engineering practices. **18-19** TBD **Baseline** This is a new metric and the rubric is still being created with teacher input. We will have baseline data available in 2018-19 school year.	Demonstrate adult and student growth on mindset rubrics aligned to Profile of a Graduate Competencies. Rubrics were created and modified using the Museum of Tech innovation's Engineering practices. Data will be reported when it becomes available.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Hire a credentialed reading intervention teacher provides small group instruction for struggling readers.	1. Continue to employ a credentialed reading intervention teacher to provide small group instruction for struggling readers.	A reading intervention teacher will provide a program to help students who are below grade	Reading Intervention Teacher 1000-1999: Certificated

		level in reading. 1000-1999: Certificated Personnel Salaries District Funded Base $24,551	Personnel Salaries District Funded Base $25,400

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. A certificated teacher will work with English Language Learners to provide English Language Development instruction to students who are identified as English Language Learners.	1.	ELD teacher works with ELL students to provide a pull-out program to advance language skills. 1000-1999: Certificated Personnel Salaries Supplemental $26,190	ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental $30,152

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Support was provided by our reading intervention teacher for students who were performing significantly below grade level in reading, based on iReady, SBAC and observational data. Daily instruction was provided in a small group setting.
Support for English Language Learners was provided by our ELD teacher. This included ELD classes four days per week for Designated English Language instruction. A before school writing class was also offered from January to June for students in 3rd to 5th grade to assist them in developing their writing abilities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

94% of students served by the reading intervention program showed significant growth. Those who did not were considered for evaluation for special education services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were only slight differences in expenses due to salary increases and the hourly work schedule of our ELD teacher.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goals of supporting struggling readers and English Language Learners at our school will continue into the 2019-2020 school year.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Strategic Plan #1, 3, 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension/Expulsion Data **18-19** Continue to monitor the number of suspensions, Support studens to maintain appropriate behavior. Students need to continue to be supported through the Positive Behavior Intervention and Support Program (PBIS) and Project Cornerstone activities. A counselor through Skills for Kids, Parents, and Schools (SKIPS) is provided for students who need one-on-one or social skills group counseling. **Baseline** Three students have been suspended in 2016-17 for a total of seven days. No students were expelled.	One student was suspended twice during the current school year for a total of three days. He is receiving a high level of support with weekly individual counseling. He participated in one round of a Social Skills group. Currently, he is being tested for Special Education. His parents have also had him tested by an outside agency and he has been diagnosed with two disabilities that will qualify him for special education services. An initial IEP meeting will be held in early June. Another student was suspended for one day due to physical aggression. Meetings have been held with his parents to work on helping him to control himself at school. No students have been expelled.
Metric/Indicator SWIS ODR Data	Currently, 6% of students have two or more ODRs. Twenty-nine students have two ODRs and two students currently have more than two ODRs.

Expected	Actual
18-19 Decrease the number of students with two or more ODR's to 4% of students. **Baseline** 6% of our students have two or more ODR's	
Metric/Indicator Track in Powerschool the number of initial student study team meetings to plan support for students. **18-19** Increase the number of S4 meetings to 45 for the 2018-2019 school year. **Baseline** S4 SST meetings	This year, we conducted 54 SST meetings.
Metric/Indicator School Attendance Rates **18-19** maintain 97% or higher **Baseline** New metric 2017-2018 Baseline data	Our current attendance rate is 97.67%.
Metric/Indicator Reduce the number of students who are chronically absent **18-19** 1.5% **Baseline** New metric: 2016-2017 Chronic Absenteeism Rate 1.6%	In 2018, our rate increased to a 2.1% chronic absenteeism rate. In analyzing this data, 53% of the 15 students who are chronically absent are in Transitional Kindergarten or Kindergarten. Our plan for the 2019-2020 school year is to focus on the lower grade levels to promote on time, daily attendance.
Metric/Indicator Number of students who received an initial student study team meeting to create a support plan **18-19** Increase by 2% Conduct SST for all students who are below academic grade level and/or receive 2 or more ODRs **Baseline** New metric: baseline will be 17-18	Teachers conduct an initial Student Study Team meeting with students who are performing below grade level. On average this is approximately 20% of students in each class who need this support.

Expected	Actual
Metric/Indicator Track in Powerschool the number of students who were recommended through the Student Study Team process for Special Education testing who qualified for services. **18-19** Increase by 2% appropriately recommend special education assessments for students based on rigorous SST Process **Baseline** New metric: baseline will be 17-18	Based on current date, 10 students were referred to be assessed for Special Education Services for the current year. Eight out of the ten or 80% qualified for services.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Continue to fund a counselor for 2 full days per week through the Skills for Kids, Parents and Schools (SKIPS) to provide one-on-one counseling and support for students who have experienced trauma. In addition, the counselor will provide social skills groups for students who have a need to develop social-emotional skills.	1. A SKIPS counselor provided individual counseling and social skills groups two days per week for the 2018-2019 school year. In addition, the counselor taught classes in social skills and dealing with conflict in difficult situations to all 1st and 4th graders. We were also fortunate to have a counselor provided by a district grant from Counseling and Support Services for Youth for two additional days per week. This gave us with the opportunity to provide counseling for twice as many students.	1. Counseling Services through SKIPS 5800: Professional/Consulting Services And Operating Expenditures Locally Defined Base $14,400	Counseling services through SKIPS 5800: Professional/Consulting Services And Operating Expenditures Locally Funded Base $14,000

Action 2

| | Planned
Actions/Services | Actual
Actions/Services | Budgeted
Expenditures | Estimated Actual
Expenditures |

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The pilot for the Toolbox Program was successful during the 2017-2018 school year. In 2018-2019, the implementation of the program will begin to be more wide-spread at our school.	1. The Toolbox Program continued to be successfully implemented in the classrooms whose teachers had received training.	1. Books and Reference Materials 4000-4999: Books And Supplies Base $1,000	No funds were spent on this program during the 2018-2019 school year. Teachers who are implementing the program already had the necessary books, posters, and other materials to use. $0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our overall approach to providing support for the social-emotional learning of our students works for the majority of the children that we serve. The combination of our efforts with Positive Behavior Intervention Support (PBIS), Toolbox, and Responsive Classroom help our students to understand the expected behaviors and follow the rules. Our partnership with Project Cornerstone and our ongoing efforts to provide a positive, bully-free environment for the children at our school help our students to feel safe at school. Counseling support for students who are struggling was provided by by Counseling and Support Services for Youth (CASSY) and Skills for Kids Parents and Schools (SKIPS) on an individual basis this year. Our SKIPS counselor also conducted two sessions of social skills groups as well as two six week programs for two grade levels. In the fall, the "Lion Brain/Choice Brain" program was conducted by our SKIPS counselor with all of the first grade classes. During the winter semester, she taught the "Brain Powers" curriculum to all 4th grade classes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our combined efforts led to 91% of our students making good choices. Seven percent of our students received one office referral during the year. Two percent of students received two or more referrals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost for SKIPS counseling was less than expected due to no raise in cost for this year. Toolbox had no additional cost this year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Counseling through SKIPS will continue for the 2019-2020 school year. Unfortunately, the CASSY grant will not continue.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Fully engage parents/guardians, students, and the community in support of student educational outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Strategic Plan # 4

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Thought Exchange Surveys completed. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement. **18-19** Increase number of participants to 200. **Baseline** 180 surveys completed.	This year, the Thought Exchange was administered in December the week before the holiday break. Although we publicized this opportunity, it seems that the timing was not ideal to obtain a high percentage of participation since only 69 families responded to the survey.
Metric/Indicator Parent Participation in school sponsored events **18-19** Increase the number of parents participating in at least one school-sponsored event during the school year to 65%. **Baseline** 50% of parents participated in at least one school-sponsored event during the school year.	This year, 57% of families at Marshall Lane attended at least one school or PTA sponsored event.

	Expected	Actual
	Metric/Indicator Number of parents taking leadership roles on school committees -- Parents Teacher Association and School Site Council and as committee chairpeople. **18-19** Increase the number of parents taking leadership roles to 17. **Baseline** 12 parents participated in leadership roles in 2016-2017.	This year, 18 parents participated in leadership roles on the PTA board, School SIte Council, or being the chairperson of one of the many events at our school.
	Metric/Indicator Track and increase the number of parents/guardians signed up for electronic information exchange. (using tools such as SeeSaw and Newsletters) **Baseline** This is a new metric and baseline data will start in 2018-2019.	Our school website contains a plethora of information about our school. including news items, calendars, and articles. Parents are able to log on anytime to visit the website. It is one of the main ways in which we communicate information with our community. In addition, approximately 21% of parents also receive electronic newsletters from their child's teacher or log on to See SAw.
	Metric/Indicator Using sign in sheets track the number of families who attend: Back to School Nights and parent/teacher conferences. **Baseline** This is a new metric and we will determine baseline data in 2018-2019.	93% of parents attended either Back to School NIght or Parent Teacher Conferences.
	Metric/Indicator Using Powerschool track and increase the number of parents/guardians attending the intervention conferences for students exhibiting at-risk behaviors. **Baseline** This is a new metric and will have baseline data in the 2018-2019.	Intervention conferences were scheduled for students who are struggling academically or behaviorally. Requests for an average of five students per class were sent home. 82% of parents who were invited to these conferences attended.
	Metric/Indicator Track the number of community-based partnerships that enhance the educational experience of students. MOUs and sign-in sheets at community meetings will be used to track partnership engagement. **Baseline** This is a new metric and will have baseline data in the 2017-2018.	Marshall Lane has partnerships with the YMCA's Project Cornerstone Project, the Saratoga Youth Commission. the LIverpool Soccer Club, the Assistance League of Los Gatos, the San Jose Sharks, and Villa Montalvo.

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide activities and events that encourage parents and families to visit the campus and form community such as the Back to School Family Picnic, parent/teacher conferences, the Pumpkin Walk, Family BINGO Night, STEAM Night , "Stories, Songs, & Sketches", Walkathon, and the school BBQ. These events have no cost but they do advance the Marshall Lane culture and community.	1. Our PTA provided a number of activities and community engagement events that were well-attended by our students and their parents.	1. Parent Involvement Activities $0	1. Cost of all activities was covered by our PTA. There was no cost to the school budget. $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our PTA does an outstanding job supporting our school and encouraging parent involvement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The events were well-attended and received positive reviews from the parents and families who attended.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All expenses were covered by our PTA. The school budget was not impacted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Marshall Lane community events held in the 2018-2019 school year included the Back to School School Social on August 22nd, Back to School Picnic held on August 24th, Transitional Kindergarten and Kindergarten Back to School Night held on August 27th, 1st to 5th grade Back to School Night was held on September 12th, Family BINGO Night on September 21st,the annual Pumpkin Walk on October 27th, and Family Book Fair Night on December 13th, 2017. In 2019, community events included our Site STEAM Night on March 13th, the Spring Fling on March 23rd, Family BINGO Night on April 25th, the annual Walkathon on May 17th, and the Marshall Lane Educational Foundation Movie Night on May 31st, 2019.

Parent/Teacher Association meetings were held on September 11th, October 10th, November 7th, and December 12th, 2018. In 2019, PTA meeting were January 22nd, February 27th, March 26th, April 17th, May 8th, and June 5th.

The Campbell Union School District held a Parent University on Saturday, October 13th, 2018 which offered various classes with parent education topics. The Young Author's Fair was held on October 3rd, 2018. The District Writing Fair was held on `May 15th, 2019.

Principal Chats were held on September 7th, October 12th, November 5 and December 7th, 2018 and on January 11th February 1st, March 1st, April 5th, and May 10th, 2019.

Site English Language Advisory Committee (ELAC) meetings were held on October 12th, November 2nd, 2018 and on January 11th, 2019.

Administrative Staff
The District Leadership Team (DLT), consisting of all site Administrators, Co-Adminstrators, Coordinators, Directors, Council Members and Communication Specialist meets monthly. In 2018, meetings were held on August 27th, September 24th, October 29th, November 26th, and December 17th. Meetings in 2019 were held on January 28th, February 25th, March 25th, April 29th, May 20th and June 3rd.

Certificated Staff and Administrators

Instructional Leadership Teams (ILT) for Marshall Lane consisting of the administrator and teacher representatives met in 2018 on September 13th and October 10th. In 2019, a meeting was held on January 15th.

A district-wide annual Parent, Student and Staff Thought Exchange Survey took place online in December 2018. Information from the survey was used to analyze and revise our previous LCAP goals as well as plan for new ones.

At Marshall Lane Elementary School, parents were given with a series of opportunities to provide input on our school goals and priorities for the coming year. We value our community and appreciate their participation and contribution to our school. Their input was invaluable, along with that of staff members and our students, in the creation of the 2018-2019 Local Control Accountability Plan document.

Our School Site Council (SSC) reviewed the previous 2017-2018 LCAP at our meeting on September 4th, 2018. All SSC members were present. The 8 State Priority Areas were explained and discussed. District and school site goals were described. Actions related to the goals were reviewed. Monthly reports have been given at the School Site Council meetings throughout the year regarding the progress the goals for this plan.

During the March 6th, 2018 School Site Council meeting, the process for creating the LCAP for the 2018-2019 school year was reviewed again. All members were present Input was gathered regarding the areas that were important to the School Site Council members to improve the academic program, our school climate, as well as our facilities and programs. A presentation to the Campbell Union School District Board was given by Principal Priscilla Spencer and members of the site district Leadership Team on April 25th, 2019. An update on the writing of the 2018-2019 LCAP was given at the May 7th, 2019 School Site Council meeting. Six members were present. The final LCAP was unanimously approved by the School Site Council at the June 4th, 2019 meeting.

The 2017-2018 LCAP was reviewed with the Parent Teacher Association on September 11th, 2018. Information regarding the revision of the LCAP for 2018-2019 school year was presented at the Parent Teacher Association (PTA) meeting on May 8th, 2019. Twelve parents were present. The 8 State Priority Areas were reviewed and discussed. District and school site goals were described. Actions related to the goals were reviewed. Input was gathered from the PTA members for each of the priority areas to improve the academic program, our school climate, as well as our facilities and programs for the 2018-2019 LCAP.

At the November 11th, 2018 Principal Chat meeting, the 8 State Priority Areas were reviewed and discussed. Ten parents were in attendance. District and school site goals were described. Actions related to the goals were reviewed. Input was gathered about the areas that were important to the parents in attendance at this meeting to improve our school's academic program, our school climate, as well as our facilities and programs.

An update on the input received at all meetings and the writing of the LCAP goals was discussed at the May 10th Principal Chat. Thirteen parents were present. General trends were noted and ideas for updated goals were discussed.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Comments/feedback received from the Marshall Lane community:

Based on input from all stakeholder groups, one of the top needs that was identified again this year is in the area of providing ongoing counseling and social skills groups as well as curriculum for self control and conflict management for students.
In the 2018-2019 school year, Skills for Kids, Parents, and Schools (SKIPS) counseling continued two days per week as it has for the past two years, The counselor provided individual counseling and also ran two social skills groups. In addition, two programs to help students problem solve were offered for grade level groups. First graders participated in the "Lion Brain/Choice Brain" curriculum and all 4th graders participated in the "Brain Powers" program. In addition, a one year district grant provided counseling two additional days per week through Counseling and Support Services for Youth (CASSY).

A need for additional materials and training for the implementation of the Common Core State Standards was mentioned by many stakeholders. Staff members attended district trainings. Site-based trainings were also conducted by district equity coaches..

Collaboration time was regularly scheduled during staff meetings for teachers to discuss curriculum and instruction. The implementation of a Professional Learning Community (PLC) at Marshall Lane during the 2016-2017 school year provided teachers with time to analyze data, plan instruction, and examine student work. Our work as a PLC has continued and has evolved over the past three years. Currently, the business portion of the staff meeting lasts no more than 30 minutes, leaving at least an hour of Professional Learning Community meeting time. Teachers also had 4 release days in the 2018-2019 school year to plan. Common preparation periods for all grade levels are ongoing.

Additional input from the community (staff, students, parents and community members) provided input mostly on the Conditions of Learning section of the LCAP. This input was used to help determine goals and activities for our LCAP.

Data collection results identified the need for additional professional development for teachers, the need for continuing counseling, and support for English Language Learners and students who are struggling with reading as the top three priorities. There were several suggestions rendered by the stakeholders in each of these areas. The suggestions which received multiple recommendations were identified and used to create our LCAP goals and priorities for the 2019-2020 school year.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

Provide high quality teaching and learning that promotes opportunities for applying knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan Goals 1, 2, 5

Identified Need:

Need:

- Use of Common Core Aligned Curriculum and Materials

- Common Formative Assessments from Professional Learning Communities

- Definition of Quality First Instruction and Professional Development for teachers

- Access for All and Multi-Tiered System of Support

- Develop a district standard for the definition of 21st Century Classroom

- Provide time for teachers to work with small groups in ELA to further student achievement

- Provide access to all students to library and computer lab services

- Focus on the Profile of a Graduate expectations

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers at Marshall Lane will use the adopted Common Core aligned curriculum as evidenced during observation of classroom instruction.	Teachers have been provided with curriculum and materials. As additional curriculum is adopted, it will be provided for the teachers to use in their classrooms.	Teachers continued to use Common Core-aligned curriculum and materials in all classrooms based on observation of teaching.	Teachers used Common Core-aligned curriculum and materials in all classrooms based on observations of teaching.	Teachers will continue to use Common Core-aligned curriculum and materials in all classrooms based on observations of teaching.
Teachers at Marshall Lane are provided with time and assistance during staff meetings to create common formative assessments as evidenced by staff meeting agendas and by grade level team shared Google doc folders.	Teachers have begun to work on creating common formative assessments and analyzing them as a team to reflect on student learning during Professional Learning Community time during staff meetings and on release days.	Teachers continued to collaborate, create common formative assessments, and analyze data as a team. Evidence can be found in grade level Google doc folders which contain forms which record their discussions, their reflections, and their next steps.	Teachers continued to collaborate, create common formative assessments, and analyze data as a team. Evidence will be found in grade level Google doc folders which will contain forms which record their discussions, their reflections, and their next steps.	Teachers will continue to collaborate, create common formative assessments, and analyze data as a team. Evidence will be found in grade level Google doc folders which will contain forms which record their discussions, their reflections, and their next steps.
Marshall Lane teachers collaboratively created a definition of Quality First Instruction during the 2016-2017 school year. as evidenced by staff meeting agenda time devoted to this task. This definition was	Teachers have discussed the components of Quality First Instruction. Professional Development has been provided by the district and at the site level. Outside workshops and	The definition that the staff created of Quality First Instruction was revisited. Teachers continue to support it. Professional Development was provided to staff members at the site and	The definition that the staff created of Quality First Instruction was revisited. It coitunes to be one of our major goals to meet the needs of all of our students every day.	The definition that the staff created of Quality First Instruction will be revisited and revised as necessary. Professional Development will be provided to staff members at the site and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
reviewed at the beginning of every school year and teachers continue to be dedicated to provide Quality First Instruction to all of our students. Professional Development has been provided at the district and site level. Some teachers have attended outside workshops, conferences, or webinars as evidenced by sign-in sheets and budgeted expenditures.	webinars have been funded as requested by teachers to enhance their instruction and strategies.	district level as well as by funding outside PD as necessary.	Professional Development was provided to staff members at the site and district level as well as by funding outside PD as necessary.	district level as well as by funding outside PD as necessary.
Instruction needs to be differentiated to meet the needs of all students as evidenced by practices or programs that are in place to meet students needs. Teacher schedules are evidence of these strategies.	RSP, speech, and OT are available to students who qualify for an Individualized Education Plan. Most grade levels cluster to provide differentiated instruction to groups of students who are functioning at the same level. Teachers provide differentiated instruction to students based on need in the classroom. A full time reading intervention specialist works with students who are struggling in reading but do not qualify for an	Student needs continued to be met in a variety of ways. In addition to the supports listed, a new program called Partners Advancing Literacy Skills (PALS) was added. This program was created for students who struggle in reading and who do not quality for an IEP or Reading intervention services. Individual children are paired with a retired teacher or trained volunteer to read one-on-one for two 30	Student needs continued to be met in a variety of ways. We continue to assess the programs we offer in light of their effectiveness and make the necessary changes. One big change this year was the analysis of students encoding skills which helped us to realize that some of our upper grade students are missing basic phonics skills. Steps have been taken this year to fill these gaps for our students.	Student needs must continue to be met in a variety of ways. We will continue to assess the programs we offer in light of their effectiveness and make the necessary changes.Phonics instruction for the upper grades will continue to be provided until evidence shows that it is no longer necessary.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	IEP. An ELD teacher works with all English Language Learners to help them to develop English language competency.	minute sessions per week.		
21st Century Instruction is an important component of education that needs to be evident in classroom instruction and staff interactions. A district standard needs to be developed to measure our success in this area.	Currently, teachers have discussed the 4 "Cs"-- collaboration, creativity, critical thinking, and communication and are incorporating them into their instruction and their work together.	Teachers continued to provide and refine the components of 21st Century Instruction.	Continue to provide and refine the components of 21st Century Instruction. Our newly adopted Strategic PLan entitled "Profile of a Graduate" was rolled out in the fall. Teachers are working on incorporating self direction, collaboration, critical thinking, innovation, and empathy into our instruction and expectations.	Continue to provide and refine the components of 21st Century Instruction. Focus on the Profile of a Graduate expectations and find a way to analyze progress on incorporating them into our instruction.
In elementary school, small group instruction is essential to enable teachers to provide intensive ELA instruction based on student levels as measured by teacher schedules and student progress in reading and writing.	At Marshall Lane, a class size reduction p.e. teacher is provided to allow teachers the ability to work with smaller groups of students four days per week.	A class size reduction p.e. teacher was provided through PTA funding to allow teachers the ability to work with smaller groups of students four days per week.	Marshall Lane continued to provide a class size reduction p.e. teacher to allow teachers the ability to work with smaller groups of students four days per week.	Continue to provide a class size reduction p.e. teacher to allow teachers the ability to work with smaller groups of students four days per week.
Access to library materials and technology enhances student learning. The ability to visit the school	Currently, Marshall Lane has a part time library and computer lab aide to assist teachers in providing student	A computer lab and library aide was provided by PTA funding to allow access to	Continued to provide access to students to the library and computer lab.	Continue to provide access to students to the library and computer lab.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
library and computer lab is evidenced by teacher schedules and the record of library books that are checked out.	access to the library and computer lab. Also, the library is open to students at recess and lunch time.	students to the library and computer lab.		
SBAC data ELA	Marshall Lane Overall: ELA Proficiency 80%	In 2018, 81% of all students were at the Proficient or Advanced levels on the SBAC ELA assessment.	Increase percentage of proficient and advanced students.	Increase percentage of proficient and advanced students.
SBAC data Math	Marshall Lane Overall: Math 81% Proficiency	In 2018, 82% of all students were at the Proficient or Advanced levels on the SBAC math assessment.	Increase percentage of proficient and advanced students.	Increase percentage of proficient and advanced students.
iReady data ELA: Percentage of students who met the 100% growth target.	New metric, the baseline date is 17-18	60% of Marshall Lane students overall met the 100% growth target.	63% of students met 100% growth in reading. 39% of students overall met the stretch growth target in reading.	Continue to improve the percentage of growth in reading for all students.
iReady data Math: Percentage of students who met the 100% growth target.	New metric, the baseline date is 17-18	41% of Marshall Lane students met the 100% growth target in math.	43% of Marshall Lane students met the 100% growth target in math.	Continue to improve the percentage of growth in math for all students.
Sufficiency of Instructional Materials as defined by Williams visit.	Currently 100% of Marshall Lane students have standards aligned materials and we seek to keep this at 100% as we adopt new instructional materials.	100%	100%	100%
Fully credentialed and Appropriately assigned teachers as documented	This is a new metric as listed in the annual	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
by our Human Resource Department credential reviews.	update. The baseline data is 2017-2018			
Facilities in good repair:Number of identified instances where facilities do not meet the "good repair" standard.	This is a new metric as listed in annual update. The baseline data is the 2017-18. Rating: 98.8	98.8	98.8%	Maintain or Increase
Implementation of state standards: local indicator as measured by CDE approved rubric from the Butte County Office of Education.	This is a new metric as listed in the annual update. The baseline data is the 2017-18.	Met	Met	Maintain Met
Percentage of teachers attending district mandated and choice professional development aligned to standard as measured by sign attendance sheets, tracked using district online registration software.	This is a new metric as listed in the annual update. The baseline data is the 2017-18.	100%	Met	Maintain Met
Benchmark Assessment System (BAS) or Dibels Reading Data for percentage of students on track to be readers by 3rd Grade	This is a new metric as listed in the annual update. The baseline data is 2017-2018.	Dibels is being piloted by several teachers this year, We do not have data for all students yet. Data on BAS indicates that 79% of students are currently on track.	DIBELS is still in the piloting stage of implementation at Marshall Lane. Teachers who have been trained and are using the system report that 81% of students are currently on track for	Increase percentage of students who are on track.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			reading at grade level by 3rd grade.	
PLC implementation as measured by a beginning and end of year self assessment rubric. The rubric comes from the best practice of Richard DuFour as aligned to the Learning By Doing Handbook for PLCs at Work.	This is a new metric as listed in the annual update. The baseline data is the 2017-18.	Kindergarten: Deepening First Grade: Deepening Second Grade: Deepening Third Grade: Deepening Fourth Grade: Developing Fifth Grade: Developing	Kindergarten: Deepening First Grade: Deepening Second Grade: Deepening Third Grade: Deepening Fourth Grade: Developing Fifth Grade: Developing	Each grade level will advance at least one column on the rubric in one area.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students with Disabilities Specific Student Groups: Low Readers [Add Students to be Served selection here]	Specific Schools: Marshall Lane Specific Grade Spans: TK to 5th grades [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	Specific Schools: Marshall Lane Specific Grade Spans: TK to 5th grades [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Purchased instructional materials to supplement common core instruction and high quality first instruction. 2. Funded 4 release days per grade level for the purpose of teacher collaboration around data and collegial planning. 3. Provided funding for professional development for teachers. 4. Partially funded an instructional coach who assisted with intervention, professional development, assessment, and analysis of student work. 5. Partially funded a reading intervention teacher who provided a program to help students who are below grade level in reading. 6. Hired a computer lab aide who assists students in accessing these services. (funded with base and PTA funds) 7. Hired a library aide to assisted students in accessing these services. (funded with base and PTA funds) 8. Hired a credentialed teacher to provide a p.e. program four days per week to allow teachers time to work with smaller groups of students for ELA instruction.	1. Purchased instructional materials to supplement common core instruction and high quality first instruction. 2. Funded four release days for the purpose of teacher collaboration around data. 3. Provided funding for professional development for teachers. 4. Budgets are being cut for the 2018-2019 school year. Therefore, neither the district or the school site will have sufficient funds for this position. 5. Partially funded a reading intervention teacher who provided a program to help students who are below grade level in reading. 6. Funded a computer lab aide to assist students in accessing these services. (funded with base and PTA funds) 7. Funded a library aide to assist students in accessing these services. (funded with base and PTA funds) 8. Funded a credentialed teacher to provide a p.e. program four days per week to allow teaches time to work with smaller groups of students for ELA instruction.	1. Purchase instructional materials to supplement common core instruction and high quality first instruction. 2. Fund release days for the purpose of teacher collaboration around data. 3. Provide funding for professional development for teachers. 4. Partially fund a reading intervention teacher who will provide a program to help students who are below grade level in reading. 5. Hire a computer lab aide to assist students in accessing these services. (funded with base and PTA funds) 6. Hire a library aide to assist students in accessing these services. (funded with base and PTA funds) 7. Hire a credentialed teacher to provide a p.e. program four days per week to allow teaches time to work with smaller groups of students for ELA instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,419.00	$9,419.00	$9,419.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1. Textbooks/ Books/ Materials/ Supplies	4000-4999: Books And Supplies Textbooks/ Books/ Materials/ Supplies	4000-4999: Books And Supplies Textbooks/ Books/ Materials/ Supplies
Amount	$14,270	$16,254	$20,217
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Four days of release days were funded for grade level planning, creation of common formative assessments and analysis of student work.	1000-1999: Certificated Personnel Salaries Four days of release days funded for grade level planning, creation of common formative assessments and analysis of student work.	1000-1999: Certificated Personnel Salaries Four days of release days funded for grade level planning, creation of common formative assessments and analysis of student work.
Amount	$18,337	$19,254	$21,179
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Funded conferences, workshops, and webinars for professional development.	5800: Professional/Consulting Services And Operating Expenditures Funding for conferences, workshops, and webinars for professional development.	5800: Professional/Consulting Services And Operating Expenditures Funding for conferences, workshops, and webinars for professional development.
Amount	$500	$500	$500
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries An instructional coach will be funded to assist with intervention, professional development, assessment, and analysis of student work.	Not Applicable No longer able to afford an instructional coach.	Not Applicable No longer able to afford an instructional coach.

Amount	$23,382	0	0
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries A reading intervention teacher provided a program to help students who are below grade level in reading.	2000-2999: Classified Personnel Salaries A reading intervention teacher will provide a program to help students who are below grade level in reading.	2000-2999: Classified Personnel Salaries A reading intervention teacher will provide a program to help students who are below grade level in reading.
Amount	$14,224	$16,152	$18,025
Source	Locally Defined Other	Locally Defined Other	Locally Defined Other
Budget Reference	2000-2999: Classified Personnel Salaries A library aide was hired to assist students in accessing these services. (funded with base and PTA funds)	2000-2999: Classified Personnel Salaries A computer lab and library aide will be hired to assist students in accessing these services.	2000-2999: Classified Personnel Salaries A computer lab and library aide will be hired to assist students in accessing these services.
Amount	$13,734	$16,371	$18,025
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries A computer lab aide was hired to assist students in accessing these services. (funded with base and PTA funds)	2000-2999: Classified Personnel Salaries A computer lab and library aide will be hired to assist students in accessing these services. (funded with base and PTA funds)	2000-2999: Classified Personnel Salaries A computer lab and library aide will be hired to assist students in accessing these services. (funded with base and PTA funds)

Amount	$3,434	$4,030	$4,539
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries A credentialed teacher provide da p.e. program four days a week to allow teachers time to work with smaller groups of students for ELA instruction.	2000-2999: Classified Personnel Salaries A credentialed teacher will provide a p.e. program four days a week to allow teachers time to work with smaller groups of students for ELA instruction.	2000-2999: Classified Personnel Salaries A credentialed teacher will provide a p.e. program four days a week to allow teachers time to work with smaller groups of students for ELA instruction.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Marshall Lane
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Before school writing program for ELD students.	Before school writing program for ELD students.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,000	$6,000	N/A
Source	Other	Other	
Budget Reference	1000-1999: Certificated Personnel Salaries A credentialed teacher provided a before school writing program for ELD students.	1000-1999: Certificated Personnel Salaries A reduced amount of funding was provided by district funding to conduct an intensive before school writing program for 3rd to 5th grade students.	Funding will likely not be available for this service for the 2019-2020 school year.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Marshall Lane

Specific Grade Spans: 3rd to 5th grade ELL students
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Ensure that students are future ready by equipping them with the 21st century learning skills aligned to the Profile of a Graduate. (Self-Directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                            Priority 5: Pupil Engagement (Engagement)
                            Priority 6: School Climate (Engagement)
                            Priority 7: Course Access (Conditions of Learning)
                            Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan #1

Identified Need:

- Need to continue to strengthen Common Core standards-based teaching and learning, particularly for our socio-economially disadvantaged, English Language learners and Special Education students, as measured by iReady results as well as the data from other assessment to inform instruction

- Need to continue student success on the SBAC

- Provide extension opportunities for our GATE-identified students

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC data for ALL students in ELA.	77% of our students met standards on the 2016 SBAC ELA assessment.	82% of all students met standards on 2018 SBAC assessment.	84% of all students met standards on 2019 SBAC assessment.	86% of all students will meet standards on 2020 SBAC assessment.
SBAC data for ALL students in Math.	81% of our students met standards on the SBAC Math assessment.	82% of our students met standards on 2018 SBAC assessment.	84% of our students will meet standards on 2019 SBAC assessment.	86% of our students will meet standards on 2020 SBAC assessment.
ELPAC Scores	The ELPAC is a new metric for English Language Learners so a baseline has to be determined once the 2018 data is available.	Will establish baseline with 2018 ELPAC data.	This metric will be replaced with ELPAC data.	This metric will be replaced with ELPAC data.
Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math.	New metric so baseline will be 17-18 Reading: 21.7% Math: 7.4%	Reading: 20.7% Math: 6.4%	Reading: 19.7% Math: 5.4%	Reading: 17.7% Math: 4.4%
Increase the percentage of Special Education Students in General Education settings 50% or more of their day as documented by student schedule placements.	New metric so baseline will be 17-18 a. Inside of the general ed class 80% or more of the day b. Inside general ed class less than 40% of the day c. In separate schools, residential facilities or homebound/hospital	(a)96.7%, (b)3.23% , (c)0%	(a)97.7%, (b)2.23% , (c)0%	(a)98.7%, (b)1.23% , (c)0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of English learners who make progress toward English proficiency as measured by the ELPAC	Baseline data not available yet due to new State testing.	To be determined	To be determined	to be determined
Percentage of English Learners who are reclassified	This is a new metric	5%	8%	11%
Demonstrate adult and student growth on mindset rubrics aligned to Profile of a Graduate Competencies. Rubrics were created and modified using the Museum of Tech innovation's Engineering practices.	This is a new metric and the rubric is still being created with teacher input. We will have baseline data available in 2018-19 school year.	N/A: New metric	TBD	TBD

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Marshall Lane
Specific Grade Spans: TK to 5th grade

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1. Hire a credentialed reading intervention teacher provides small group instruction for struggling readers.

2018-19 Actions/Services

1. Hire a credentialed reading intervention teacher provides small group instruction for struggling readers.

2019-20 Actions/Services

1. Hire a credentialed reading intervention teacher provides small group instruction for struggling readers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,382	$24,551	$25,779
Source	District Funded Base	District Funded Base	District Funded Base
Budget Reference	2000-2999: Classified Personnel Salaries A reading intervention teacher provided a program to help students who are below grade level in reading.	2000-2999: Classified Personnel Salaries A reading intervention teacher will provide a program to help students who are below grade level in reading.	2000-2999: Classified Personnel Salaries A reading intervention teacher will provide a program to help students who are below grade level in reading.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All
[Add Students to be Served selection here] | Specific Schools: Marshall Lane
Specific Grade Spans: TK to 5th grades
[Add Location(s) selection here] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners [Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: Marshall Lane Specific Grade Spans: TK to 5th grade [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. A certificated teacher worked with English Language Learners to provide English Language Development instruction to students who are identified as English Language Learners.	1. A certificated teacher will work with English Language Learners to provide English Language Development instruction to students who are identified as English Language Learners.	1. A certificated teacher will work with English Language Learners to provide English Language Development instruction to students who are identified as English Language Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$24,943	$26,190	$27,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries ELD teacher worked with ELL students to provide a pull-out program to advance language skills.	1000-1999: Certificated Personnel Salaries ELD teacher worked with ELL students to provide a pull-out program to advance language skills.	1000-1999: Certificated Personnel Salaries ELD teacher works with ELL students to provide a pull-out program to advance language skills.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan #1, 3, 4

Identified Need:

Need:

- Students who are struggling with behavior need support at school.

- Students who are struggling emotionally or are victims of trauma that is affecting their performance or behavior at school need to receive counseling.

- Continue to encourage 97.45 or greater attendance rate

- Based on suspension/expulsion rates, attendance rates, Project Cornerstone surveys (Search survey-conditional as available), PBIS Assessments, California Healthy Kids survey, and student/staff/parent surveys indicate there is a need to continue to provide a positive school climate.

- Students need access to in class, school-wide and additional services that support their social and emotional needs in order to learn.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension/Expulsion Data	Three students have been suspended in 2016-17 for a total of seven days. No students were expelled.	In 2017-2018, no students were suspended.	In 2018-2019, one student was suspended twice. There is a continuing effort to support students to maintain appropriate behavior. Students continue to be supported through the Positive Behavior Intervention and Support Program (PBIS) and Project Cornerstone activities. A counselor through Skills for Kids, Parents, and Schools (SKIPS) is provided for students who need one-on-one or social skills group counseling. In addition, a counselor from Counseling and Advocacy Services for Schools and Youth (CASSY) was available two days per week based on a district grant.	Continue to monitor the number of suspensions, Support studens to maintain appropriate behavior. Students need to continue to be supported through the Positive Behavior Intervention and Support Program (PBIS) and Project Cornerstone activities. A counselor through Skills for Kids, Parents, and Schools (SKIPS) is provided for students who need one-on-one or social skills group counseling.
SWIS ODR Data	6% of our students have two or more ODR's	Decrease the number of students with two or	Decrease the number of students with two or	Decrease the number of students with two or

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		more ODR's to 5% of students.	more ODR's to 4% of students.	more ODR's to 3% of students.
Track in Powerschool the number of initial student study team meetings to plan support for students.	S4 SST meetings	42 S4 SST meetings were held at Marshall Lane during the 2017-2018 school year.	_____S4 meetings were held at Marshall LAne during the 2018-2019 school year.	Increase the number of S4 meetings to _____ for the 2018-2019 school year.
School Attendance Rates	New metric 2017-2018 Baseline data	As of June 13, 2018 attendance rate was 97.63%	As of June 2019 attendance rate was 97.67%	maintain 97% or higher attendance rate
Reduce the number of students who are chronically absent	New metric: 2016-2017 Chronic Absenteeism Rate 1.6% 50% of chronically absent students were in TK or KIndergarten	By June 2018, chronic absenteeism was 2.1% of all students. 53% of chronically absent students were in TK or Kindergarten..	Reduce chronic absenteeism to 1.6%	Reduce chronic absenteeism to 1.4%
Number of students who received an initial student study team meeting to create a support plan	New metric: baseline will be 17-18	Determine the metric: Conduct SST for all students who are below academic grade level and/or receive 2 or more ODRs	Increase by 2% Conduct SST for all students who are below academic grade level and/or receive 2 or more ODRs	Increase by 2% Conduct SST for all students who are below academic grade level and/or receive 2 or more ODRs
Track in Powerschool the number of students who were recommended through the Student Study Team process for Special Education testing who qualified for services.	New metric: baseline will be 17-18	8 students were referred through the SST process and were tested. All qualified.	_____students were referred through the SST process and were tested. All qualified.	Increase by 2%of students appropriately recommend special education assessments for students based on rigorous SST Process

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Students who require counseling

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Marshall Lane
Specific Grade Spans: TK to 5th grades

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Funded a counselor for 2 full days per week through the Skills for Kids, Parents and Schools (SKIPS) to provide one-on-one counseling and support for students who have experienced trauma. In addition, the counselor will provide social skills groups for students who have a need to develop social-emotional skills.	1. Continue to fund a counselor for 2 full days per week through the Skills for Kids, Parents and Schools (SKIPS) to provide one-on-one counseling and support for students who have experienced trauma. In addition, the counselor will provide social skills groups for students who have a need to develop social-emotional skills.	1. Continue to fund a counselor for 2 full days per week through the Skills for Kids, Parents and Schools (SKIPS) to provide one-on-one counseling and support for students who have experienced trauma. In addition, the counselor will provide social skills groups for students who have a need to develop social-emotional skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,000	$14,400	$14,800
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1. Counseling Services through SKIPS	5800: Professional/Consulting Services And Operating Expenditures 1. Counseling Services through SKIPS	5800: Professional/Consulting Services And Operating Expenditures 1. Counseling Services through SKIPS

Action 2

OR

Actions/Services

Budgeted Expenditures

Budget Reference			

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Marshall Lane Specific Grade Spans: TK to 5th grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. The Marshall Lane staff has identified a need for a social-emotional learning program for our students. Teachers explored the Toolbox Program as a staff and selected teachers piloted the program during the 2017-2018 school year.	1. The pilot for the Toolbox Program was successful during the 2017-2018 school year. In 2018-2019, the implementation of the program will begin to be more wide-spread at our school.	1. Implementation will continue to increase in the 2019-2020 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000	$1,000	$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1. Books and Reference Materials	4000-4999: Books And Supplies 1. Books and Reference Materials	4000-4999: Books And Supplies 1. Books and Reference Materials

Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income		

Actions/Services

Budgeted Expenditures

Action 6

Specific Student Groups: School Services [Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Fully engage parents/guardians, students, and the community in support of student educational outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
    Priority 6: School Climate (Engagement)
    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan # 4

Identified Need:

Need:

To provide opportunities for families to participate in events and activities that help create a strong school community.

To determine ways to engage families that don't physically set foot on campus.

To find ways to acknowledge home participation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Perception Surveys completed	180 surveys completed.	272 Thought Exchange Parent Participants.	Due to the timing of the ThoughtExchange in December 2018, only 69	Change the time of year for the survey in oder to increase the number of participants.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			parents participated in the survey this year.	
Parent Participation in school sponsored events	50% of parents participated in at least one school-sponsored event during the school year.	58% of parents participated in at least one school-sponsored event during the school year.	61% of parents participated in at least one school sponsored event during the school year.	Increase the number of parents participating in at least one school-sponsored event during the school year to 65%.
Number of parents taking leadership roles on school committees -- Parents Teacher Association and School Site Council	12 parents participated in leadership roles in 2016-2017.	15 parents participated in leadership roles in 2017-2018,	17 parents participated in leadership roles in 2018-2019.	Increase the number of parents taking leadership roles to 19.
Track the number of parents participating in Thought Exchange perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.	This is a new metric this year. We had 272 Marshall Lane parents participate in 2017-2018.	We had 272 Marshall Lane parents participate in the Thought Exchange in 2017-2018.	Due to the timing of the survey right before the holiday break, Marshall Lane had only 68 parents participate in the Thought Exchange survey.Increase Marshall Lane number to 300.	Increase Marshall Lane number to 300.
Track the number of students participating in Thought Exchange Perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.	This is a new metric this year. We had 144 students participated at Marshall Lane School.	We had 144 students participate in 2017-2018 in the Thought Exchange survey at Marshall Lane School.	We had 144 students participate in 2017-2018 in the Thought Exchange survey at Marshall Lane School.	Increase Marshall Lane School number to 180.
Track and increase the number of parents/guardians signed up for electronic	This is a new metric and baseline data will start in 2018-2019.	determine the metric	Increase by 5%	Increase by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
information exchange. (using tools such as SeeSaw and Newsletters)				
Using sign in sheets track the number of families who attend: Back to School Nights, parent/teacher conferences and the school- sponsored parent engagement events.	This is a new metric and we will determine baseline data in 2018-2019.	determine the metric	Increase by 2%	Increase by 2%
Using Powerschool track and increase the number of home visits and parents/guardians attending the intervention conferences for students exhibiting at-risk behaviors.	This is a new metric and will have baseline data in the 2018-2019.	determine the metric	Increase by 2%	Increase by 2%
Track the number of community-based partnerships that enhance the educational experience of students. MOUs and sign-in sheets at community meetings will be used to track partnership engagement.	This is a new metric and will have baseline data in the 2017-2018.	determine the metric	Increase by 2%	Increase by 2%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Parents and famiies, as well

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Marshall Lane
Specific Grade Spans: Preschool to 5th grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Provided activities and events that encouraged parents and families to visit the campus and form community such as the Back to School Family Picnic, parent/teacher conferences, the Pumpkin Walk, Family BINGO Night, STEAM Night , "Stories, Songs, & Sketches", Walk-a-thon, and school BBQs. These events have no cost to the school but they do advance the Marshall Lane culture and community.	1. Provided activities and events that encouraged parents and families to visit the campus and form community such as the Back to School Family Picnic, parent/teacher conferences, the Pumpkin Fest, Family BINGO Night, STEAM Night , "Stories, Songs, & Sketches", Walkathon, and the school BBQ. These events have no cost but they do advance the Marshall Lane culture and community.	1. Provide activities and events that encourage parents and families to visit the campus and form community such as the Back to School Family Picnic, parent/teacher conferences, the Pumpkin Walk, Family BINGO Night, STEAM Night , "Stories, Songs, & Sketches", Walkathon, and the school BBQ. These events have no cost but they do advance the Marshall Lane culture and community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$	$	$
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1. Parent Involvement Activities	4000-4999: Books And Supplies 1. Parent Involvement Activities	4000-4999: Books And Supplies 1. Parent Involvement Activities
Budget Reference			

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners		
Foster Youth		
Low Income		

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$13,089	3.45%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Principally Directed: A .4 FTE counselor from Skills for Kids, Parents and Schools to meet the needs of students who are struggling with behavioral or social issues.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$978,106	17.51%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on staff/stakeholder input and school level data identifying areas of need we are implementing the following LCAP Actions and Services to increase or improve services for our English language learners, low income, and foster youth. In the 2018-2019 school year, will spend its LCFF Supplemental/Concentration funds on actions and services principally directed toward unduplicated student groups. The funds will be expended in both district-wide initiatives and site allocations beyond LCFF base to support the academic and social emotional needs of our unduplicated pupils.

*Principally Directed: Funding was provided for a .4 FTE Reading Intervention Teacher to support struggling learners and provide a full time intervention program in addition to the .6 FTE provided by the district.

*Principally Directed: Funding a Partners Advancing Literacy Skills (PALS) reading program to provide additional reading support beyond what the reading intervention teacher can provide.

*Principally Directed: Funding an English Language Development Teacher to provide designated ELD instruction for English Language Learners.

*Principally Directed: Provided a before school writing program for English Language Learners to help advance their writing proficiency.

*Principally Directed: Funding a class size reduction p.e.teacher to provide time for teachers to work with small groups of students four days per week.

*Principally Directed: Funding for a STEAM Lab aide to maximize the use of the STEAM Lab.

Principally Directed: Funding was provided for a computer lab aide to assist Transition KIndergarten, KIndergarten and 1st grade in gaining keyboarding and computer lab skills.

Principally Directed: Funding was provided for a library aide to assist all students in locating books and doing library research.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds   Percentage to Increase or Improve Services

$156,578	9.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on staff/stakeholder input and district data identifying areas of need we are implementing 31 LCAP Actions and Services to increase or improve services for our English language learners, low income, and foster youth.   In the 2017-2018 school year, Campbell Union School District will spend its LCFF Supplemental/Concentration funds on actions and services principally directed toward unduplicated student groups. The funds will be expended in both district-wide initiatives and site allocations beyond LCFF base to support the academic and social emotional needs of our unduplicated pupils.

The following are district actions principally directed to improve the academic achievement of unduplicated pupils:

*Funding 12 Equity Teachers on Special Assignment (TOSAs) to provide intervention support for students and training/coaching for teachers

*Training in Universal Design for Learning for all Equity TOSAs to provide instructional strategies for how to meet the needs of struggling learners.

*Funding 12 Reading Intervention teachers to provide strategic reading support for struggling readers

*Hire a District English Language Development Teacher on Special Assignment to support effective ELD instruction

*Hire a District Literacy Teacher on special assignment to support teachers in better meeting the needs of struggling learners in the are of English Language Arts

*Hire an additional literacy teacher to teach a reading access and support class at CMS to support struggling learners

*Providing training for all school leadership teams on Professional Learning Communities to enable teachers to look at individual student data and provide intervention for struggling learners.

*Contract with Dr. Luis Cruz to provide training for school site leadership team and ELD TOSA on strategies for meeting the needs of Hispanic students

*Provide a four-week academic summer program for identified struggling learners

*Provide a Saturday tutorial program to support student achievement in math

*Hire bilingual educational associates to support English Language Learners (funds accounted for in individual school site plans)

*Provide additional funding to support unduplicated pupils access to programs like MESA, BAND and AVID

*Provide training for staff to attend professional development sessions that support the needs of unduplicated students (Response to Intervention: Solution Tree Workshop, Soluciones, UDL, etc)

Research demonstrates that when parents are active partners with their children and the school the academic and social/emotional outcomes are improved. Because of this the following actions and services are principally directed to improve the social-emotional wellness of unduplicated pupils:

*Support parents/guardians through the use of bilingual Community Liaisons, offering parent classes to help understand the school setting, and how to support student learning at home

*Hiring Counselors, Marriage and Family Therapists and Psychologists to support the social emotional needs of students and families

*Plan and implement a Parent University day to provide training to parents on how to support their child/ren at home

*Implement and provide training to support a strong Positive Behavior and Intervention System (PBIS)

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
    A. The implementation of state board adopted academic content and performance standards for all students, which are:
        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
        b. Mathematics – CCSS for Mathematics
        c. English Language Development (ELD)
        d. Career Technical Education
        e. Health Education Content Standards
        f. History-Social Science
        g. Model School Library Standards
        h. Physical Education Model Content Standards
        i. Next Generation Science Standards
        j. Visual and Performing Arts
        k. World Language; and
    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
    B. How the school district will promote parental participation in programs for unduplicated pupils; and
    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
    A. Statewide assessments;
    B. The Academic Performance Index;
    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
    E. The English learner reclassification rate;
    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
    A. School attendance rates;
    B. Chronic absenteeism rates;
    C. Middle school dropout rates;
    D. High school dropout rates; and
    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
   (A) enrolled less than 31 days
   (B) enrolled at least 31 days but did not attend at least one day
   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
   (i) are enrolled in a Non-Public School
   (ii) receive instruction through a home or hospital instructional setting
   (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
   (B) The total number of students in the cohort.
   (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
   (A) The number of students who either graduated as grade 11 students or who earned any of the following:
   (i) a regular high school diploma
   (ii) a High School Equivalency Certificate
   (iii) an adult education diploma
   (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
   (B) The number of students in the DASS graduation cohort.
   (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

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

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

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

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

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

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

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

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

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	221,731.00	220,999.00	171,625.00	154,121.00	160,983.00	486,729.00
	500.00	92,111.00	0.00	500.00	500.00	1,000.00
Base	43,590.00	25,461.00	101,076.00	80,728.00	89,179.00	270,983.00
District Funded Base	24,551.00	25,400.00	23,382.00	24,551.00	25,779.00	73,712.00
Locally Defined Base	30,654.00	0.00	0.00	0.00	0.00	0.00
Locally Defined Other	96,246.00	18,395.00	14,224.00	16,152.00	18,025.00	48,401.00
Locally Funded Base	0.00	29,480.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	8,000.00	6,000.00	0.00	14,000.00
Supplemental	26,190.00	30,152.00	24,943.00	26,190.00	27,500.00	78,633.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	221,731.00	220,999.00	171,625.00	154,121.00	160,983.00	486,729.00
	0.00	2,400.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	172,906.00	176,109.00	60,947.00	48,444.00	47,717.00	157,108.00
2000-2999: Classified Personnel Salaries	19,906.00	18,395.00	64,922.00	61,104.00	66,368.00	192,394.00
3000-3999: Employee Benefits	2,400.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	10,419.00	8,940.00	13,419.00	10,419.00	10,419.00	34,257.00
5800: Professional/Consulting Services And Operating Expenditures	15,600.00	15,155.00	32,337.00	33,654.00	35,979.00	101,970.00
Not Applicable	500.00	0.00	0.00	500.00	500.00	1,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	221,731.00	220,999.00	171,625.00	154,121.00	160,983.00	486,729.00
		0.00	2,400.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	89,711.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	16,200.00	15,366.00	28,004.00	16,254.00	20,217.00	64,475.00
1000-1999: Certificated Personnel Salaries	District Funded Base	24,551.00	25,400.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Locally Defined Base	16,254.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Locally Defined Other	89,711.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Locally Funded Base	0.00	15,480.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	8,000.00	6,000.00	0.00	14,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	26,190.00	30,152.00	24,943.00	26,190.00	27,500.00	78,633.00
2000-2999: Classified Personnel Salaries	Base	13,371.00	0.00	27,316.00	20,401.00	22,564.00	70,281.00
2000-2999: Classified Personnel Salaries	District Funded Base	0.00	0.00	23,382.00	24,551.00	25,779.00	73,712.00
2000-2999: Classified Personnel Salaries	Locally Defined Other	6,535.00	18,395.00	14,224.00	16,152.00	18,025.00	48,401.00
3000-3999: Employee Benefits	Base	2,400.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	10,419.00	8,940.00	13,419.00	10,419.00	10,419.00	34,257.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,200.00	1,155.00	32,337.00	33,654.00	35,979.00	101,970.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined Base	14,400.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Funded Base	0.00	14,000.00	0.00	0.00	0.00	0.00
Not Applicable		500.00	0.00	0.00	500.00	500.00	1,000.00

* Totals based on expenditure amounts in goal and annual update sections.

	Total Expenditures by Goal					
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	155,590.00	151,447.00	105,300.00	87,980.00	91,904.00	285,184.00
Goal 2	50,741.00	55,552.00	48,325.00	50,741.00	53,279.00	152,345.00
Goal 3	15,400.00	14,000.00	18,000.00	15,400.00	15,800.00	49,200.00
Goal 4	0.00	0.00	0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

	Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					