

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

Introduction:

LEA: Larkspur-Corte Madera School District (LCMSD) **Contact (Name, Title, Email, Phone Number):** Valerie Pitts, Superintendent, vpitts@lcmschools.org **LCAP Year:** **2014-15**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>LCAP and Strategic Planning</p> <p>The Local Control and Accountability Plan (LCAP) is a district-wide plan that supports the academic and social/emotional well-being and 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.</p> <p>The district bi-annually revises its Strategic 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 and the LCAP 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.</p> <p>In March 2013, the district engaged many stakeholders in the strategic planning refresh cycle, which included a survey and various focus groups for listening and learning. The district held a Town Hall-style strategic planning session that solicited 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 strategic planning survey was placed on the website for further input from staff, parents, and the community. As a result, a new mission statement and strategic priorities have been approved as of January 2014. The action plans support the LCAP. As in the strategic planning process, The Board of Trustees, Administrative Council, and staff representatives serve as 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.</p> <p>School Site Single Plan for Student Achievement and LCAP</p> <p>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</p>	<p>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 planning and content process.</p> <p>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:</p> <p><i>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.</i></p> <p><i>Foster healthy, inclusive, respectful and safe learning environments that promote social, emotional and intellectual growth</i></p> <p><i>Attract, develop and support innovative, inspirational learning leaders who engage and empower students</i></p> <p><i>Communicate effectively and consistently through open, accessible methods in order to facilitate collaborative partnerships among classroom, home, school, district and community</i></p> <p><i>Sustain the fiscal integrity and stability of the district</i></p> <p>Each of these strategic priorities has an action plan. Various groups in the district have reviewed and provided input on these plans.</p> <p>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</p>

Involvement Process	Impact on LCAP
<p>programs, staff, and climate at the middle school.</p> <p>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 developing the LCAP by the end of May 2014.</p> <p>In January 2014, 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.</p> <p>In January 2014, 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 15.</p> <p>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.</p> <p>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 2014. These groups include the School Site Councils, PTAs, Foundation Board, GATE/Advanced Learners committee, English Learner Advisory Group, Special Education Parent Advisory, site leadership teams, and the District Fiscal Alliance Partnership.</p> <p>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 2014 to the Corte Madera Chamber of Commerce, the Corte Madera Women’s Club, and the Larkspur City Council and the Corte Madera Town Council.</p> <p>Each site also conducted a parent survey (as well as a student survey at the middle school) in early Spring 2014 as part of the SPSA cycle. This year, 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.</p> <p>The Draft LCAP was posted on the district website on May 22, 2014 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 4. Revisions in response to public comment have been made. On June 18 the Board of Trustees will approve the LCAP. Further amendments may be made by the June 18 meeting in alignment with board adoption of the annual budget.</p> <p>Communication The LCAP survey was posted on the district website. Additionally, Board presentations, the board meeting summary publication, <i>It Happened Wednesday</i>, and the bi-weekly</p>	<p>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.</p> <p>The survey results were sorted and analyzed and reveal the following recommendations: Keep class sizes small. 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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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;</p>

Involvement Process	Impact on LCAP
<p><i>Superintendent's Perspective</i> 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.</p>	<p>frequently monitor progress with data; keep student-to-staff ratios low for case managers and other related services.</p> <p>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.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>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</i>								
<p>Need: Students must be prepared for citizenship, college, careers in the 21st Century</p> <p>Metric: API, CAASPP, Local Benchmark Assessments proficiency rates, CA Phys Ed Tests, VAPA rubrics, Essential Skills Rubrics</p>	Continuous Improvement in Student Achievement across all subjects including Arts, Physical Education, and Essential Skills/Student Outcomes	All (SED, ELL, GATE, SPED)	All		<p>Maintain API 60% of students will demonstrate proficiency on state/local ELA, Math, assessments</p> <p>60% of students will grow on VAPA rubrics year to year in demonstration of Arts Core</p> <p>60% of 5th and 7th grade students will score in the Healthy Fitness Zone on State Phys Ed Assessments</p> <p>60% of students will demonstrate progress on 3 Cs and critical thinking rubrics</p>	<p>Maintain API 65% of students will demonstrate proficiency on state/local ELA, Math, and Science assessments</p> <p>65% of students will grow year to year in demonstration of Arts Core</p> <p>65% of 5th and 7th grade students will score in the Healthy Fitness Zone on State Phys Ed Assessments</p> <p>65% of students will demonstrate progress on 3 Cs and critical thinking rubrics</p>	<p>Maintain API 70% of students will demonstrate proficiency on state/local ELA, Math, and Science assessments</p> <p>70% of students will grow year to year in demonstration of Arts Core</p> <p>70% of 5th and 7th grade students will score in the Healthy Fitness Zone on State Phys Ed Assessments</p> <p>70% of students will demonstrate progress on 3 Cs and critical thinking rubrics</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p>
<p>Need: Close the achievement gap between ELL, SED and</p>	ELL, SED, and SPED students will achieve proficiency	ELL, SED, and SPED	All		100% of students who are not proficient will be	100% of students who are not proficient will be	100% of students who are not	Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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SPED, and other students Metric: AYP Title III, CELDT, % of students making progress on CAPA, CAASPP, Local Benchmarks, IEP goals, EL reclassification rates					offered Extended Learning Services	offered Extended Learning Services	proficient will be offered Extended Learning Services	
Need: Increase the numbers of English Learners who achieve English Language Proficiency Metric: CELDT, Local ELD benchmarks, % of students making progress towards proficiency on CAASPP, EL Reclassification rate	Students identified as "English Learners" will become orally proficient in English within three years of enrollment	English Language Learners	All		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	65% of English Learners will show sufficient annual progress in learning English (CELDT) Increase % of students re-certified as FEP over 14-15	70% of English Learners will show sufficient annual progress in Learning English Increase % of students re-certified as FEP over 15-16	Student Achievement
Need: Increase the number of ELL students scoring proficient on state and local assessments: Metric: AMAO 3 (Federal AYP)	ELL students will demonstrate continuous improvement and annual progress towards proficiency levels as measured by the CAASPP	English Language Learners	All		60% of ELL will be proficient on State and Local Assessments (Goal 1)	65% of ELL will be proficient on State and Local Assessments (Goal 1)	70% of ELL will be proficient on State and Local Assessments (Goal 1)	Student Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Full implementation of CCSS Metric: Williams Reports, observations, curriculum maps, unit plans, formative assessments	Students will receive comprehensive CCSS curriculum	All	All		100% students will have access to ELA/Math common core-aligned curriculum and instructional materials	100% of students will have access to NGSS-aligned curriculum and materials	100% of students will have access to Social Studies standards-aligned curriculum and materials	Implementation of Common Core Standards
Need: Full ELD curriculum and standards implementation Metric: SIOP, State and Local Assessments, student schedules	Students will receive appropriate instruction in English Language Development within the general education classroom	ELL	All		Minutes of instruction in core subjects equivalent for all students, including after-school, support and LC classes	Minutes of instruction equivalent in enrichment	Minutes of instruction equivalent in all curriculum areas	Course Access
Need: Reduce over-representation of ELL, SED, SPED in support classes Metric: Student schedules, % of students making progress towards proficiency, CELDT and EL proficiency	Create equitable access for all students to sequential VAPA curriculum	ELD, SED, SPED	All		% of ELL/SED =< 25% in support or intervention classes	% ELL students =< 20% in support or intervention classes	% ELL students =< 15% in support or intervention classes	Course Access
Need: Students need to be digitally competent Metric: Student use rates, student/device ratios, tech rubrics	Increase available internet and device access to students with limited home access	SED/ELL/SPED	All		100% students will have access to Internet 8:00-4:00 PM daily on campus	Students without devices at home will check out or use devices during, before or after-school	< 5% of students will report having no access to internet at home	Course Access

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Need: Students to be fully engaged and challenged in learning Metric: CAASPP, PBL rubrics, lesson plans, student and parent surveys, discipline rates including suspension/expulsion, and chronic absenteeism	Increase student engagement and challenge through personalized, differentiated, and integrated instruction				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	85% of students/parents surveyed will report curriculum is engaging Fewer ILPs 80% of students showcase work online or in community Maintain VAPA instruction 24:1 average ratio of students-to-teachers K-3 27:1 4-8	90% of students/parents surveyed will report curriculum is engaging No ILPs needed: students fully engaged 100% of students showcase work online or community Minutes of VAPA instruction compares to spring 2014	Implementation of CCSS School Climate
Foster healthy, inclusive, respectful and safe learning environments that promote social, emotional and intellectual growth								
Need: Increase student-to-student respect, empathy, and school connectedness	Increase % of students reporting high in empathy, respect, and	All	All		> 50% of students will report connectedness, empathy, respect, and safety on HKS	> 70% of students will report connectedness, empathy, respect, and safety on HKS	> 80% of students will report connectedness, empathy,	School Climate

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Metric: Healthy Kids Survey (HKS); Site Council Student Survey; pupil suspension, expulsion, and discipline rates; attendance and chronic absenteeism rates	connectedness Increase to natural proportions percent of ELL and SPED students participating in student leadership groups and extra-curricular activities				> 65% 6-8 students will report having a voice at school > 10% of students participating in leadership, extra-curricular activities represent subgroups	>70% 6-8 students will report having a voice at school	respect, and safety >75% 6-8 students will report having a voice at school	
Attract, develop and support innovative, inspirational learning leaders who engage and empower students								
Need: Teachers who are highly-qualified ELD, CLAD, GLAD Metric: PD completion matrix, SIOP	Teachers will be fully trained in ELD and GLAD strategies and will be CLAD certified	All	All		Maintain 100%	Maintain 100%	Maintain 100%	Basic Services
Need: Consistent faculty in math, sciences, arts, special education, tech Metric: CALPADs, teacher retention rates, tech survey, ISTE	Increase student access to fully-trained and certified teachers	All	All		Improve retention rates of teachers in Arts, Math, and Special Ed to three years Teachers will demonstrate 60% proficiency on ISTE	Maintain teachers reporting adequate training, supplies, and facilities Teachers will demonstrate 65% proficiency on ISTE	Maintain teachers reporting adequate training, supplies, and facilities Teachers will demonstrate 70% proficiency on ISTE	Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<i>Communicate effectively and consistently through open, accessible methods in order to facilitate collaborative partnerships among classroom, home, school, district and community</i>								
<p>Need: More representation of parents of EL, SED or minority groups in parent groups (SSC, ELAC, SPED, PTA, SPARK)</p> <p>Metric: Membership lists, participation rates, parent surveys</p>	<p>Meaningful parent engagement</p> <p>Increase to proportionate ratios the representation of parents on decision-making groups</p>	ELL, SED, minority groups, SPED	All		<p>10 EL parents will regularly attend ELAC meetings</p> <p>Parents will understand and utilize avenues to increase student engagement in learning as measured by surveys</p>	At least one parent from EL and SED subgroups will be represented on SSC, SPED, PTA/PTO, and SPARK leadership groups	% of parents attending school or district events will be proportionate to district demographic ratios	Parent Involvement
<p>Need: Streamline, coordinate, and increase access to district communications</p> <p>Metric: Social media use rates, conference attendance, SSC surveys</p>	Improve access and use of communication tools and parent conferences	All	All		80% participation in Fall/Spring Parent-Teacher Conferences K-8	90% participation in Fall/Spring Parent-Teacher Conferences K-8	100% participation in Fall/Spring Parent-Teacher Conferences K-8	Parent Involvement
<i>Sustain the fiscal integrity and stability of the district</i>								
<p>Need: Increase average daily attendance (ADA) rate and decrease suspensions K-8</p> <p>Metric: ADA, Middle School dropout rates, suspension/detention</p>	Increase ADA	All (no disproportion)	All		Student ADA will improve to 96.5%	Student ADA will improve to 97%	Student ADA will improve to 98%	Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
rates, chronic absenteeism rates								
Need: Sustain local revenue levels Metric: Parcel tax, SPARK and PTA/PTO revenues	Increase Annual Giving campaign participation among district families and local businesses	N/A	All		> 50% of families participate in Annual Giving	>60% of families will participate in Annual Giving	>70% of families will participate in Annual Giving Renew Parcel Tax	Parent Involvement

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Continuous improvement in student achievement across all subjects including Arts, Physical Education, and Essential Skills	Student Achievement Implementation of CCSS Other Pupil Outcomes	<ul style="list-style-type: none"> • Complete curriculum mapping of CA Common Core Standards with Math and LA curriculum K-8 • Implement CCSS • Provide ongoing PD in PBL • Provide after-school and summer programs with credentialed/qualified instructors • Provide case management for target populations as needed (ELL, GATE) • Implement K-8 CCSS aligned report cards • Implement local (3x/yr) benchmark assessments in Reading, Writing and Math K-8 • Implement classroom-based systematic RTI intervention and ELD curriculum for target students, monitor progress, and train paraprofessionals • Provide sheltered classes for ELL (cluster 	District-wide		\$9.5 million General Fund (GF) Instructional Staff salaries/benefits including: \$3K CELDT/GATE Stipends \$150K support for teachers on partial or full special assignments for Tech, PBL, VAPA \$250K Librarian and Library Assistants \$80K PD CCSS and GF including release time \$350K 7-period day MS GF \$3K Enrichment Activities Stipends GF	\$9.5 million GF Instructional Staff salaries/benefits including: \$3K CELDT/GATE Stipends \$150K support for teachers on partial or full special assignments for Tech, PBL, VAPA \$250K Librarian and Library Assistants \$30K PD GF including release time \$350 K 7-period day MS GF \$3K Enrichment Activities Stipends GF	\$9.5 million GF Instructional Staff salaries/benefits including: \$3K CELDT/GATE Stipends \$150K support for teachers on partial or full special assignments for Tech, PBL, VAPA \$250K Librarian and Library Assistants \$30K PD GF including release time \$350 K 7-period day MS GF \$3K Enrichment Activities Stipends GF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students in Gen Ed classes) • Implement GLAD strategies in all classrooms, use SIOP protocol • Cluster GATE students in classes for differentiation, small group learning, personalization, and case management K-8 • VAPA standards, Site Arts Team (SAT) • Teachers write, align formats, create rubrics, and implement three IBL/VAPA units per grade, • Implement student-led conferences 4-8 • Utilize advisory period at middle school for differentiation, support, and/or special projects • Implement Library Plan for three schools • Align pre-Algebra, Algebra/Geometry standards, curriculum, and coursework progression with TALK-12 districts • Develop assessments/rubrics to measure 21 st Century skills and PBL			\$110K Admin case management and coordination	\$110K Admin case management and coordination	\$110K Admin case management and coordination
ELL, SED, SPED students will achieve	Student Achievement	• Provide case management and progress monitoring for	District-wide		\$1.8 million GF Salaries (Reading Specialists,	\$1.8 million GF Salaries (Reading Specialists,	\$1.8 million GF Salaries (Reading Specialists,

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
proficiency		all targeted subgroups <ul style="list-style-type: none"> • Provide RTI and Extended Learning • Provide appropriate accelerated intervention curriculum 			Paraprofessionals SPED Case Managers, Counselors)	Paraprofessionals SPED Case Managers, Counselors)	Paraprofessionals SPED Case Managers, Counselors)
Students identified as English Learners will become orally proficient in English within five years of enrollment	Student Achievement	<ul style="list-style-type: none"> • Develop progress monitoring and benchmark assessments for ELD • Cluster ELL and provide ELD support • Provide Extended Learning and Summer Enrichment opportunities 	District-wide		\$260K GF Salaries (Reading Specialists, Paraprofessionals, MS support teachers, CELDT assessors) \$15K Instructional ELD Curriculum	\$260K GF Salaries (Reading Specialists, Paraprofessionals, MS support teachers, CELDT assessors)	\$260 K GF Salaries (Reading Specialists, Paraprofessionals, MS support teachers, CELDT assessors)
Students will receive comprehensive CCSS curriculum	Student Achievement Implementation of CCSS Course Access Basic Services	<ul style="list-style-type: none"> • Continue PD in CCSS including release time for curriculum/unit development • Purchase identified CCSS-aligned instructional materials 	District-wide		\$40K PD GF \$40K PD CCSS \$80K CCSS Materials	\$40K PD GF \$100K GF texts	\$40K PD GF \$100K GF texts
Students will receive appropriate instruction in English Language Development within general education classroom	Student Achievement Course Access	<ul style="list-style-type: none"> • Provide training and support in ELD and GLAD strategies and ensure implementation in all classrooms • Cluster students as appropriate for ELD in Gen Ed • Provide additional staff support as necessary (reading specialist, paraprofessionals) • Implement Tier 1 and 2 RTI with fidelity • Purchase ELD 	District-wide		\$9.5 million GF teacher salaries/benefits \$40K PD GF \$40K PD CCSS \$40K Instructional Materials	\$9.5 million GF teacher salaries/benefits \$40K Instructional Materials	\$9.5 million GF teacher salaries/benefits \$40K Instructional Materials

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		curriculum					
Create equitable access for all students to sequential VAPA curriculum	Student Achievement Other Pupil Outcomes Course Access	<ul style="list-style-type: none"> • Provide before, after-school, and summer extending learning • Encourage ongoing professional development that focuses on Arts Integration and the CCSS • Maintain current FTE staffing levels for VAPA teachers • Maintain 7-period day 6-8 • Provide Arts Integration Planners and release time 	District-wide		\$40K GF Extended learning salaries \$40K GF/Title 2 PD \$675K GF \$350K GF teacher salaries \$20K GF (SPARK FAN)	\$40K GF Extended learning salaries \$40K GF/Title 2 PD \$675K GF \$350K GF teacher salaries \$20K GF (SPARK FAN)	\$40K GF Extended learning salaries \$40K GF/Title 2 PD \$675K GF \$350K GF teacher salaries \$20K GF (SPARK FAN)
Increase available internet and device access to students with limited home access	Student Achievement Student Engagement Course Access	<ul style="list-style-type: none"> • Maintain library hours 8:00 AM-4:00 PM • Implement 3:1 device ratio • Implement BYOD program • create device loan process 	District-wide		\$100K GF Library Assistant staffing; \$100K CCSS tech succession	\$100K GF Library Assistant staffing; \$100K GF tech succession	\$100K GF Library Assistant staffing; \$100K GF tech succession
Increase student engagement and challenge through personalized, differentiated, integrated instruction	Student Achievement	<ul style="list-style-type: none"> • Provide differentiated curriculum, PBL and instruction to challenge students, personalizing to needs • Continue PD on PBL and differentiation • Conduct SSTs or ILPs as needed 	District-wide		\$40K GF/Title II and CCSS PD fund for training and PD plan implementation	\$40K GF/Title II for training and PD plan implementation	\$40K/Title II GF for training and PD plan implementation

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase % of students reporting high in empathy, respect, connectedness, and having a voice on HKS	School Climate	<ul style="list-style-type: none"> Focus on professional culture among staff Implement School-wide Positive Behavior Support Plans and Character Ed programs as per SPSA Annual site and HKS surveys Involve HMS Leadership Class in developing strategies for increasing student voice 	District-wide		Title II \$20K and GF PD \$40K Additional \$5K HKS and stipends for WEB training \$20K Leadership Class Teacher HMS	Title II \$20K and GF PD \$40K Additional \$5K HKS and stipends for WEB training \$20K Leadership Class Teacher HMS	TitleII \$20K and GF PD \$40K Additional \$5K HKS and stipends for WEB training \$20K Leadership Class Teacher HMS
Teachers will be fully-trained in ELD and GLAD strategies and CLAD certified	Basic Services	<ul style="list-style-type: none"> Provide ELD/GLAD training 	District-wide		\$40K PD CCSS \$2K Title II	\$30K GF PD \$2K Title II	\$30K GF PD \$2k Title II
Increase student access to fully trained and certified teachers, learning leaders	Basic Services	Continue to ensure all teachers are credentialed, qualified, and supported to teach CCSS	District-wide		\$10K GF toward teacher support \$40K remaining CCSS PD funds \$100K GF HR/PD support for CIP plans	<\$10K GF \$10K Peer Support and Observation release time for new teachers \$100K HR/PD	\$10K GF for BTSA \$10K Peer Support and Observation release time for new teachers \$100K HR/PD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Meaningful parent engagement</p> <p>Increase to proportionate ratios the representation of parents on decision-making groups</p> <p>Improve access and use of communication tools and parent conferences</p>	Parent Involvement	<p>Continue communication forums with parents/community: LCAP, SSC, Coffee Chats, PTA/PTO</p> <ul style="list-style-type: none"> • Parent Conferences K-8 • Teacher websites continue to be updated/translatable • PTA/PTO/SPARK recruit parent reps from Latino, and SPED parent groups • Provide parent trainings • Student electronic portfolios • Communication plan document/committee 	District-wide		<p>\$25K GF Website</p> <p>\$9.5 million GF teacher salaries</p> <p>\$25K GF tech training support salaries</p>	<p>\$25K GF Website</p> <p>\$9.5 million GF teachers salaries</p> <p>\$25K GF tech training support salaries</p>	<p>\$25K GF Website</p> <p>\$9.5 million GF teachers salaries</p> <p>\$25K GF tech training support salaries</p>
Increase Attendance (ADA)	Student Engagement	<ul style="list-style-type: none"> • Weekly site monitoring • Monthly dashboard update • Monthly board reports • Independent Study Website/Links 	District-wide		\$25K GF admin support salaries	\$25K GF admin support salaries	\$25K GF admin support salaries
Increase Annual Giving campaign participation among district families and local businesses	Parent Involvement	SPARK and PTA/PTO campaigns/outreach plans	District-wide		Admin in-kind support	Admin in-kind support	Admin in-kind support

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
ELL, SED, SPED students will achieve proficiency	Student Achievement	For low-income pupils: <ul style="list-style-type: none"> • Ensure FRL and Breakfast as needed • Provide after-school programs and extended learning support • Provide targeted case management 			\$100K Cafeteria Fund \$10K GF	\$100K Cafeteria Fund \$10K GF	\$100K Cafeteria Fund \$10K GF
ELL students will make annual progress towards proficiency levels as measured by the CAASPP	Student Achievement	For English learners: <ul style="list-style-type: none"> • Cluster students for ELD • Differentiate instruction and provide small group support • Implement RTI • Provide Extended Learning and summer opportunities • Provide Reading Specialist support • Provide admin or counseling case management support • Provide parent training and outreach 			\$260K GF Reading Specialists Counselors Case Managers Extended Learning Staff Coordination	\$260K GF Reading Specialists Counselors Case Managers Extended Learning Staff Coordination	\$260K GF Reading Specialists Counselors Case Managers Extended Learning Staff Coordination
		For SPED students: <ul style="list-style-type: none"> • Provide progress monitoring with common planning or release time as needed for collaboration among teachers • Provide ongoing communication with SPED parents by Case Manager • Improve fidelity of implementation of accommodations and interventions for IEP 	District-wide		\$10 K GF additional days for case managers 1 day/month per site roving sub for IEPs PD GF \$40K	\$10 K GF additional days for CM 1 day/month per site roving sub for IEPs PD GF \$40K	\$10K GF additional days for CM 1 day/month per site roving sub for IEPs PD GF \$40K

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students by Gen Ed teachers					
Students identified as "English Learners" will become fully literate in English within three years of sustained enrollment		For re-designated fluent English proficient pupils: <ul style="list-style-type: none"> • Provide ELD progress monitoring and benchmarks in addition to annual CEDLT testing • Provide summer English opportunities 			PD GF \$40K \$9.5 million GF teacher salaries \$1500 CELDT assessor \$5K GF	PD Title III \$3K \$9.5 million GF teacher salaries \$1500 CELDT assessor \$5K GF	PD Title III \$3K \$9.5 million GF teacher salaries \$1500 CELDT assessor \$5K GF

- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

During fiscal year 2014-15 LCMSD will receive approximately \$220K supplemental funding from LCFF based on the following number counts/percentage of unduplicated pupils: 11.84%.

LCMSD will offer a variety of programs and supports specifically for English learners and low income. These include case management, academic support tutorials and reading specialist support. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: counselors K-8 for small group and mental health counseling, positive behavior support and restorative practices, RTI, some extended learning, reading specialists, academic support and advisory classes at the middle school and 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 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 14-15 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 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 IEP’s 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.
- 4) Parents of ELL and SED and SPED students will be proportionately represented on all parent groups in the district.

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

The unduplicated pupil count upon which the supplemental is based is 11.84% of our total student ADA. The district receives approximately 9.1 million in base state LCFF funding for unduplicated ADA. The 220K received for supplemental services for focus students is 1.4% of the total district budget. Currently, the district employs 89 FTE credentialed teachers. 1.6 FTE are dedicated Reading Specialists, .40 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, CELDT and 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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LCFF and LCAP: Partial List of Key Terms

3 C's: Creativity, Communication, and Critical Thinking

ADA: Average Daily Attendance – the average number of pupils actually attending classes for at least the minimum school day.

AMAO: Annual Measurable Achievement Objectives

API: Academic Performance Index – a measurement of a school's academic performance and progress.

BTSA: Beginning Teacher Support and Assessment

CAASPP: California Assessment of Student Performance and Progress

CAPA: California Alternate Performance Assessment

CELDT: California English Language Development Test

CCSS: Common Core State Standards

CIP: Continuous Improvement Process

COE: County Office of Education

ELA: English Language Arts

ELAC: English Learner Advisory Committee

EL: English Learner

ELL: English Language Learner

FAN: Fund a Need

FEP: Fully English Proficient

FTE: Full-Time Equivalent

FRL: Free and Reduced Lunch

GF: General Fund

GLAD: Guided Language Acquisition Development

HKS: Healthy Kids Survey

IBL: Inquiry-Based Learning

IEP: Individualized Education Plan

ILP: Individualized Learning Plan

ISTE: International Standards for Technology Education

LCAP: Local Control Accountability Plan – a plan and budget adopted by a school district that reflects goals and specific actions, based on the eight state priorities outlined in the LCFF legislation, as well as any locally-adopted priorities.

LCFF: Local Control Funding Formula – California’s new school finance model for allocation of state funding to local school districts.

LCMSD: Larkspur-Corte Madera School District

LEA: Local Educational Agency

GATE: Gifted and Talented Education

NGSS: Next Generation Science Standards

PBL: Project-Based Learning

PD: Professional Development

PTA: Parent-Teacher Association

RTI: Response to Intervention

SDAIE: Specially Designated Academic Instruction in English

SED: Socio-Economically Disadvantaged

SIOP: Sheltered Instruction on Observation Protocol

SPSA: Single Plans for Student Achievement

SPED: Special Education

SSC: Student Site Council

SUBGROUPS: The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth, and students with disabilities.

SUPPLEMENTAL FUNDS or FUNDING: Under LCFF each English Learner (EL), Low Income (LI), or foster youth counts toward funding of an additional 20 percent of the base rate. The count must be “unduplicated”, meaning an EL, LI, or foster youth may only be counted once, even if belonging to more than one group.

VAPA: Visual and Performing Arts

WILLIAMS REPORTS/REQUIREMENTS or BASIC SERVICES – California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.