LEA: Larkspur-Corte Madera School District **Contact:** Valerie Pitts, Superintendent, vpitts@lcmschools.org, 415-927-6960 x3202 **LCAP Year:** 2015-18

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.
For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Stakeholder Involvement Process	Impact on LCAP
LCAP and Strategic Planning The Local Control and Accountability Plan (LCAP) is a district-wide plan that supports the academic and social/emotional well-being and	The Strategic Planning process and input was used to create a new vision/mission statement, core values, student outcomes, and strategic priorities. All of the information used to develop the Strategic Priorities and Action Plans was used as needs assessment and information leading up to and supporting the LCAP development

achievement of all students. The new education funding system in California, known as the Local Control Funding Formula, requires districts to develop a plan for how funds will be allocated to support the needs of students. The LCAP is a three-year plan that must be submitted each year with the annual budget by June 30. A requirement of the LCAP is that district stakeholders be engaged in the development of the plan. These stakeholders include our community, parents, staff, and students. With local control comes accountability as well. We value the opportunity to closely involve our parents and community groups in the development of the LCMSD Local Control and Accountability Plan. The district's strategic planning process is closely aligned with the LCAP development process. It is a dynamic activity that takes place in the District every two or three years. The objective of strategic planning as well as LCAP planning is to 1) ensure that our vision is future-oriented, supports innovation, and reflects what we believe; 2) align our strategic priorities with the vision; 3) develop measurable goals and supporting action plans; and 4) engage our stakeholders in our continuous improvement process. A concise and action-oriented plan drives decision-making and resource allocations. It becomes the blueprint for providing each child with an extraordinary education. It is our path to excellence. The district engages many stakeholders in the strategic planning and LCAP cycle, which includes an annual survey and various focus groups for listening and learning. The district convenes a District LCAP Advisory Committee and an LCAP process that solicits input from our local community and city agencies, district parent leadership, staff and union leadership, and trustees and other community leaders, including senior citizens. A stakeholder survey on the website is posted early spring for further input from staff, parents, and the community. As a result, a revised mission and vision statements and strategic priorities are crafted. The action plans support the LCAP. As in the strategic planning process, The Board of Trustees, Administrative Council, and staff representatives serve on the LCAP Steering Committee that reviews the input and helps revise and fine tune the Local Control and Accountability Plan as a major portion of our strategic plan. A chart of meetings and dates for LCAP review, discussion and revision can be found here.	planning and content process. Several priority areas arise from Strategic Planning and form the Strategic Priorities of the district. The LCAP has been aligned with the Strategic Priorities of the district. Included within the district's five Strategic Priorities are the eight state priorities. The district Strategic Priorities are: *Inspire students to reach their highest potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners.* *Foster healthy, inclusive, respectful and safe learning environments that promote social, emotional and intellectual growth* *Attract, develop and support innovative, inspirational learning leaders who engage and empower students* *Communicate effectively and consistently through open, accessible methods in order to facilitate collaborative partnerships among classroom, home, school, district and community* *Sustain the fiscal integrity and stability of the district* Each of these strategic priorities has an action plan. Various groups in the district have reviewed and provided input on these plans. The SPSAs were used to allow staff and School Site Councils the opportunity to identify actions that improve the goal areas and strategic priorities of the district at the site level. These plans emphasize the review of state and local measures of student performance and progress and how each teacher will utilize data to assure continuous improvement in student achievement. Staff continues to prioritize small class sizes, small group instruction, paraprofessional assistance, professional development, and, most importantly, increased time for planning. Staff also supports cost of living salary increases, career ladder incentives, and stipends for additional responsibilities for case management, specialized ELL and GATE assessments, and after-school enrichment activities facilitation. Staff supports the addition of extended learning opportunities for students who need additional academic support as well as the targeted focus of a case manager, mentor or parent liaison for ELL students. Credentialed teachers provide extended learning after school. The survey results were sorted and analyzed and reveal the following recommendations: Keep class sizes small.

School Site Single Plan for Student Achievement and LCAP An annual process is used by school sites to review the district Strategic Priorities and revise and align the Single Plans for Student Achievement. The SPSAs are used as site progress monitoring tools and action plans in support of the district strategic plan. Each site also conducts a parent survey (as well as a student survey at the middle school) each Spring. This year, these results were also used as part of the LCAP needs assessment gathering and information. Approximately 60% of parents annually respond to these surveys. All students at the middle school complete an annual survey on educational programs, staff, and climate at the middle school. **LCAP Stakeholder Involvement and Development Process** In December of 2013, the Board of Trustees reviewed the LCAP Development Process that included dates and activities described below for revising the LCAP for adoption June 2014. In January 2015, an open survey on the LCAP was placed on the district website as part of the needs assessment process. This survey was open to staff, parents, and the general community. Several pages of input were generated from those who completed the survey and represented the stakeholder groups. In January 2015, The Board of Trustees and Roundtable Staff Leadership Group determined that an LCAP Advisory Committee consisting of parents, staff, students, and community members should be formed to review the development of the LCAP and provide input to drafts. This committee has met four times on Feb 27, March 27, April 24, and May 26. The committee has reviewed the needs assessment survey and provided input on the LCAP draft as well as on the district's Strategic Priority Action Plans. Each of the parent/staff committees in the district has reviewed the LCAP process and given input on the action plans during Winter and Spring of 2015. These groups include the School Site Councils, PTA/PTOs, Foundation Board, GATE/Advanced Learners committee, English Learner Advisory Group, Special Education Parent Advisory, site leadership teams, and the District Fiscal Alliance Partnership.	Continue to provide a comprehensive curriculum including Phys Ed and The Arts. Maintain the high-performing status of the district in the top 10% of the state. Provide more rigor, depth, and critical thinking in the curriculum. Improve the actual implementation of differentiation and project-based learning (PBL). Support the continued improvement and growth of teachers. Assure the academic support necessary for all students to grow and advance their learning. Provide increased resources to teachers and students to accomplish the above recommendations. Provide strong site leadership. Provide additional academic learning opportunities for students after school. Parents continue to support and prioritize small class sizes. Parents would like efficient and effective communication about student progress and assessments; make communication two-way. Parents would like information about school and district programs to be relevant, timely, concise and free of jargon. Parents would like to retain strong teachers and support all teachers to implement Common Core State Standards. Parents would like to assure access to standards-aligned instructional materials. Parents would like equitable access to activities and learning opportunities, including enrichment and programs for advanced learners or gifted and talented students (GATE). Parents would like homework to be relevant and time-efficient. Parents of English Language Learners (ELL) would like their children to learn English. Parents of EL students would prefer access to school communications in Spanish.

Various community groups have given input to the district's LCAP planning process through Superintendent presentations on the Strategic Plans and school bonds. Presentations have been made in Spring 2015 to the Corte Madera Women's Club, and the Larkspur City Council and the Corte Madera Town Council. Each site also conducted a parent survey (as well as a student survey at the middle school) in early Spring 2015 as part of the SPSA cycle. These results were also used as part of the LCAP needs assessment and information. Approximately 60% of parents annually respond to these surveys. All students at the middle school complete an annual survey on educational programs, staff, and climate at the middle school. The Draft LCAP was posted on the district website on May 27, 2015 with a link for online public comments/input. It was presented to the Board of Trustees as a first read on May 28 and as a second read on June 10. Revisions in response to public comment have been made. On June 17 the Board of Trustees will approve the LCAP. Further amendments may be made by the June 17 meeting in alignment with board adoption of the annual budget.	Focus groups were conducted in Spanish with parents of English Language Learners. These parents support the teachers and schools and wish to be involved more. They would like to know about more school activities. They would like their children to receive more help and to be able to be successful in middle and high school and to go to college. Parents would prefer small class sizes and after-school learning activities. Parents will come to Parent Education events if translation and outreach for attendance is provided. Parents of students who have Individualized Education Plans (IEPs) were very specific in their LCAP input as well: Ensure strong, qualified staff; provide ongoing, regular communication; communicate with general education teachers; implement all modifications and accommodations with consistency and fidelity; provide systematic instruction for academic goals and objectives; frequently monitor progress with data; keep student-to-staff ratios low for case managers and other related services. The input from all surveys, focus groups, needs assessments, and the LCAP Advisory Committee have been incorporated as much as possible into the LCAP. More detail can be found in the LCMSD Strategic Priority Action Plans.
Communication The LCAP survey was posted on the district website. Additionally, Board presentations, the board meeting summary publication, *It Happened Wednesday*, and the bi-weekly *Superintendent's Perspective* kept the public aware of the LCAP development process, input mechanisms, and stakeholder survey. An LCFF/LCAP webpage was created on the LCMSD website to keep the broader community informed of the draft LCAP. In addition to the website, district social media sites (e.g., Facebook and Twitter) provided links to the draft.	
Annual Update: The LCAP Advisory committee met monthly beginning in January to review the LCAP goals, actions and services. This group reflects the following stakeholders: Parents from each school site council, Principals, teachers, and	**Annual Update:** **Impact on LCAP** Parents were the largest group to give input. Staff had opportunities as well. Overall there is great satisfaction with educational programs in the district and the LCAP goals were appropriate to continue. However, themes emerged in the survey data and focus group/advisory discussions and

classified staff representatives and a student representative from the middle school. While it was difficult finding a parent to serve that represented our English Learners, a classified staff member who was also a parent served in that capacity.

There were several other stakeholder groups that provided input to the LCAP process. These include school PTA/PTOs, site leadership teams and school site councils. Districtwide , SPARK Executive Board, the Administrative Leadership Team, Health, Wellness and Safety Committee, Technology Committee, Advanced Learners Group and Roundtable also reviewed and provided input to the LCAP. Meetings of these groups are held monthly and input is always a function/purpose of each meeting. Principals reported input from site groups via ALT. The district also solicited focus group input from former middle school students currently attending Redwood High School.

The annual LCAP survey was posted online in February and March. Site English Learner Parent Advisory groups were consulted and completed the survey in Spanish during the site meetings. The overall results were summarized and reviewed with Trustees at their meeting the end of March. A parent of an English Learner also provided input during open session of the meeting, commenting on the transition of his son to the middle school from Mexico and reporting satisfaction with the program and support teachers provided to his son.

LCAP Advisory, SSCs and Lead Teams reviewed student achievement data from CCSS aligned benchmark assessments in reading, writing and math. At least 60% of students were proficient in reading/writing. Only 40% were proficient in math.

are listed below along with the impact that input had this year on the LCAP goals and activities.

INPUT	**IMPACT**
Maintain the ARTS	Add .40 Art to the elementary school to accommodate 5th Developed schedule that minimized travel for staff PD with AIPs continue
Provide improved Professional Development and focused support for Science and PBL, Tech activities that result in more hands on – from students	Continue TOSAs/PBL/Tech PD dollars for NGSS
Enhance direct communication from teachers	Encourage weekly communication Require 24 hr response to email Middle school conferences More continuity needed on websites from MS teachers and more coordination of assignments
Provide more help for ELL (extended learning dropped in exchange for scholarship for afterschool programs)	Coordinate with afterschool providers/case manage EL students to ensure participation –work on homework from there Add budget for afterschool program scholarships Purchase ELD Curriculum Add support class for ELD at middle school
Clarify CELDT and Re-Class process	Certificated staff provide CELDT Team re-class process
Enhance Teacher Leadership	PD Committee EdCamp and Teacher run PD Coaches Training

		Personalize CIP – self
	Culture of Growth Mindset	Mindset and mindfulness Activities at all schools

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

Instructions:

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

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

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

Strategic Priority: *Foster healthy, inclusive, respectful, and safe learning environments that promote social, emotional, and intellectual growth*

GOAL:	• By November 2016, students and staff will demonstrate empathy, connectedness and respect as measured by increases HKS (including staff climate), parent and student SSC Surveys, reducing suspensions and discipline for bullying, and increasing attendance to 98% • Annually we will achieve consistent implementation of the Wellness Policy	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 **X** 6 **X** 7__ 8__ COE only: 9__ 10__ Local: Safe and Healthy Schools
Identified Need:	• Build a culture that supports socially responsible citizenship in students and adults • Maintain low rates of suspension and discipline for bullying/harassment • Maintain or increase ADA • Need to increase counseling time at elementary schools • Foster, encourage, and celebrate diversity, collaboration and personalized learning • Build Mindful practices for students and staff In 2014 (baseline);	

	• 79% of 7th grade boys feel connected • 36% of 5th graders scored high in empathy on 2013 HKS • 69% of 5th graders reported high levels of caring relationships (HKS) • 70% of 7th graders reported never having been harassed • 63% of 5th graders and 61% of 7th graders report they are treated with respect often • HKS Staff Climate Survey – negative elements mostly re student behavior and perceived "lack of discipline" • Inclusive Education program in place – decrease private school placements in Special Ed • Increase Beyond Differences participation beginning at middle school, Character Counts Neil Cummins, Responsive Classroom The Cove • Increase Green Trips/Safe Routes to School (baseline = 26%,46,40 AM and 22,45,43 pm)
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	• >80% of 5th and 7th graders will score "high" in empathy and connectedness, respect and caring relationships on the HKS • >60% of students 6-8 will report having a voice at HMS • <5 Powerschool entries related to bullying, and harassment • <10 days of suspensions K-8, 0 weapons • > 98% ADA • >75% of teachers will report "this indicator is like us" on organizational culture survey • > Counseling FTE .4-.5 districtwide • Improve implementation of IEP related accommodations in general ed classrooms as indicated by signed IEPs and registered parent concerns • < 2 private school placements • Meet all standards of implementation in the Wellness Policy for healthy snacks for students and adults. • 0 Williams Complaints Facilities • Reduce utility bills by 10% implementing environmentally-sound green practices • > Green Trips to and from school by 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Principals will plan staff activities and teambuilding that focus on professional culture among staff, unpack annual staff culture surveys, and develop guiding principles or cultural agreements • Operate Health/Wellness/Safety Committee and establish monitoring system including recycling plan • Develop/implement schoolwide positive behavior support plan and Restorative Justice strategies to reduce suspensions • Maintain Safe Routes to School data on Green Trips • Trustees/Superintendent proactive in support of three school but one community district	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$165,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue, Title II

• Provide Counselors to Implement WEB, Beyond Differences, monthly character assemblies NC, Hall Leadership Class, ELP/ILP Case Management, and conflict resolution (strategies) at schools, articles in weekly bulletins • Implement attendance incentive strategies, analyze absenteeism, streamline/online options, intervene with chronic offenders • Teachers Implement cyber-safety (Common Sense Media) training (5-8 grade tech and 7th QUEST classes), and Responsive Classrooms and PBIS • Teachers map curriculum standards for nutrition education • Teachers monitor healthy snacks and number of parties per month (= 1) • PTA/PTOs Ensure adult modeling, collaborate with other districts in parent education • Implement inclusive education PD for all staff, students/parents			

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	• >80% of 5th and 7th graders will score "high" in empathy and connectedness, respect and caring relationships on the HKS • >60% of students 6-8 will report having a voice at HMS • <5 Powerschool entries related to bullying, and harassment, • <10 days of suspensions K-8, 0 weapons • > 98% ADA • >75% of teachers will report "this indicator is like us" on organizational culture survey • <Improve implementation of IEP related accommodations in general ed classrooms as indicated by signed IEPs and registered parent concerns • 0 private school placements • Meet all standards of implementation in the Wellness Policy for healthy snacks for students and adults • 0 Williams Complaints Facilities • Reduce utility bills by 10% implementing environmentally-sound green practices • >Green Trips to and from school by 5% • Teachers report monthly healthy snacks/celebrations and no violations • Implement nutrition curriculum with fidelity

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Principals will plan staff activities and teambuilding that focus on professional culture among staff, unpack annual staff culture surveys, and develop guiding principles or cultural agreements	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	170,000 Funding Source(s): LCFF Base/Lease/

• Operate Health/Wellness/Safety Committee and establish monitoring system including recycling plan • Develop/implement schoolwide positive behavior support plan and Restorative Justice strategies to reduce suspensions • Maintain Safe Routes to School data on Green Trips • Trustees/Superintendent proactive in support of three school but one community district • Provide Counselors to Implement WEB, Beyond Differences, monthly character assemblies NC, Hall Leadership Class, ELP/ILP Case Management, and conflict resolution (strategies) at schools, articles in weekly bulletins • Implement attendance incentive strategies, analyze absenteeism, streamline/online options, intervene with chronic offenders • Teachers Implement cyber-safety (Common Sense Media) training (5-8 grade tech and 7th QUEST classes), and Responsive Classrooms and PBIS • Teachers map curriculum standards for nutrition education • Teachers monitor healthy snacks and number of parties per month (= 1) • PTA/PTOs Ensure adult modeling, collaborate with other districts in parent education • Implement inclusive education PD for all staff, students/parents • Implement nutrition in at least every other grade		Subgroups:(Specify)_____	Parcel Tax/ Unrestricted State Revenue, Title II

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	• 80% of 5th and 7th graders will score “high” in empathy and connectedness, respect and caring relationships on the HKS • >60% of students 6-8 will report having a voice at HMS • <5 Powerschool entries related to bullying, and harassment • <10 days of suspensions K-8, 0 weapons • >98% ADA • >75% of teachers will report “this indicator is like us” on organizational culture survey • <Improve implementation of IEP related accommodations in general ed classrooms as indicated by signed IEPs and registered parent concerns • 0 private school placements • Meet all standards of implementation in the Wellness Policy for healthy snacks for students and adults

	• 0 Williams Complaints Facilities • Reduce utility bills by 10% implementing environmentally-sound green practices • >Green Trips to and from school by 5% • Improve 4 R's practices (need metric) • Teachers report monthly healthy snacks/celebrations and no violations • Implement nutrition curriculum with fidelity

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Principals will plan staff activities and teambuilding that focus on professional culture among staff, unpack annual staff culture surveys, and develop guiding principles or cultural agreements • Operate Health/Wellness/Safety Committee and establish monitoring system including recycling plan • Develop/implement schoolwide positive behavior support plan and Restorative Justice strategies to reduce suspensions • Maintain Safe Routes to School data on Green Trips • Trustees/Superintendent proactive in support of three school but one community district • Provide Counselors to Implement WEB, Beyond Differences, monthly character assemblies NC, Hall Leadership Class, ELP/ILP Case Management, and conflict resolution (strategies) at schools, articles in weekly bulletins • Implement attendance incentive strategies, analyze absenteeism, streamline/online options, intervene with chronic offenders • Teachers Implement cyber-safety (Common Sense Media) training (5-8 grade tech and 7th QUEST classes), and Responsive Classrooms and PBIS • Teachers map curriculum standards for nutrition education • Teachers monitor healthy snacks and number of parties per month (= 1) • PTA/PTOs Ensure adult modeling, collaborate with other districts in parent education • Implement inclusive education PD for all staff, students/parents	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	175,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/Unrestricted State Revenue, Title II

• Implement nutrition in every grade			

Strategic Priority: ***Inspire students to maximize their potential through an inquiry-based curriculum that adapts continuously in order to address individual needs, encourage critical thinking, and cultivate collaborative, life-long learners***

GOAL:	• Enhance English Language, Science, Math and Cultural Literacy for All Students • Continuous improvement in student achievement across all core subjects, Arts, Phys Ed and Essential 21st Century Skills	Related State and/or Local Priorities: 1_ 2_**X**_ 3__ 4_**X**_ 5__ 6__ 7_**X**_ 8_**X**_ COE only: 9__ 10__ Local: Student Achievement, Inquiry and Personalized Curriculum
Identified Need:	• Students must be prepared for citizenship, college and careers in the 21st Century • Inquiry based education that differentiates, integrates learning skills, science, technology, arts, and world language • Involve students in their own learning (student-directed and student-centered learning) • Ensure each and every student makes annual progress • < 60% students meeting standard on ELA and < 50% meeting standard on Math benchmark assessments, spring 2015 • <85% of parents report curriculum is engaging and rigorous • Site Council survey results indicate a need for more challenge and support • CCSS based report cards in place K-4, need 5-8 report card revisions • 3:1 Student/Tech ratio K-8; need 2:1 • Maintain library staffing and book to student ratio	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	• **>**60% of all students will score Standard Met or Standard Exceeded on state (CAASPP) annual, interim and local multiple measures of student achievement aligned with the Common Core State Standards (increase by 5% annually for 3 years) and 21st Century Skills and Arts Rubrics • 100% of students will have access to standards-aligned curriculum • Maintain API and district scores in top 10% of state • Schools will rank as beginning PBL schools on PBL Gold standard rubrics • 85% of parents and students will report the LCMSD curriculum is stimulating and engaging • Teachers will have increased rigor and engagement in their instruction as measured by: - All teachers in grades K-8 will use the CA Common Core standards in Math and ELA for 100% of their lesson and unit development , as measured by examples of student work, observations and lesson plans (100% by June 2016) - All students will receive discrete and/or integration instruction in the Arts at least two x per week K-5 and daily 6-8 - 70% of observations and lesson plans (from teacher evaluations and arts lessons) will be inquiry-based, contain driving questions, provide for differentiation and equal access and CCSS-aligned • 100% of students/parents will have access to technology through school/class resources • Increase student/computer ratio to 2:1	

	• Maintain hours of library operation and student:book ratios			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Employ qualified instructional and support staff to: - Complete curriculum mapping of CA Common Core Standards with Math and LA curriculum K-8 – focus on inquiry and differentiation - Map Next Gen Science Standards (2016) - Re-design K-8 music program in preparation for K-5 sequence - Implement K-8 CCSS aligned report cards and explore narrative reporting and communication re: rubric progress - Write, align formats, rubrics and implement IBL/VAPA units per grade, monitor and report progress on VAPA standards - Implement NGSS and K-5 Science 2x week - Implement Science-Maker activities - Communicate planned annual curriculum units to parents at Back-to School Night • Provide PD in differentiation/PBL/small group instruction/ responsive classrooms/PBS and GLAD/ELL strategies • Purchase standards-aligned digital instructional materials • Provide Reading Specialists K-5 • Purchase library books to maintain student:book ratios • Provide afterschool and summer programs for ELL • Counselors to provide case management for target populations as needed (ELL, Advanced Learners) • Implement local (3x/yr) benchmark assessments in Reading, Writing and Math K-8 according to a calendar and present results to Board, report results to parents • Implement classroom-based systematic intervention and ELD curriculum for target students, monitor progress, train paraprofessionals, develop RTI model/procedures as evidenced by written document • Provide sheltered classes for ELL (cluster students in gen ed classes) and para support when appropriate			X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,904,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax, Unrestricted State Categoricals, Other Local, SPARK

• Cluster Advanced students in classes for differentiation, small group, personalization, outreach to parents through ILPs • Implement NGSS • VAPA standards and Site Arts Team (SAT) plans will be integrated into the inquiry- based common core curriculum, as evidenced by observation notes, lesson plans & protocols from administrators, SAT documents from planning and release days • Implement student-led conferences, student goal setting and progress monitoring 4-8 • Align pre-algebra/algebra/geometry standards, curriculum, coursework progression with TALK-12 districts – develop document for use with parents • Develop assessments/rubrics for CCSS and NGSS and to measure 21st Century skills and PBL			

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	• **>**65% of all students will score Standard Met or Standard Exceeded on state (CAASPP) annual, interim and local multiple measures of student achievement aligned with the Common Core State Standards (increase by 5% annually for 3 years) and 21st Century Skills and Arts Rubrics Increase exposure to World Language K-5 and community-based instruction for global competence • All third grade students will read at or near standard • Maintain district scores in top 10% of state • Schools will rank as beginning PBL schools on PBL rubric • 90% of parents and students will report the LCMSD curriculum is stimulating and engaging • Teachers will have increased rigor and engagement in their instruction as measured by: - All teachers in grades K-8 will use the CA Common Core Standards routinely in Math and ELA for 100% of their lesson and unit development as evidenced by posted outcomes, examples of student work, observations and lesson plans - All students will receive discrete and/or integration instruction in the Arts at least two x per week K-5 and daily 6-8 - 75% of observations and lesson plans (from teacher evaluations and arts lessons) will be inquiry-based, contain driving questions, provide for differentiation and equal access and CCSS-aligned • 100% of students/parents will have access to technology through school/class resources • Increase student/computer ratio to 2:1 • Maintain hours of library operation and student:book ratios

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Employ qualified instructional and support staff to: - Complete curriculum mapping of CA Common Core Standards with Math and LA curriculum K-8 – focus on inquiry and differentiation - Map Next Gen Science Standards (2016)	LEA Wide	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,223,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax,

- Re-design K-8 music program in preparation for K-5 sequence - Implement K-8 CCSS aligned report cards and explore narrative reporting and communication re: rubric progress - Write, align formats, rubrics and implement IBL/VAPA units per grade, monitor and report progress on VAPA standards - Implement NGSS and K-5 Science 2x week - Implement Science-Maker activities - Communicate planned annual curriculum units to parents at Back-to School Night • Provide PD in differentiation/PBL/small group instruction/ responsive classrooms/PBS and GLAD/ELL strategies • Purchase standards-aligned digital instructional materials • Provide Reading Specialists K-5 • Purchase library books to maintain student:book ratios • Provide afterschool and summer programs for ELL • Counselors to provide case management for target populations as needed (ELL, Advanced Learners) • Implement local (3x/yr) benchmark assessments in Reading, Writing and Math K-8 according to a calendar and present results to Board, report results to parents • Implement classroom-based systematic intervention and ELD curriculum for target students, monitor progress, train paraprofessionals, develop RTI model/procedures as evidenced by written document • Provide sheltered classes for ELL (cluster students in gen ed classes) and para support when appropriate • Cluster Advanced students in classes for differentiation, small group, personalization, outreach to parents through ILPs • Implement NGSS • VAPA standards and Site Arts Team (SAT) plans will be integrated into the inquiry- based common core curriculum, as evidenced by observation notes, lesson plans & protocols from administrators, SAT documents from planning and release days			Unrestricted State Categoricals, Other Local, SPARK

• Implement student-led conferences, student goal setting and progress monitoring 4-8 • Align pre-algebra/algebra/geometry standards, curriculum, coursework progression with TALK-12 districts – develop document for use with parents • Develop assessments/rubrics for CCSS and NGSS and to measure 21st Century skills and PBL			
• Purchase and Implement digital Curriculum • Develop digital portfolios for student progress reporting	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 Funding Source(s): Lottery, LCFF Base/Lease/ Parcel Tax
• Increase exposure to World Language K-5 and Community Based Instruction for Global competence	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	• >70% of all students will score Standard Met or Standard Exceeded on state (CAASPP) annual, interim and local multiple measures of student achievement aligned with the Common Core State Standards (increase by 5% annually for 3 years) and 21st Century Skills and Arts Rubrics • All third grade students will read at or near standard • Increase exposure to World Language K-5 and community-based instruction for global competence • Maintain district scores in top 10% of state • Schools will rank as beginning PBL schools on PBL rubric • 95% of parents and students will report the LCMSD curriculum is stimulating and engaging • Teachers will have increased rigor and engagement in their instruction as measured by: - All teachers in grades K-8 will use the CA Common Core Standards routinely in Math and ELA for 100% of their lesson and unit development as evidenced by posted outcomes, examples of student work, observations and lesson plans - All students will receive discrete and/or integration instruction in the Arts at least two x per week K-5 and daily 6-8 - 80% of observations and lesson plans (from teacher evaluations and arts lessons) will be inquiry-based, contain driving questions, provide for differentiation and equal access and CCSS-aligned • 100% of students/parents will have access to technology through school/class resources • Increase student/computer ratio to 1:1, move multiple local measures to an all-online format • Maintain hours of library operation and student:book ratios

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Employ qualified instructional and support staff to: - Complete curriculum mapping of CA Common Core Standards with Math and LA curriculum K-8 – focus on inquiry and differentiation - Map Next Gen Science Standards (2016) - Re-design K-8 music program in preparation for K-5 sequence - Implement K-8 CCSS aligned report cards and explore narrative reporting and communication re: rubric progress - Write, align formats, rubrics and implement IBL/VAPA units per grade, monitor and report progress on VAPA standards - Implement NGSS and K-5 Science 2x week - Implement Science-Maker activities - Communicate planned annual curriculum units to parents at Back-to School Night • Provide PD in differentiation/PBL/small group instruction/ responsive classrooms/PBS and GLAD/ELL strategies • Purchase standards-aligned digital instructional materials • Provide Reading Specialists K-5 • Purchase library books to maintain student:book ratios • Provide afterschool and summer programs for ELL • Counselors to provide case management for target populations as needed (ELL, Advanced Learners) • Implement local (3x/yr) benchmark assessments in Reading, Writing and Math K-8 according to a calendar and present results to Board, report results to parents • Implement classroom-based systematic intervention and ELD curriculum for target students, monitor progress, train paraprofessionals, develop RTI model/procedures as evidenced by written document • Provide sheltered classes for ELL (cluster students in gen ed classes) and para support when appropriate • Cluster Advanced students in classes for differentiation, small group, personalization, outreach to parents through ILPs • Implement NGSS	LEA Wide	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$8,554,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax, Unrestricted State Categoricals, Other Local, SPARK

• VAPA standards and Site Arts Team (SAT) plans will be integrated into the inquiry- based common core curriculum, as evidenced by observation notes, lesson plans & protocols from administrators, SAT documents from planning and release days • Implement student-led conferences, student goal setting and progress monitoring 4-8 • Align pre-algebra/algebra/geometry standards, curriculum, coursework progression with TALK-12 districts – develop document for use with parents • Develop assessments/rubrics for CCSS and NGSS and to measure 21st Century skills and PBL			
• Purchase and Implement digital Curriculum • Develop digital portfolios for student progress reporting	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$100,000 Funding Source(s): Lottery, LCFF Base/Lease/ Parcel Tax
• Increase exposure to World Language K-5 and Community-Based Instruction for Global competence • Encourage bilingual staff to teach at least one subject using immersion of language other than English	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Strategic Priority: ***Inspire students to maximize their potential through an inquiry-based curriculum that adapts continuously in order to address individual needs, encourage critical thinking, and cultivate collaborative, life-long learners (Technology)***

GOAL:	• By June 2016, students will use technology as a tool for learning and staff will encourage and support inquiry through technology use and integration in all classrooms and grade levels	Related State and/or Local Priorities: 1_ 2_**X**_ 3__ 4_**X**_ 5__ 6__ 7_**X**_ 8_**X**_ COE only: 9__ 10__ Local : Technology_____
Identified Need:	• Quality Technology use is not visible (daily) in most classrooms • Access to technology and internet at home is limited for some students • Technology Integration –PD/Support teachers with using technology/online programs, social media as an instructional tool, ISTE standards • 40-50% of middle school teachers use technology with students daily; 30-40% of elementary teachers use it daily	

	• Need consistent implementation of district technology expectations • Current student to computer ratio is 3:1 • Student data warehousing software is under-utilized
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase ratio of student computers to 2:1 (2016) Implement Technology Succession Plan as per annual update of plan Teachers will demonstrate 65% proficiency on ISTE Standards 100% of students use technology daily for learning All students will have access to the internet before and after school and at home

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Technology-based, differentiated professional development will occur at each site once per month at a staff meeting or as scheduled at the site by principals • Assign 1.6 FTE TOSAs to provide support for teachers • Teachers will include personal and student technology goals in CIP	LEA Wide	**X** ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$392,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/Unrestricted State Revenue, SPARK
• Purchase additional devices for student use, check out including wifi hotspots	LEA Wide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,000 Funding Source(s): Grant
• Provide Library Assistant staffing 7 hrs/day 8-4	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$158,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	• Increase ratio of student computers to 1:1 in grades 4-8 (2017) • Implement Technology Succession Plan as per annual update of Plan • Teachers will demonstrate 65% proficiency on ISTE Standards • 100% of students use technology daily for learning • All students will have access to the internet before and after school and at home

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Technology-based, differentiated professional development will occur at each site once per month at a staff meeting or as scheduled at the site by principals • Assign 1.6 FTE TOSAs to provide support for teachers • Teachers will include personal and student technology goals in CIP	LEA Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$398,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue, SPARK
• Purchase additional devices for student use and home check out including wifi hotspots	LEA Wide	__ALL OR: _X_Low Income pupils __X English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$7,000 Funding Source(s): Grant
• Provide Library Assistant staffing 7 hrs/day 8-4	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$164,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	• Increase ratio of student computers to 1:1 in grades 3-8 (2017) • Implement Technology Succession Plan as per annual update of Plan • Teachers will demonstrate 65% proficiency on ISTE Standards • 100% of Students use technology daily for learning • All students will have access to the internet before and after school and at home

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
•Technology-based, differentiated professional development will occur at each site once per month at a staff meeting or as scheduled at the site by principals • Assign 1.6 FTE TOSAs to provide support for teachers • Teachers will include personal and student technology goals in CIP	LEA Wide	_**X**_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$405,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue, SPARK
• Purchase additional devices for student use and home check out	LEA Wide	__ALL	$7,000

including wifi hotspots		OR: _X_Low Income pupils __X English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source(s): Grant
• Provide Library Assistant staffing 7 hrs/day 8-4	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$171,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

Strategic Priority: ***Inspire students to maximize their potential through an inquiry-based curriculum that adapts continuously in order to address individual needs, encourage critical thinking, and cultivate collaborative, life-long learners.*** **(ELL)**

GOAL:	• Students identified as "English Learners" will become orally proficient in English within three years of enrollment • All English Learners will make annual progress in meeting standards as measured by the CAASPP in English Language Arts and Mathematics.	Related State and/or Local Priorities: 1_ 2_**X**_ 3__ 4_**X**_ 5__ 6__ 7_**X**_ 8_**X**_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	• Meet the needs of English Learners • Title 3 AYP Consortium results/14-15 baseline: - 59% of English Learners met AMAO 1 showing annual progress (Title III Consortium) - 40% of English Learners met AMAO 2 (Title III Consortium) - 15.9% of elementary ELL students made progress in English proficiency	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ELL and Redesignated EP	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	• 100% of English Learners will make sufficient annual progress in English/California English Language Development Tests (CELDT) (AMAO 1) • 100% of Long Term English Learners (LTELs) will reach the proficient level on the CELDT within three years of instruction (AMAO 2) • ELL students will have equal access to core and arts curriculum as identified by daily schedules of students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Cluster English Learners in Sheltered English classes	LEA Wide	__ALL	$290,000

- Provide ELD teachers with PD in ELD Standards to increase effectiveness with EL students (GLAD/ELPs as needed) - Teachers will employ research based instructional strategies to help EL to access core curriculum • Develop and implement English Learner Plans with EL students • Provide case management to monitor EL progress - In secondary setting criteria for placing EL in structured English Immersion classes will be clearly defined, implemented and monitored - Ensure best instructional practices at middle school • Purchase ELD curriculum - ELs at the intermediate level will be provided with strategic and intensive interventions as needed using SBE adopted materials • Provide targeted Math instruction at grade level • Gather EL student performance data using the English Learner Subgroup Self-Assessment (ELSSA) and, with LEA staff, analyze the data and the level of implementation of the current programs and services for ELs – revise services as needed, clarify assessment and re-designation criteria • Develop written guidelines for ELD program, CELDT administration, Reclassification and ELPs		OR: __Low Income pupils _**X**_English Learners __Foster Youth _**X**_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue, LCFF Supplemental, Title I, Title II, Tile III
• Support clustered EL students with paraprofessionals as needed • Provide before and after school instructional support as identified in ELPs		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$66,000 Funding Source(s): LCFF Supplemental
• Provide Before, After School and Summer school scholarships to ELLs to extend English immersion		__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 Funding Source(s): LCFF Supplemental

LCAP Year 2: 2016-17

Expected Annual Measurable	• 100% of English Learners will meet AMAO 1 and make sufficient annual progress in English based upon the California English Language Development Tests (CELDT) • 100% of Long Term English Learners (LTELs) will reach the proficient level on the CELDT within three years of instruction (AMAO 2)

Outcomes:	• ELL students will have equal access to core and arts curriculum as identified by daily schedules of students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Cluster English Learners in Sheltered English classes - Provide ELD teachers with PD in ELD Standards to increase effectiveness with EL students (GLAD/ELPs as needed) - Teachers will employ research based instructional strategies to help EL to access core curriculum • Develop and implement English Learner Plans with EL students • Provide case management to monitor EL progress - In secondary setting criteria for placing EL in structured English Immersion classes will be clearly defined, implemented and monitored - Ensure best instructional practices at middle school • Purchase ELD curriculum - ELs at the intermediate level will be provided with strategic and intensive interventions as needed using SBE adopted materials • Provide targeted Math instruction at grade level • Gather EL student performance data using the English Learner Subgroup Self-Assessment (ELSSA) and, with LEA staff, analyze the data and the level of implementation of the current programs and services for ELs – revise services as needed, clarify assessment and re-designation criteria • Develop written guidelines for ELD program, CELDT administration, Reclassification and ELPs	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$299,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue, LCFF Supplemental, Title I, Title II, Tile III
• Support clustered EL students with paraprofessionals as needed	LEA Wide	__ALL OR: __Low Income pupils X English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$69,000 Funding Source(s): LCFF Supplemental
• Provide After School and Summer school scholarships to ELLs to extend English immersion	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 Funding Source(s): LCFF Supplemental

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	• 100% of English Learners will meet AMAO 1 and make sufficient annual progress in English based upon the California English Language Development Tests (CELDT) • 100% of Long Term English Learners (LTELs) will reach the proficient level on the CELDT within three years of instruction (AMAO 2) • ELL students will have equal access to core and arts curriculum as identified by daily schedules of students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Cluster English Learners in Sheltered English classes - Provide ELD teachers with PD in ELD Standards to increase effectiveness with EL students (GLAD/ELPs as needed) - Teachers will employ research based instructional strategies to help EL to access core curriculum • Develop and implement English Learner Plans with EL students • Provide case management to monitor EL progress - In secondary setting criteria for placing EL in structured English Immersion classes will be clearly defined, implemented and monitored - Ensure best instructional practices at middle school • Purchase ELD curriculum - ELs at the intermediate level will be provided with strategic and intensive interventions as needed using SBE adopted materials • Provide targeted Math instruction at grade level • Gather EL student performance data using the English Learner Subgroup Self-Assessment (ELSSA) and, with LEA staff, analyze the data and the level of implementation of the current programs and services for ELs – revise services as needed, clarify assessment and re-designation criteria • Develop written guidelines for ELD program, CELDT administration, Reclassification and ELPs	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$309,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue, LCFF Supplemental, Title I, Title II, Tile III
• Support clustered EL students with paraprofessionals as needed	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$72,000 Funding Source(s): LCFF Supplemental

• Provide After School and Summer school scholarships to ELLs to extend English immersion	LEA Wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$25,000 Funding Source(s): LCFF Supplemental

Strategic Priority: Inspire students to maximize their potential through an inquiry-based curriculum that adapts continuously in order to address individual needs, encourage critical thinking, and cultivate collaborative, life-long learners (Special Education Programs)

GOAL:	• Ensure inclusive and equitable practices for students with IEPs	Related State and/or Local Priorities: 1_ 2_**X**_ 3__ 4_**X**_ 5__ 6__ 7_**X**_ 8_**X**_ COE only: 9__ 10__ Local : Specify _____
Identified Need:	• Build instructional practices within our classrooms to support students with special needs • Implement accommodations and curriculum modifications identified in IEPs with fidelity • Increase preschool integration • Need to provide IEP scheduling support system • Improve communication with parents of students with IEPs at middle school • 68% of mild/moderate special education students (excluding speech only) fell within the FBB, BB, or Basic category in the 2013 CST testing in Language Arts • 83% of mild/moderate special education students (excluding speech only) fell within the FBB, BB or Basic category in the 2013 CST testing in Math • 20% of students with mild/moderate SPED needs were at or near standard on local benchmark assessments Spring 2015	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Special Education/Students with IEPs	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	• 60% of Mild/Moderate special education students (excluding speech only) will become proficient in language arts and math as measured by multiple measures including district benchmarks, state assessments (CASPP/CAPA) and IEP goals. • 90% of parents of students with IEPs will report satisfaction with the district's special education program • 100% of IEPs will be conducted with fidelity (curriculum and accommodations) • Preschool enrollment will include 2-3 typical peers • Clerical staff support for IEP scheduling of at least 60% of students with IEPs • Student Team meetings will be held monthly with identified students to improve communication between sped/gen ed and with parents

Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
• Provide teaching staff with training on differentiating instruction and accommodating curriculum - Articulate CIP goals that address the areas of differentiated instructional practices, accommodations, and special education student achievement - Develop written process for monitoring implementation of IEP accommodations • Engage teaching staff and parents in student team meetings • SPED staff will explore alternative curriculum such as Rethink • Restructure programs at sites to meet the needs of students – from self-contained to full inclusion • Provide scholarships/case management for typical peers to join sped preschool	LEA Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Students with IEPs_____	$59,000 Funding Source(s): AB 602, IDEA, LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue
• Provide direct hire appropriately credentialed staff across all sped services at specified student:teacher ratios • Provide clerical support function for IEP scheduling • Assure appropriate Translation services at IEPs		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Students with IEPs	$1,592,000 Funding Source(s): AB 602, IDEA, LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	• 60% of Mild/Moderate special education students (excluding speech only) will become proficient in language arts and math as measured by multiple measures including district benchmarks, state assessments (CASPP/CAPA) and IEP goals. • 90% of parents of students with IEPs will report satisfaction with the district's special education program • 100% of IEPs will be conducted with fidelity • Preschool enrollment will include 2-3 typical peers • Clerical staff support for IEP scheduling of at least 70% of students with IEPs • Student Team meetings will be held monthly with identified students to improve communication between sped/gen ed and with parents

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Provide teaching staff with training on differentiating instruction and accommodating curriculum - Articulate CIP goals that address the areas of differentiated instructional practices, accommodations, and special education student achievement - Develop written process for monitoring implementation of IEP accommodations	LEA Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Students with IEPs_____	$60,000 Funding Source(s): AB 602, IDEA, LCFF Base/Lease/ Parcel Tax/ Unrestricted

• Engage teaching staff and parents in student team meetings • SPED staff will explore alternative curriculum such as Rethink • Restructure programs at sites to meet the needs of students – from self-contained to full inclusion • Provide scholarships/case management for typical peers to join sped preschool			State Revenue
• Provide Specialized Teaching Staff • Provide clerical support function for scheduling IEPs		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)__Students with IEPs	$1,656,000 Funding Source(s): AB 602, IDEA, LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	• 60% of Mild/Moderate special education students (excluding speech only) will become proficient in language arts and math as measured by multiple measures including district benchmarks, state assessments (CASPP/CAPA) and IEP goals. • 90% of parents of students with IEPs will report satisfaction with the district's special education program • 100% of IEPs will be conducted with fidelity • Preschool enrollment will include 2-3 typical peers • Clerical staff support for IEP scheduling of at least 80% of students with IEPs • Student Team meetings will be held monthly with identified students to improve communication between sped/gen ed and with parents

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Provide teaching staff with training on differentiating instruction and accommodating curriculum - Articulate CIP goals that address the areas of differentiated instructional practices, accommodations, and special education student achievement - Develop written process for monitoring implementation of IEP accommodations • Engage teaching staff and parents in student team meetings • SPED staff will explore alternative curriculum such as Rethink • Restructure programs at sites to meet the needs of students – from self-contained to full inclusion	LEA Wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)__Students with IEPs	$61,000 Funding Source(s): AB 602, IDEA, LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

• Provide scholarships/case management for typical peers to join sped preschool			
• Provide Specialized Teaching Staff • Provide clerical support function for scheduling IEPs		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups: (Specify)__Students with IEPs OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,723,000 Funding Source(s): AB 602, IDEA, LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

Strategic Priority: ***Attract, develop, and support innovative, inspirational learning leaders who engage and empower students***

GOAL:	• All teachers will be highly qualified learning leaders in PBL, Arts, Sciences, Technology, ELD/GLAD • All staff will be sufficiently prepared and trained to meet the needs of all learners	Related State and/or Local Priorities: 1_**X**_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : innovative, inspirational staff
Identified Need:	• Ensure and commit to a climate of continuous improvement for self • Inspire learning leaders • Deepen and model teaming and learning communities' strategies, including time for reflection and implementation • Maintain median starting salary for teachers through 2016 • Provide differentiated PD in IBL, VAPA, Technology, Common Core • Involve staff in the development of PD Plans and CIP goals • Provide instructional coaching for teachers and training for paraprofessionals and other classified staff (current TOSA FTE 1.6)	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	• Maintain competitive salaries at or above the median of Marin districts • Implement new continuous improvement processes with 100% fidelity for certificated and classified staff as measured by completed evaluations/ performance reviews in May • 100% of teachers will be appropriately credentialed and highly qualified for assignments each year • Increase TOSAs to 1.8 FTE and instructional coaching time in classrooms to 1x/month

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Develop three-year Professional Development Plan (IBL, Tech, VAPA, GLAD strategies, Inclusion, Common Core implementation) in support of LCAP - Execute PD Plan consistent with LCAP and SPSA - Implement Continuous Improvement processes/training at fall with CSEA and LMCTA - Develop structures for professional learning including participation in webinars, MOOCs, and other online learning opportunities to apply to credit on salary schedule • Establish a clear stipend schedule with incentives for teacher growth and leadership - Identify leadership opportunities for staff to build capacity, including coaching and mentoring, design ladder system for learning leaders • Build and strengthen department teams at Hall and across district for vertical articulation • Guide the staffing process for K-5 schools • Support counselors in new job duties/responsibilities/case management • Develop and revise HR processes to streamline HR support to all staff and ensure fidelity in hiring, and evaluation processes • Negotiate contracts with collaborative interest approaches • Identify signature and inspirational teaching practices, conduct more observations and give feedback, instructional rounds, use PBL Gold Standards Rubric and SIOP • Admin will complete new Continuous Improvement process with all on-cycle teachers, reflect on process with admin partner, and make recommendations for revisions to process • Admin, with lead team, will review standards and protocols for observations and share with teachers • Reduce meetings/other commitments during school day to increase Principal presence in classrooms • Support teacher-teacher peer observations and TOSA coaching	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$57,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

* Use Arts Integration Planners and PAR coaches as needed			
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	• Maintain competitive salaries at or above the median of Marin districts • Implement new continuous improvement processes with 100% fidelity for certificated and classified staff as measured by completed evaluations/ performance reviews in May • 100% of teachers will be appropriately credentialed and highly qualified for assignments each year • Increase TOSAs to 2.0 FTE and instructional coaching time in classrooms to 2x/month

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Develop three-year Professional Development Plan (IBL, Tech, VAPA, GLAD strategies, Inclusion, Common Core implementation) in support of LCAP - Execute PD Plan consistent with LCAP and SPSA - Implement continuous Improvement processes/training at fall with CSEA and LMCTA - Develop structures for professional learning including participation in webinars, MOOCs, and other online learning opportunities to apply to credit on salary schedule • Establish a clear stipend schedule with incentives for teacher growth and leadership - Identify leadership opportunities for staff to build capacity, including coaching and mentoring, design ladder system for learning leaders • Build and strengthen department teams at Hall and across district for vertical articulation • Guide the staffing process for K-5 schools • Support counselors in new job duties/responsibilities/case management • Develop and revise HR processes to streamline HR support to all	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$59,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

staff and ensure fidelity in hiring, and evaluation processes • Negotiate contracts with collaborative interest approaches • Identify signature and inspirational teaching practices, conduct more observations and give feedback, instructional rounds, use PBL Gold Standards Rubric and SIOP • Admin will complete new Continuous Improvement process with all on-cycle teachers, reflect on process with admin partner, and make recommendations for revisions to process • Admin, with lead team, will review standards and protocols for observations and share with teachers • Reduce meetings/other commitments during school day to increase Principal presence in classrooms • Support teacher-teacher peer observations and TOSA coaching * Use Arts Integration Planners and PAR coaches as needed			
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	• Maintain competitive salaries at or above the median of Marin districts • Implement new continuous improvement processes with 100% fidelity for certificated and classified staff as measured by completed evaluations/ performance reviews in May • 100% of teachers will be appropriately credentialed and highly qualified for assignments each year • Maintain TOSAs to 2.0 FTE and instructional coaching time in classrooms to 2x/month

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Develop three-year Professional Development Plan (IBL, Tech, VAPA, GLAD strategies, Inclusion, Common Core implementation) in support of LCAP - Execute PD Plan consistent with LCAP and SPSA - Implement continuous Improvement processes/training at fall with CSEA and LMCTA - Develop structures for professional learning including participation in webinars, MOOCs, and other online learning	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$61,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

opportunities to apply to credit on salary schedule • Establish a clear stipend schedule with incentives for teacher growth and leadership - Identify leadership opportunities for staff to build capacity, including coaching and mentoring, design ladder system for learning leaders • Build and strengthen department teams at Hall and across district for vertical articulation • Guide the staffing process for K-5 schools • Support counselors in new job duties/responsibilities/case management • Develop and revise HR processes to streamline HR support to all staff and ensure fidelity in hiring, and evaluation processes • Negotiate contracts with collaborative interest approaches • Identify signature and inspirational teaching practices, conduct more observations and give feedback, instructional rounds, use PBL Gold Standards Rubric and SIOP • Admin will complete new Continuous Improvement process with all on-cycle teachers, reflect on process with admin partner, and make recommendations for revisions to process • Admin, with lead team, will review standards and protocols for observations and share with teachers • Reduce meetings/other commitments during school day to increase Principal presence in classrooms • Support teacher-teacher peer observations and TOSA coaching * Use Arts Integration Planners and PAR coaches as needed			
		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Strategic Priority: ***Sustain the fiscal integrity and stability of the District***

GOAL:	• Align our resources to support our strategic priorities and LCAP while sustaining long-term fiscal integrity • Leverage revenues and facilities for innovative learning	Related State and/or Local Priorities: 1_X_2_X_3_X_4_X_5_X_6_X_7_X_8_X COE only: 9__ 10__ Local: _Fiscal Integrity_____

Identified Need:	• Build a sustainable budget for three schools • Complete Facilities Master Plan • Develop Capital Asset Management Plan • Plan for parcel tax renewal • Support SPARK and PTA/PTOs in leveraging donations • Reduce deficit budgeting (baseline 14/15=(400K)) • Position control is only partially implemented • Measure D in progress; Measure A completed • FCMAT <2 2010-2014 • Reduce utilities for sustainability
Goal Applies to:	Schools: ALL
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	• Align budget with strategic priorities via LCAP and maintain balanced budget with 3 schools • Maintain class sizes average under 24 K-3 and 26 4-8 • Increase ADA to 98% • FCMAT Positive Health Risk Indicator <2 • Maintain Positive Audit of Prop 39 bond expenditures and OPSC funds requirements • Complete Phase 2 construction projects including solar installation at all three schools • Maintain 100% compliance with Williams Act, Board Policies • Formalize staffing formulas to provide consistent infrastructure support for schools

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Tag all major expenditures/object codes to strategic priorities and LCAP - Add "Strategic Priority" line to be completed on all POs/ expense claims • Create MYP scenarios to anticipate and plan for impacts of potential changes to LCFF,PERS/STRS contributions, TK/Pre-K Mandates, Health Care Reform, Parcel Tax • Fully implement all aspects of position control in QSS	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$956,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

• Plan for additional administration at NC 2016 • Convene Fiscal Alliance Partnership (Finance Committee) • Oversee the implementation of Phase 2 /Measure D projects and FMP, maintain COC through 2016 • Develop online purchase order and expense claim process - Streamline processes using e-forms and signatures • Graph weekly attendance patterns; streamline attendance protocols for teachers • Participate in shared services contracts as needed • Ensure the Arts continue to be funded at same or increased levels • Monitor planning with SPARK re: what/how they support			
• Provide infrastructure support: custodial/grounds (8.65 FTE), maintenance (2.3 FTE), secretaries (4.65 FTE), Nurse (.4 FTE), campus support (3.5 FTE) .40 clerical for IEPs	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,960,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue
• Provide District Administration to support schools – curriculum, technology, business, facilities, special education	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$734,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	• Align budget with strategic priorities via LCAP • Reduce deficit budgeting; maintain balanced budget with 3 schools, maintain class sizes average under 24 K-3 and 26 4-8 • Increase ADA to 98% • FCMAT Positive Health Risk Indicator <2 • Maintain Positive Audit of Prop 39 bond expenditures and OPSC funds requirements • Maintain 100% compliance with Williams Act, Board Policies and infrastructure support for schools • Formalize staffing formulas to provide consistent infrastructure support for schools

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Tag all major expenditures/object codes to strategic priorities and	LEA Wide	__ALL	$986,000

LCAP - Add “Strategic Priority” line to be completed on all POs/ expense claims • Create MYP scenarios to anticipate and plan for impacts of potential changes to LCFF,PERS/STRS contributions, TK/Pre-K Mandates, Health Care Reform, Parcel Tax • Fully implement all aspects of position control in QSS • Plan for additional administration at NC 2016 • Convene Fiscal Alliance Partnership (Finance Committee) • Oversee the implementation of Phase 2 /Measure D projects and FMP, maintain COC through 2016 • Develop online purchase order and expense claim process - Streamline processes using e-forms and signatures • Graph weekly attendance patterns; streamline attendance protocols for teachers • Participate in shared services contracts as needed • Ensure the Arts continue to be funded at same or increased levels • Monitor planning with SPARK re: what/how they support		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue
• Provide infrastructure support: custodial/grounds (8.65 FTE), maintenance (2.3 FTE), secretaries (4.65 FTE), Nurse (.4 FTE), campus support (3.5 FTE) .40 clerical for IEPs	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,026,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue
• Provide District Administration to support schools – curriculum, technology, business, facilities, special education	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$764,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	• Align budget with strategic priorities via LCAP • Reduce deficit budgeting; maintain balanced budget with 3 schools, maintain class sizes average under 24 K-3 and 26 4-8 • Increase ADA to 98% • FCMAT Positive Health Risk Indicator <2 • Maintain Positive Audit of Prop 39 bond expenditures and OPSC funds requirements • Maintain 100% compliance with Williams Act, Board Policies and infrastructure support for schools • Formalize staffing formulas to provide consistent infrastructure support for schools			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
• Tag all major expenditures/object codes to strategic priorities and LCAP - Add "Strategic Priority" line to be completed on all POs/ expense claims • Create MYP scenarios to anticipate and plan for impacts of potential changes to LCFF,PERS/STRS contributions, TK/Pre-K Mandates, Health Care Reform, Parcel Tax • Fully implement all aspects of position control in QSS • Plan for additional administration at NC 2016 • Convene Fiscal Alliance Partnership (Finance Committee) • Oversee the implementation of Phase 2 /Measure D projects and FMP, maintain COC through 2016 • Develop online purchase order and expense claim process - Streamline processes using e-forms and signatures • Graph weekly attendance patterns; streamline attendance protocols for teachers • Participate in shared services contracts as needed • Ensure the Arts continue to be funded at same or increased levels • Monitor planning with SPARK re: what/how they support		LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$976,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue
• Provide infrastructure support: custodial/grounds (8.65 FTE), maintenance (2.3 FTE), secretaries (4.65 FTE), Nurse (.4 FTE), campus support (3.5 FTE) .40 clerical for IEPs		LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,094,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted

			State Revenue
• Provide District Administration to support schools – curriculum, technology, business, facilities, special education	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$795,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

Strategic Priority: ***Communicate effectively and consistently through open, accessible methods, in order to facilitate collaborative partnerships among classroom, home, school, district, and community***

GOAL:	• Develop and improve communication, transparency and articulation among schools, district, parents	Related State and/or Local Priorities: 1__ 2__ 3__**X**4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Communication
Identified Need :	• Intermittent/inconsistent use of websites, blogs, Twitter, Moodle and Google docs by staff • All forms online but not all are fillable • Improve teacher websites • Fine tune Parent Link, InfoSnap, SEIS, Powerschool databases • "Weekly Newsletters" from sites are too lengthy • Coffee Chats all sites and district • PTA/PTOs/SPARK Alliance Meetings • Email Protocols but no protocols for other communications • Parenting Education programs occur once a year • Need better representation of EL parents on Site Councils, PTA/PTOs or SPARK boards • Need improved meeting translation and message/communication available in Spanish	
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	• 90% of teachers and admin will consistently implement communication protocols including robust teacher websites • >33% parents will complete LCAP and SSC surveys • Parent group membership (LCAP/PTA/PTOs/SSC/SPARK) will represent district demographics • Develop written communications plan with key messages and consistency among District/Schools/SPARK/PTA/PTOs • 100% of communications will be available in Spanish	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Provide staff support and training in technology - Teachers provide curriculum maps for parents on websites at start of school year • Continue use and expansion of social media for district highlights • Ensure equity among three schools is communicated • Continued partnership with community-based organizations and agencies • Develop communication protocols including staff websites (weekly teacher, site, district formats/agreements); ••communication committee and/or consultants as needed for draft communication plan, and Parcel Tax campaign • Make Spanish an option on voicemail • Implement and evaluate the effectiveness of Parent Link • Communicate curriculum changes • Set measurable goals for paperless systems • Train site staff on fillable forms and processes • Continue communication forums with parents/community: LCAP, SSC, Chats, PTA/PTO • Parent Conferences K-8 (with translation available) • Implement Parent Compact	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$62,000 Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	• 95% of teachers and admin consistently implement communication protocols • Parent group membership (PTA/PTOs/SSC/SPARK) will represent district demographics • Streamline and coordinate communications with focus on school/district priority messages, develop communications plan with key messages and consistency among District/Schools/SPARK/PTA/PTOs • 100% of communications will be available in Spanish

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Provide staff support and training in technology	LEA Wide	_X_ALL	$62,000

- Teachers provide curriculum maps for parents on websites at start of school year • Continue use and expansion of social media for district highlights • Ensure equity between three schools is communicated • Continued partnership with community-based organizations and agencies • Develop communication protocols including staff websites (weekly teacher, site, district formats/agreements); ••communication committee and/or consultants as needed for draft communication plan, and Parcel Tax campaign • Make Spanish an option on voicemail • Implement and evaluate the effectiveness of Parent Link • Communicate curriculum changes • Set measurable goals for paperless systems • Train site staff on fillable forms and processes • Continue communication forums with parents/community: LCAP, SSC, Chats, PTA/PTO • Parent Conferences K-8 (with translation available) • Implement Parent Compact		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source(s): LCFF Base/Lease/ Parcel Tax/ Unrestricted State Revenue

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	• 100% of teachers and admin consistently implement communication protocols • Parent group membership (PTA/PTO/SSC/SPARK) will represent district demographics • >33% of parents will complete LCAP, SSC surveys • Develop written communications plan with key messages and consistency among District/Schools/SPARK/PTA/PTO • 100% of communications will be available in Spanish

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Provide staff support and training in technology - Teachers provide curriculum maps for parents on websites at start of school year	LEA Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other	$62,000 Funding Source(s): LCFF Base/Lease/

• Continue use and expansion of social media for district highlights • Ensure equity among three schools is communicated • Continued partnership with community-based organizations and agencies • Develop communication protocols including staff websites (weekly teacher, site, district formats/agreements); ••communication committee and/or consultants as needed for draft communication plan, and Parcel Tax campaign • Make Spanish an option on voicemail • Implement and evaluate the effectiveness of Parent Link • Communicate curriculum changes • Set measurable goals for paperless systems • Train site staff on fillable forms and processes • Continue communication forums with parents/community: LCAP, SSC, Chats, PTA/PTO • Parent Conferences K-8 (with translation available) • Implement Parent Compact		Subgroups: (Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Parcel Tax/ Unrestricted State Revenue

Annual Update

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Strategic Priority 1: Inspire Students to Reach Their Highest Potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners - Continuous Improvement in Student Achievement across all subjects including Arts, Physical Education, and Essential Skills/Student Outcomes	Related State and/or Local Priorities: 1__ 2 __ 3__ 4 ✓ 5__ 6__ 7__ 8 ✓ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Maintain API 60% of students will demonstrate proficiency on state/local ELA, Math, assessments. 60% of students will grow on VAPA rubrics year to year in demonstration of Arts Core. 60% of 5th and 7th grade students will score in the Healthy Fitness Zone on State Phys Ed Assessments. 60% of students will demonstrate progress on 3 Cs and critical thinking rubrics	Actual Annual Measurable Outcomes:	No API - state will change Accountability measures in 16-17. Benchmark Assessment data (SRI/SMI) show 60% proficiency in ELA and less than 40% proficiency in Math. Met Phys Ed goals, rubrics in progress but no schoolwide measures yet.

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Implement local (3x/yr) benchmark assessments in Reading, Writing and Math K-8		$8,734,000	Basic Maps are completed K-8 in ELA and Math Shifts in ELA and Math are still occurring; estimate 80% implementation K-8 K-5 report cards are CCSS aligned. 6-8 remain traditional Full implementation of Scholastic Reading and Math Inventory benchmark assessments. Writing K-8 implemented. In-progress with making these results fully accessible to teachers		$9,152,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue, AB602, IDEA, Unrestricted State Categoricals, Other Local, SPARK, Common Core
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All			✓All		

Provide ongoing Professional Development in Project Based Learning VAPA standards, Site Arts Team (SAT) Teachers write, align formats, create rubrics, and implement three IBL/VAPA units per grade Develop assessments/rubrics to measure 21st Century skills and PBL		$150,000	Teachers on Special Assignment worked with multiple teachers on developing projects. Site Arts Team worked on VAPA action plans Partial implementation across schools.		$148,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue, SPARK
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All			✓All		
Provide afterschool and summer programs with credentialed/qualified instructors		$3,000	K-4 students have received scholarships to participate in private afterschool sports and rec programs, Boys and Girls Club and Middle School Lounge program. Some afterschool help by teachers is provided on a case-by case basis. Difficultly recruiting teachers. Better success with scholarships to existing afterschool care and activities programs - these provide more English Learning opportunities, reduce opportunity gap and improve student self-esteem		$20,000 Source: LCFF Supplemental
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All					
			✓Low Income ✓English Learners __ Other Subgroups:(Specify)_____		

Provide case management for target populations as needed (ELL, GATE)		$113,000	Case management process has been developed and implemented by counselors at school sites; Special Ed teachers are serving as case managers for students with IEPs.		$109,000 Source: LCFF Supplemental
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All			✓All		
			✓Other Subgroups: Gifted and Talented, Students with Disability		
Implement classroom-based systematic RTI and ELD curriculum for target students, monitor progress, and train paraprofessionals		$0	RTI in progress. ELD curriculum not purchased yet. Training is provided to staff.		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All					
			__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____		
Provide sheltered classes for ELL (cluster students in Gen Ed classes) Implement GLAD strategies in all classrooms, use SIOP protocol		$0	Clustering occurring GLAD implementation partial; SIOP not used this year		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All					
			__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____		

Cluster GATE students in classes for differentiation, small group learning, personalization, and case management K-8		$0	Clustering and differentiation in progress. Case management occurring		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All					
			__ Low Income __ English Learners ✓Other Subgroups: Gifted and Talented		
Implement student-led conferences 4-8		$0	Implementation at teacher discretion		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All			✓All		
			✓Other Subgroups: Gifted and Talented		
Utilize advisory period at middle school for differentiation, support, and/or special projects		$350,000	Some differentiation and support occurring		$338,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue
Scope of service:	LEA-wide		Scope of service:	Middle School	
✓All			✓All		
			✓Other Subgroups: Gifted and Talented		

Implement Library Plan for three schools		$250,000	Completed/continue. All libraries are currently staffed with a full time Library Assistant. Certificated Librarian serves all three		$272,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All			✓All		
			✓Other Subgroups: Gifted and Talented		
Align pre-Algebra, Algebra/Geometry standards, curriculum, and coursework progression with TALK-12 districts		$0	Substantial progress made 6-8 alignment with high school feeder districts		$0
Scope of service:	LEA-wide		Scope of service:	Middle School	
✓All			✓All		
			✓ Other Subgroups: Gifted and Talented		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to work on teacher professional development toward full implementation of CCSS, PBL, rubric assessment, student-led conferences, deeper student learning and engagement. Work toward 60% of students at or near standard on SBAC assessments. API not yet determined.

Original GOAL from prior year LCAP:	**Strategic Priority 1: Inspire Students to Reach Their Highest Potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners - Create equitable access for all students to sequential VAPA curriculum**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 ✓8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners, Students with Disability

Expected Annual Measurable Outcomes:	% of ELL/SED =< 25% in support or intervention classes	Actual Annual Measurable Outcomes:	Goal met - approximately 25% of ELL districtwide are in reading support pullout at the elementary level but reading specialist time does not occur during the arts. All student have equal access to the Arts.

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Maintain current FTE staffing levels for VAPA teachers		$675,000	Maintained	$512,000 Source: SPARK
Scope of service:	LEA-wide		Scope of service: LEA-wide	
✓All			✓All	
Provide Arts Integration Planners and release time (SPARK FAN)		$20,000	Release time for planning was provided but no AIPs. Arts instructors provided coaching on arts integration	$25,000 Sources: SPARK
Scope of service:	LEA-wide		Scope of service: LEA-wide	
✓All			✓All	
			✓Other Subgroups: Gifted and Talented	
Extended learning salaries ($40,000), Professional Development ($40,000), Teacher salaries ($350,000)		$430,000	Scholarships for afterschool instead of extended learning salaries	$353,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue, LCFF Supplemental
Scope of service:	LEA-wide		Scope of service: LEA-wide	
✓All			✓All	
			✓Other Subgroups: Gifted and Talented	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Bring back some AIP time for consultation and support for ARTS integration

Original GOAL from prior year LCAP:	**Strategic Priority 1: Inspire Students to Reach Their Highest Potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners - ELL students will demonstrate continuous improvement and annual progress towards proficiency levels as measured by the CAASPP**	Related State and/or Local Priorities: 1__ 2__ 3__ 4 ✓5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners

Expected Annual Measurable Outcomes:	60% of ELL will be proficient on State and Local Assessments (Goal 1)	Actual Annual Measurable Outcomes:	Local Assessments end of year benchmark shows 50% at or near standard; CAASPP not available

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Reading Specialists, Counselors, Case Managers, Extended Learning Staff Coordination		$260,000	Implemented. Scholarships for students for afterschool instead of teachers extra duty.		$205,000 Source: LCFF Supplemental
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____			__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue work in process development and implementation.

Original GOAL	**Strategic Priority 1: Inspire Students to Reach Their Highest Potential through an inquiry-based**	Related State and/or Local Priorities:

from prior year LCAP:	**curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners - ELL, SED, and SPED students will achieve proficiency**	1__ 2__ 3__ 4 ✓5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners, Students with Disability

Expected Annual Measurable Outcomes:	100% of students who are not proficient will be offered Extended Learning Services	Actual Annual Measurable Outcomes:	Approximately 20% of EL students are participating in after school programming. Goal not met

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Cafeteria Fund		$100,000	Lunch programs are fully provided		$74,000 Sources: Federal/State/ Local Food Services Revenue
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓Low Income __ English Learners __ Other Subgroups:(Specify)_____			✓Low Income __ English Learners __ Other Subgroups:(Specify)_____		
Provide after-school programs and extended learning support		$10,000	EL students were offered scholarships to afterschool activities programs at mid-year. Some transportation issues.		$15,000 Source: LCFF Supplemental
Scope of service:	LEA-wide		Scope of service:	Elementary	

✓Low Income __ English Learners __ Other Subgroups:(Specify)_____		✓Low Income __ English Learners __ Other Subgroups:(Specify)_____	
Salaries (Reading Specialists, Paraprofessionals, SPED Case Managers, Counselors)	$1,800,000	Full implementation	$1,830,000 Sources: AB 602, IDEA, LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue
Scope of service: LEA-wide ✓All __ Other Subgroups:(Specify)_____		Scope of service: LEA-wide ✓Low Income ✓English Learners ✓Other Subgroups: Gifted and Talented, Students with Disability	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to provide these services improving case management model; offer scholarships for after school programs at beginning of year to low income students.		
Original GOAL from prior year LCAP:	**Strategic Priority 1: Inspire Students to Reach Their Highest Potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners - Increase available internet and device access to students with limited home access**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 ✓8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English Learners, Students with Disability		
Expected Annual Measurable Outcomes:	100% students will have access to Internet 8:00-4:00 PM daily on campus	Actual Annual Measurable Outcomes:	Met. Students have access to library 8-4
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
Library Assistant staffing ($100,000), tech succession ($100,000)	$200,000	Met	$325,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue
Scope of service: LEA-wide ✓All		Scope of service: LEA-wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Create mobile wi-fi device checkout with Chromebooks for next year = 3K with 5K grant from Lion's club

Original GOAL from prior year LCAP:	**Goal Area 1: Inspire Students to Reach Their Highest Potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners - Increase student engagement and challenge through personalized, differentiated, and integrated instruction**	Related State and/or Local Priorities: 1__ 2 ✓3__ 4__ 5__ 6 ✓7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	80% of students/parents surveyed will report curriculum is engaging. ILPs for students as needed. Students participate in strong STEAM/PBL curriculum as evidenced by lesson plans and unit maps	Actual Annual Measurable Outcomes:	<85% of parents report curriculum is engaging and rigorous. 60% of students perform at standard on local benchmark assessments in Common Core ELA and Math. 96.7% of students are in attendance for STEM/PBL curriculum

LCAP Year: 2014-15

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

Case management		$110,000		$109,000 Source: LCFF Supplemental
Scope of service:	LEA-wide		Scope of service:	
✓All			__ALL	
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Training and PD plan implementation		$40,000		$112,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue, Title II, Common Core
Scope of service:	LEA-wide		Scope of service:	
✓All				
__ Other Subgroups:(Specify)_____			✓Low Income ✓English Learners ✓Other Subgroups: Gifted and Talented, Students with Disability	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Original GOAL from prior year LCAP:	**Strategic Priority 1: Inspire Students to Reach Their Highest Potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners - Students identified as "English Learners" will become orally proficient in English within three years of enrollment**	Related State and/or Local Priorities: 1__ 2__ 3__ 4 ✓5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners

Expected Annual Measurable Outcomes:	60% of English Learners will show sufficient annual progress in learning English (CELDT). Increase by 25% the number of students re-classified as English proficient	Actual Annual Measurable Outcomes:	% of students showing annual progress not measured until Fall CELDT. 25% of ELL students were reclassified as English Proficient this year

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Instructional ELD Curriculum		$15,000	no curriculum purchased or available yet as aligned with CCSS		$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All					
			__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____		
Salaries (Reading Specialists, Paraprofessionals, MS support teachers, CELDT assessors)		$260,000	Met		$250,000 Sources: LCFF Supplemental and Title I
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All					
__ Other Subgroups:(Specify)_____			__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____		

Professional Development		$80,000	75% of teachers attended ELD workshops, faculty led seminars. All teachers learned about reclassification criteria		$112,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue, Title II, Common Core
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All					
__ Other Subgroups:(Specify)_____			__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____		
CELDT assessor		$15,000	Reading Specialists implemented or supervised		$18,000 Source: LCFF Supplemental
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ Low Income __ English Learners __ Other Subgroups:(Specify)_____			__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____		
Provide summer English opportunities		$5,000	20 students will participate in summer 2015 Parks and Rec Summer School		$5,000 Sources: LCFF Supplemental, Title III
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

__ Low Income __ English Learners __ Other Subgroups:(Specify)_____		__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue as written. Develop fidelity with implementation processes

Original GOAL from prior year LCAP:	**Strategic Priority 1: Inspire Students to Reach Their Highest Potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners - Students will receive appropriate instruction in English Language Development within the general education classroom**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 ✓8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners

Expected Annual Measurable Outcomes:	Minutes of instruction in core subjects equivalent for all students, including after-school, support and Learning Center classes	Actual Annual Measurable Outcomes:	Goal met. Minimal pullout for students who receive ELD.

LCAP Year: 2014-15

Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Instructional Materials		$40,000	Curriculum support materials purchased including Storia, Reading Eggs, Scholastic Reading Inventory, and Scholastic Math Inventory.		$25,000 Sources: Lottery and Title I/III
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All					
__ Other Subgroups:(Specify)_____			__ Low Income ✓English Learners __ Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue goal. Add ELD support class at middle school

Original GOAL from prior year LCAP:	**Strategic Priority 1: Inspire Students to Reach Their Highest Potential through an inquiry-based curriculum that adapts continuously to address individual needs, encourage critical thinking and cultivate collaborative, life-long learners - Students will receive comprehensive CCSS curriculum**	Related State and/or Local Priorities: 1__ 2 ✓3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	100% students will have access to ELA/Math common core-aligned curriculum and instructional materials	Actual Annual Measurable Outcomes:	Teachers are expected to be in full implementation of the ELA and Math CCSS. The actual implementation ranges from partial to full. Science Standards are beginning

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Professional Development		$80,000	Implemented inservice workshops, release time, coaching, trainer support, articulation and collaboration across and within grade levels and K-8 districts		$112,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue, Title II, Common Core
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
✓All			✓All		

Materials	$80,000	Adoption process; no curriculum adopted but CCSS aligned materials purchased include: Front Row, Reading Eggs, Study Island, Scholastic Reading Inventory and Scholastic Math Inventory	$ 20,000 LCFF Base
Scope of service: LEA-wide ✓All __ Other Subgroups:(Specify)_____		Scope of service: LEA-wide ✓All __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue adoption committee review of ELA and Math. Add NGSS science materials review

Original GOAL from prior year LCAP:	**Strategic Priority 2: Foster healthy, inclusive, respectful and safe learning environments that promote social, emotional and intellectual growth - Increase % of students reporting high in empathy, respect, and connectedness. Increase to natural proportions percent of ELL and SPED students participating in student leadership groups and extra-curricular activities**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 ✓7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	>50% of students will report connectedness, empathy, respect, and safety on HKS. >65% 6-8 students will report having a voice at school. >10% of students participating in leadership, extra-curricular activities represent subgroups	Actual Annual Measurable Outcomes:	>85% of students report emotion feelings of safety and respect <65% of students report having a voice at school >10% of students participating in leadership, extra-curricular activities represent subgroups 50% reduction in detentions at the middle school and a 75% reduction in suspensions at the middle school

LCAP Year: 2014-15

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

HKS and stipends for WEB training		$5,000			$2,400 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue
Scope of service:	LEA-wide		Scope of service:		
✓All			__ALL		
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Professional Development		$60,000			$112,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue, Title II, Common Core
Scope of service:	LEA-wide		Scope of service:		
✓All			✓All		
__ Other Subgroups:(Specify)_____			__ Other Subgroups:(Specify)_____		
Leadership Class Teacher HMS		$20,000			$21,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue
Scope of service:	LEA-wide		Scope of service:		
✓All			✓All		

__ Other Subgroups:(Specify)_____		__ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue

Original GOAL from prior year LCAP:	**Strategic Priority 3: Attract, develop and support innovative, inspirational learning leaders who engage and empower students - Increase student access to fully-trained and certified teachers**	Related State and/or Local Priorities: 1 ✓2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Improve retention rates of teachers in Arts, Math, and Special Ed to three years. Teachers will demonstrate 60% proficiency on ISTE	Actual Annual Measurable Outcomes:	80% teacher retention in Special Education 100% teacher retention in Match <50% teachers demonstrate ISTE proficiency

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Retain highly-qualified teachers with credentials that match assignments BTSA ($10,000), CCSS PD ($40,000), HR/PD support for CIP plans ($100,000)		$150,000	100% of teachers are highly-qualified and appropriately credentialed. 100% of teachers participate in designated staff development days on CCSS 100% of teachers write annual improvement goals		$148,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue, Common Core
Scope of service:	LEA-wide		Scope of service:		
✓All			__ALL		

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue

Original GOAL from prior year LCAP:	**Strategic Priority 3: Attract, develop and support innovative, inspirational learning leaders who engage and empower students - Teachers will be fully trained in ELD and GLAD strategies and will be CLAD certified**	Related State and/or Local Priorities: 1 ✓2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Maintain 100%	Actual Annual Measurable Outcomes:	Maintained 100%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development	$42,000		$112,000 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue, Title II, Common Core
Scope of service: LEA-wide ✓All		Scope of service: __ALL	

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Original GOAL from prior year LCAP:	**Strategic Priority 4: Communicate effectively and consistently through open, accessible methods in order to facilitate collaborative partnerships among classroom, home, school, district and community - Improve access and use of communication tools and parent conferences**	Related State and/or Local Priorities: 1__ 2__ 3 ✓4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	80% participation in Fall/Spring Parent- Teacher Conferences K-8	Actual Annual Measurable Outcomes:	95% of parents attended Fall and Spring parent conferences K-8

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
	$0		$0
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue

Original GOAL from prior year LCAP:	**Strategic Priority 4: Communicate effectively and consistently through open, accessible methods in order to facilitate collaborative partnerships among classroom, home, school, district and community - Meaningful parent engagement. Increase to proportionate ratios the representation of parents on decision-making groups**	Related State and/or Local Priorities: 1__ 2__ 3 ✓4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners, Students with Disability

Expected Annual Measurable Outcomes:	10 EL parents will regularly attend ELAC meetings. Parents will understand and utilize avenues to increase student engagement in learning as measured by surveys	Actual Annual Measurable Outcomes:	7 attended ELAC

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
		$0			$0
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Do more outreach. Use our Spanish speaking admin and teachers across district to help outreach to parents at all sites

Original GOAL from prior year LCAP:	**Goal Area 5: Sustain the fiscal integrity and stability of the district - Increase ADA**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 ✓6__ 7__ 8__ COE only: 9__ 10__

		Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Student ADA will improve to 96.5%	Actual Annual Measurable Outcomes:	Met

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Admin support salaries		$25,000			$39,500 Sources: LCFF Base/Lease/Parcel Tax/Unrestricted State Revenue
Scope of service:	LEA-wide		Scope of service:		
✓All			__ALL		
			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Transferred registration to district office, continue to monitor weekly attendance

Original GOAL from prior year LCAP:	**Goal Area 5: Sustain the fiscal integrity and stability of the district - Increase Annual Giving campaign participation among district families and local businesses**	Related State and/or Local Priorities: 1__ 2__ 3 ✓4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	> 50% of families participate in Annual Giving	Actual Annual Measurable Outcomes:	<50%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Admin in-kind support	$0		$0
Scope of service: LEA-wide ✓All		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 211,374

During fiscal year 2015-16 LCMSD will receive approximately $220K supplemental funding from LCFF based on the following number counts/percentage of unduplicated pupils: 11.84%. These funds will be specifically dedicated and directed toward students who are learning English and students who are from disadvantaged socio-economic circumstances.

LCMSD will offer a variety of programs and supports specifically for English learners and students from low-income families. These programs have come about from action research conducted by school grade level PLCs and the evidence provided in the field through research studies and instructional strategies experts. First and foremost students from low income families need supportive relationships with adults at school who can also link them to other services in the community including health and social services agencies (Jensen, 2013. *How Poverty Effects Classroom Engagement, ASCD*). Similarly, English Language Learners benefit from adult role models and relationships with counselors who case manage and ensure the provision of services. ELL students also benefit from second-tier, small-group interventions including the use of evidence-based direct instruction in reading that explicitly targets skills such as phonological/phonemic awareness, letter-sound recognition, alphabetic decoding, fluency building and comprehension skills (Kamp, et. al. 2007). The supplemental funds received by the district are directed towards counselors and reading specialists and para professionals who provide case management, academic support tutorials, small group targeted instruction in the classroom and reading specialist support.

These services are aligned with LCAP goals that support all students in reaching their highest potential but are focused on students with the most need. Counselors K-8 provide for case management to facilitate learning plans, small group and mental health counseling, positive behavior support and restorative practices and some extended learning. Reading specialists provide academic support K-5 and advisory classes at the middle school support the continuum of tiered interventions through RTI. Schoolwide implementation of current RTI and other academic support practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a positive impact on the targeted subgroups. The district recognizes that while supplemental funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. By providing the services identified without limitations, LCMSD will best serve all students, especially focus students.

Supplemental funds are specifically expended on programs to improve student achievement and learning English. The funds will support ongoing Reading Specialist and counselor programs that serve predominantly Title 1, ELL and Special Education students. The programs and services will be provided at each school (districtwide) to increase and improve services to unduplicated pupils in the 15-16 school year as follows:

1) All students will be assessed three times a year given local measures/benchmark assessments in reading/language arts and math. These assessments will be disaggregated by ELL, SED, and Special Education. Specific services will be given to students who are not proficient. These services will be monitored by the principal, case manager or coordinator.

2) Students who are not academically proficient will receive Tier 1 interventions. Tier 2 interventions including reading specialist instruction and/or before and/or afterschool tutorials will be provided 2·3 times per week during the second and third trimesters of the school year. Tier 3 interventions will be implemented as per the IEPs with fidelity.

3) Students who are not proficient in English will receive SDAIE and ELD in Gen Ed classes rather than in pullout settings. Students may be clustered for sheltered instruction in English as needed within the general classroom.

4) Student progress will be monitored through case management and the implementation of individualized learning plans (ILPs) and English Learner plans (ELPs).

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

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

2	%

The unduplicated pupil count upon which the supplemental is based is 11.84% of our total student ADA. The district receives approximately $10.0 million in base state LCFF funding for unduplicated ADA. Currently, the district employs 89 FTE credentialed teachers. 1.6 FTE are dedicated Reading Specialists, .20 are Academic Support teachers and there are 2.0 FTE Counselors. These are 4% of our total certificated FTE. Additionally, there are 1.25 FTE Paraprofessionals K-5 that provide support to reading and ELD programs. This represents a minimum additional amount designated support for EL and SED students. Monies from supplemental funding are also spent on Extended Learning services, case management/coordination services, ELD curriculum, GLAD training, and ELD professional development. These expenditures meet LCFF minimum proportionality requirement LCMSD provides a significant additional level of services compared to the supplemental funding services. These far exceed the proportion of funding and student ADA.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

(a) "Chronic absenteeism rate" shall be calculated as follows:

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

01-13-15 [California Department of Education]

2015-16 LCAP review technical questions

Date: 8-26-15

District: Larkspur-Corte Madera School District

Contact: Valerie Pitts, Superintendent

The Marin County Office of Education (MCOE) has reviewed the Larkspur-Corte Madera School District's Board-approved Local Control and Accountability Plan (LCAP) for 2015-16 and appreciates the amount of energy and effort the district has invested in their plan.

The MCOE LCAP team are making a recommendation to approve the District's LCAP but request some additional technical information in order to complete the LCAP review process. Please review and submit your responses and any pertinent supporting documentation via email to Terena Mares at tmares@marinschools.org as soon as feasible. We would appreciate your response by September 4, 2015 in order for us to complete our review process in time to approve your budget by September 15th.

At the conclusion of the LCAP review and approval process we will be meeting with each district individually to provide feedback on the entire review, especially as it relates to future approvals. We will be reaching out over the coming days to coordinate and schedule your meeting.

If you have questions, please feel free to contact Terena Mares at tmares@marinschools.org or 415 499–5805.

Section 2: Goals, Actions, Expenditures, and Progress Indicators: Please respond to the following question(s):

2.06	Each goal should identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Although we noted the District's LCAP addressed all eight state priorities and used all required state metrics, we found certain of the district's goals did not include measurable outcomes using the required state metrics for the related state priorities as indicated below: • Goal 1 – Measurable outcomes do not include the middle school drop-out rate metric required for state priority #5 and the expulsion rate metric required for state priority #6. • Goal 2 – Measurable outcomes do not include metrics relative to English Learner progress rates and reclassification rates as required to address state priority #4. • Goal 3 – Measurable outcomes do not address State priorities #2, #4, #7 and #8 with the required metrics.

	• Goal 4 – Measurable outcomes do not include state-wide assessments as required for state priority #4, nor are there any required metrics to address state priority #8 • Goal 5 – Measurable outcomes do not include required metrics related to the implementation of Common Core to address state priority #2 nor do they include the required metrics relative to English Learner progress rates and reclassification rates to address state priority #4. • Goal 7 – Measurable outcomes include only 2 of the required state metrics – the facilities condition addressing state priority #1 and attendance rates addressing state priority #5 but the District's LCAP indicates this goal addresses all eight state priorities Please provide additional information describing how the district will address these missing elements.

Response:

Goal 1:
We will add maintain 0% expulsion and dropout rate

Goal 2: The EL data and metrics are in Goal 4 - which is a part of the districts strategic priority (inspire student to maximize their potential.....) Goals 2,3,4 and 5 are all part of that strategic priority - we did not list our goals as you have listed them - we didn't number them - but all the metrics are in the plan.

Goal 3: the metrics for state priority #2 are in Goal 2 - where it clearly states that ALL students - we did not repeat these in Goal 3 because they are in Goal 2. The metrics for State Priority 4 performance on assessments are also in Goal 2 (ensure each and every student makes annual progress - > 60% meeting standard on ELA and > than 50% on Math...etc.
State Priority #7 is also in Goal 2 metrics that are inclusive of ALL students
State Priority #8 also included in Goal 2 metrics - ALL students will achieve in VAPA and Phys Ed

Goal 4: Same comments as Goal 3. All metrics are in Goal 2 for ALL students.

Goal 5: See comments in Goals 3 and 4

Goal 7: we will delete the X's in the boxes of the priorities not represented in metrics for this goal.