

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

Mark West Charter School    Contact: 707-524-2970 Ronald Calloway, Superintendent, [rcalloway@mwusd.org](mailto:rcalloway@mwusd.org),    Principal: Pam Carpenter

LCAP Year: 2016-17

### ***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**

*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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### **Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Many meetings were held with various stakeholder groups, including students in Leadership Classes as Mark West Charter Schools. No written comments from either the Parent Advisory Committee or the DELAC (District English Learner Advisory Committee) were submitted to the Superintendent. Additionally, the Superintendent received no written comments from any of members of the Mark West Charter School community.</p> <p>The School Site Council (SSC) and MWCS Advisory Board, which formed the Parent Advisory Group for MWCS, and the DELAC were provided with an overview of the LCAP and the associated funding (base, supplemental, and concentration grants). Each of the groups was advised that the LCAP requires stakeholder representation from each of the significant subgroups in a district. The stakeholder groups were also provided with information on spending priorities aimed to help improve the academic performance of the various subgroups of students in each of the schools. Additionally, the stakeholder groups were provided with updates regarding efforts in attaining each of the LCAP goals. Comments and suggestions were solicited from each of the stakeholder groups. They were also advised that any questions, comments or suggestions could also be provided to the District Superintendent in writing.</p> <p>A Community Meeting to solicit public input was conducted with the Mark West Board Union School District Board of Trustees on April 5, 2016.</p> <p>The proposed 2016-19 LCAP goals were distributed to the stakeholder audience for review and comment on April 5, 2016. A review of the existing goals led the District to conclude that it would continue with the four existing District goals with any needed changes occurring in the Actions/Services section of each goal.</p> <p>LCAP information was shared with each MWCS Leadership Classes, with the exception of specific budget information. When meeting with the students groups, they were allowed to brainstorm any ways that they felt their school experience could be improved. They were also asked about their perceptions of the school climate.</p>	<p>Stakeholder parents asked about the use of supplementary and concentration funds. Parents were provided with information regarding the use of the funds and the intent to use these funds to support those student subgroups that had generated the funding. Examples of how these funds supported students were provided by the principal. The examples included math and language support elective classes, Academic Academy class, additional instructional materials, and lunch break and after school tutoring/homework support. Stakeholder parents felt MWCS is adequately addressing the needs of their students. Stakeholders also felt that the LCAP was being appropriately implemented and that it was a work in progress. There was positive input that teachers had done a commendable job of implementing the new state standards.</p> <p>The SSC at MWCS was pleased that their suggestion for a study skills and organization class was implemented and successful this school year based on last year's input. Suggestions were made to further strengthen the class and continue two sections per quarter next year. Providing a positive, safe environment was emphasized as a priority. They focused on students feeling safe, respected, understood and that success is attainable. The redo, retest policy was discussed.</p> <p>Based on discussions with key stakeholders and a review of the 2015-16 goals, the stakeholders felt that the number of goals for 2016-17 (four) should remain the same. All required state priorities are covered in the four LCAP goals. Actions and services from 2015-16 will be continued into 2016-17 with minor changes.</p>

A Public Hearing regarding the MWCS LCAP was held on June 7, 2016.

The Mark West Union School District Trustees approved the 2016-19 LCAP on June 9, 2016.

The students from the various MWCS Leadership Class spoke about being pleased that a new campus is in progress which will replace the current site. They are looking forward to the ground breaking and appreciate all the work done to make it happen. The suggestions expressed include having a handball court, basketball area and volleyball and improve the track area to encourage fitness.

Additional laptops for full class activities were also seen as a need. Students felt that electives, such as enrichment classes, technology, and Teen Living with cooking skills should be provided. Students enjoying seeing their friends, but realize school for education. Many students would like better, fresh food served during lunch. Teens appreciate the salad bar being offered, but are disappointed that the lunches are now exactly the same as the elementary school lunches.

It was noted that the range of careers students expressed interest in were limited showing the need for continued exploration of career options during electives and integrated into their course work. Students expressed interest in visiting the places of business where careers are actually taking place.

**Annual Update: 2015-16 LCAP**

Meetings were conducted with the following stakeholder groups on the dates noted. The information shared at each meeting is also noted below.

District English Learners Advisory Committee: October 6, 2015 & April 5, 2016

The DELAC was provided with an overview of the LCAP and the associated funding (base, supplemental, and concentration grants). DELAC parents were advised that the LCAP requires stakeholder representation from each of the significant subgroups in a district. The DELAC was being provided information since they represent the interests of the district English learners. DELAC parents were also provided with information on spending priorities aimed to help improve the academic performance of the various subgroups of students in each of the schools. The DELAC parents were advised that they can comment on the LCAP and make suggestions for changes.

Mark West Charter School Leadership Classes: November 5, 2015

The LCAP was explained to the students. They were asked to provide any comments that came to mind, in a brainstorming format, that pertained to their experiences at Mark West. Specifically they were asked to think about the school's technology, their engagement in school, particularly during language arts and math, and their view of the overall school climate.

Mark West Faculty Association Leadership Meeting: April 16, 2016

The district superintendent met with the teacher association to discuss the current status of the LCAP and any suggested changes for the new plan. The group was presented with a brief review of the LCAP goals and the outcomes that were available to date. The faculty group was also advised that they could comment on any aspect of the LCAP and make any recommendations for changes or improvements. The faculty group was also advised that they would have opportunities for additional input at the public meeting in April and again prior to the Board of Education approving the LCAP in June.

Mark West Charter School Advisory Board: November 5, 2015

The current LCAP goals were discussed and progress/outcomes were reviewed. Some changes were suggested for the new plan and the group was told they could also put any questions in writing for the superintendent and/or have further opportunities for input in April at the public meeting and again at the MWUSD Board meeting in June.

Mark West Union School District Board of Trustees Meeting: April 5, 2016

The MWUSD Board and community reviewed and discussed the Strategic Plan development and its

**Annual Update: 2015-16 LCAP**

Input from each of the stakeholder meetings is provided along with the impact, if any, on the LCAP development for 2016-19.

A DELAC parent asked if the supplementary and concentration funds needed to be used for the students who generated the funding. Parents were informed that the money should be used to support EL student success in school. The parents requested and principals provided examples of how the funds are used to help EL students in the schools. The examples included reading specialists, additional instructional materials and interventions, and before/after school tutoring. The DELAC parents voiced support for the district's leadership and direction. They added that they felt the district and schools were adequately addressing EL student needs.

The MW Faculty Association commented on the support needed for combination classes, as well as staff development for English Language Arts. The teachers' association was very much in favor of modifying the LCAP to reduce the number of goals from twelve to four. The group generally felt that by reducing the number of goals that the LCAP would be easier to follow and implement. Teachers also felt that they were making good progress towards fully implementing the new Common Core Standards.

Based on discussions with key stakeholders (Mark West Faculty Association, Mark West DELAC, Mark West Charter School Site Council, MWCS Leadership Classes and MWCS Advisory Board) which included a review of the 2015-16 goals, the 2016-19 goals will remain at four. All required state priorities are covered in the four LCAP goals. Actions and services from 2015-16 are continued into 2016-17.

Based on the aforementioned discussions, the 2016-19 LCAP goals will continue as four goals. Those in attendance were advised that input could still be provided to the Superintendent,

<p>impact on the LCAP. Input from various groups, as stated above, was shared and used to assist with the development of the District's Strategic Plan.</p>	<p>as well as at the Public Meeting portion of the June 7 MWUSD Board of Trustees' meeting.</p> <p>The MWCS Advisory board talked about being pleased that this year they were able to support attaining a 1:1 device ratio for technology. Members were also dedicated to supporting students struggling academically and challenging the strong students as well. They focused on the fact that families have choice with regard to their school choice and MWCS must keep their program strong to attract and keep students. They are proud that MWCS has a positive reputation and intend to continue to build on that. Skills needed for success in the future were discussed including technology, appropriate use of the media and social media including consequences that can result. A need for parents to be educated with respect to use of technology and social media was noted.</p>
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**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. Charter schools may adjust the table 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.

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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Action/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

<b>GOAL:</b>	<p><b>Goal II-A: Basic Services</b> Create a positive, focused and safe learning environment and culture for all students.</p> <p>Physical facilities and a safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided in order to meet the academic, physical, social and emotional needs of all students.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
<b>Identified Need :</b>	<p>Based on the Annual Facilities Inspection Report, students need clean, safe and well maintained facilities.</p> <p>Students need fully credentialed teachers and no teacher misassignments</p>	
<b>Goal Applies to:</b>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>
<b>LCAP Year 1: 2016-17</b>		

Expected Annual Measurable Outcomes:	<p>The Annual Facilities Inspection Report will reflect clean, safe and functional facilities. This report will reflect the cleanliness, safety and functionality of district facilities by scoring in the “Good Repair” category of the report.</p> <p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that 100% of the district teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.</p> <p>In order to ensure that teachers are fully and appropriately credentialed, 100% of new teachers will be supported through BTSA.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.	LEA-wide	<p><u>X</u> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other            Subgroups:(Specify) _____</p>	No more transfers to Deferred Maintenance Fund 14. The current balance is: \$22,384, all funds are Committed by the Board for deferred maintenance Projects. At year end 2015-16 the Board Committed \$250k in Fund 40 for maintenance type projects. This may be increased with the receipt of additional basic aid supplemental funds in 2016-17.
The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.	LEA-wide	<u>X</u> ALL	The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	qualified instructional staff while maintaining fiscal stability. These salaries total \$337,501 + benefits.
The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	The district General Funds 01 provides annually to fund Superintendent's role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$337,501 + benefits (see above).
New teachers will continued to be supported through the BTSA program. (This Action/Service and the associated funding were moved from Goal II-B)	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	BTSA management code \$0 No new teachers at MWCS this year

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	The Annual Facilities Inspection Report will reflect clean, safe and functional facilities. This report will reflect the cleanliness, safety and functionality of district facilities by scoring in the "Good Repair" category of the report.
	The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that 100% of the district teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.
	In order to ensure that teachers are fully and appropriately credentialed, 100% of new teachers will be supported through BTSA.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>No more transfers to Deferred Maintenance Fund 14. The current balance is: \$22,384, all funds are Committed by the Board for deferred maintenance Projects. Fund 14 will be closed when \$0 balance. At year end 2015-16 the Board Committed \$250k in Fund 40 for maintenance type projects. This may be increased with the receipt of additional basic aid supplemental funds in 2016-17.</p>
<p>The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$343,576 + benefits.</p>
<p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting</p>

			highly qualified instructional staff while maintaining fiscal stability. These salaries total \$343,576 + benefits (see above) .
New teachers will continued to be supported through the BTSA program. (This Action/Service and the associated funding were moved from Goal II-B)	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	BTSA Management code \$3000  2 professional development days

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>The Annual Facilities Inspection Report will reflect clean, safe and functional facilities. This report will reflect the cleanliness, safety and functionality of district facilities by scoring in the “Good Repair” category of the report.</p> <p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that 100% of the district teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.</p> <p>In order to ensure that teachers are fully and appropriately credentialed, 100% of new teachers will be supported through BTSA.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No more transfers to Deferred Maintenance Fund 14. The current balance is: \$22,384, all funds are Committed by the Board for deferred maintenance Projects. Fund 14 will be closed when \$0 balance. At year end 2015-16 the Board Committed \$250k in Fund 40 for maintenance type projects. This may be increased with the receipt of additional basic aid

			supplemental funds in 2016-17.
The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	The district General Funds 01 provides annually to fund Superintendent's role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$349,760 + benefits.
The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	The district General Funds 01 provides annually to fund Superintendent's role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$349,760 + benefits (see above).
New teachers will continued to be supported through the BTSA program. (This Action/Service and the associated funding were moved from Goal II-B)	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	BTSA Management code \$3000  2 professional development days

Subgroups:(Specify) \_\_\_\_\_

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL :	<b>Goal II-B: Teaching Practices</b> Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards.		Related State and/or Local Priorities:  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__  Local : Specify _____
	Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.		
	<hr/>		
	<hr/>		
Identified Need :	<p>Teachers need training in the Common Core Standards (CCS) and ELD standards as indicated by site level professional development records.</p> <p>Teachers need to provide students with access to Common Core Standards through CCS lessons.</p> <p>Teacher developed local assessments and student achievement data from the Standardized Testing and Reporting (STAR) results, indicate that students need to improve mathematics skills and maintain reading skills and writing assessments based on CCSS.</p> <p>Teachers need to focus instruction on the use of text in defending and supporting analytical arguments, as required by the Standards Based Assessment Consortium (SBAC). Teacher assessments will be used to measure growth.</p> <p>Students need access to quality standards-aligned instructional materials. (Moved from Goal II-A)</p> <p>English Language Learner students need to attain English proficiency.</p>		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	MWCS records will indicate that 100% of teachers will have participated in professional development in Writing/Language Arts or Mathematics pertaining to the Common Core State Standards (CCSS). Additionally, a minimum of 66% of the teachers will be fully trained in effective instructional practices, including		

peer review/ feedback, and ELD standards.

Writing samples, based on CCSS, will also be collected from 100% of the students. Writing rubrics will be developed with the help and support of teachers. Writing by Design will be piloted and further training offered.

The Annual Report to the governing board regarding Sufficiency of Instructional Materials, as required by the Williams Act, will indicate that MWUSD 100% of the district students are being provided with high quality standards-aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education. (Moved from Goal II-A)

The initial administration of the Smarter Balanced Assessments, which generated a student report, occurred in the spring, 2015. The initial student performance report established the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics.

The Baseline data indicated the following:

Language Arts	3 rd	4 th	5 th	6 th	7 th	8 th
Enrolled	190	199	169	174	60	62
Number of Students Tested	186	197	164	173	59	61
%Standard Exceeded	16 %	15 %	10 %	14 %	15%	16%
%Standard Met	28 %	36 %	35 %	47%	46 %	54 %
%Standard Nearly Met	35 %	22 %	20 %	23%	32 %	25%
%Standard Not Met	21 %	27 %	35 %	17 %	7 %	5 %
<b>Math</b>						
Enrolled	190	199	169	174	60	62
Number of Students Tested	186	197	164	172	59	61
%Standard Exceeded	13 %	13 %	9 %	12 %	17%	26 %
%Standard Met	38 %	32 %	13 %	32 %	32 %	26 %

%Standard Nearly Met	28 %	38 %	44 %	37%	29 %	25%
%Standard Not Met	21 %	17 %	34 %	19 %	22 %	23 %

Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans comprising 5% of the language arts classroom instruction.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Mathematics will continue to be a focus for the district as the new mathematics program is fully, adopted, implemented and refined.	LEA-wide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ _____	Supported by all teacher salaries Fund 9 \$282,082+ benefits 09-0000/1400-0-1110-1000-1100-222-0000
Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	LEA-wide	<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other	Included in above

		Subgroups:(Specify)____ _____	
Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	Substitutes for teacher time to grade essays 2x annually \$2,500 (budget)  09-0000-1110-1000-1142-222-0000
District teachers will continue to implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	\$2,500 to provide substitutes to allow teachers to observe lessons and provide feedback.  09-0000-1110-1000-1142-222-0000
The District will continue its investigation of the feasibility of an online assessment reporting system.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	No cost until system is determined.
Teacher developed writing samples, based on CCSS, will be administered and baseline performance will be established.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Included in above

		English proficient __Other Subgroups:(Specify)____	
Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.	LEA-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	Technology Mentor \$1,949+benefits Technology Maintenance costs 2+ hours per week 09-0000-0-1110-2700-2900-222-2430  P.E., Art, Art and Ceramics, Technology, Digital Media Production, violin, choir/guitar photography \$27,027 + benefits Elective budgets- 09-0000-0-1110-1000-2121-222-0000
The Mathematics Assessment Resource Service (MARS) will continue to be utilized as a component of the new standards-based mathematics adoption.	LEA-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	Included in Common Core training above
District technology resources will continue to be utilized to support and enrich student learning for all students.	LEA-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	Included above (Tech Mentor \$2,500 + benefits)  Technology Maintenance costs 2+ hours per week Included above
Baseline performance indicators on the Smarter Balanced assessments were established based on the Spring, 2015 administration. Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.	LEA-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth	No additional cost

		<input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	
The District will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets.	LEA-wide	<input checked="" type="checkbox"/> ALL	EL Support in Academic Academy \$5080 Electives: 09-0000-0-1110-1000-1130-222-SUPP - \$4,000 09-0000-0-1110-1000-1151-222-SUPP - \$2,000  <b>Total funding for UPC students: \$6,000</b>
		OR:	
		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	

**LCAP Year 2: 2017-18**

<p align="center">Expected Annual Measurable Outcomes:</p>	<p>District records will indicate that 100% of the district teachers have participated in professional development in Writing/Language Arts pertaining to the Common Core State Standards (CCSS), as well as in the areas of mathematics and technology. Additionally, a minimum of 100% of the teachers will be fully trained in effective instructional practices, including peer review/ feedback and effective instructional practices and ELD standards</p> <p>Writing samples, based on CCSS, will be collected from 100% of the students at MWCS. Writing rubrics will be developed with the help and support of District teachers.</p> <p><b>The Annual Report to the governing board regarding Sufficiency of Instructional Materials, as required by the Williams Act, will indicate that MWUSD 100% of the district students are being provided with high quality standards-aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education. (Moved from Goal II-A)</b></p> <p>The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance level.</p> <p>Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans comprising 5% of the language arts classroom instruction.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	Supported by all teacher salaries Fund 9 \$282,082+ benefits 09-0000/1400-0-1110-1000-1100-222-0000
Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	Included in above
Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	Substitutes for teacher time to grade essays 2x annually \$2,500 (budget)  09-0000-1110-1000-1142-222-0000
District teachers will continue to implement student engagement	LEA-wide	<input checked="" type="checkbox"/> ALL	

<p>strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>\$2,500 to provide substitutes to allow teachers to observe lessons and provide feedback.   09-0000-1110-1000-1142-222-0000</p>
<p>The District will implement an online assessment reporting system. Teachers will be trained in the use of the online assessment system adopted by MWUSD during the 2016-17 school year will be provided.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>No cost until system is determined.</p>
<p>Teacher developed writing samples, based on CCSS, will be administered. Baseline performance was established during the 2016-17 school year. The established baseline performance will be utilized in order to assess, in part, student growth in the area of writing.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>Included in above</p>
<p>Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>Technology Mentor  \$1,949+benefits  Technology Maintenance costs 2+ hours per week  09-0000-0-1110-2700-2900-222-2430   P.E., Art, Art and Ceramics, Technology, Digital Media Production, violin, choir/guitar photography \$27,027 + benefits  Elective budgets-  09-0000-0-1110-1000-2121-222-0000</p>

<p>The Mathematics Assessment Resource Service (MARS) will continue to be utilized as a component of the new standards-based mathematics adoption.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <hr/>	<p>Included in Common Core training above</p>
<p>District technology resources will continue to be utilized to support and enrich student learning for all students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <hr/>	<p>Included above (Tech Mentor \$2,500 + benefits)</p> <p>Technology Maintenance costs 2+ hours per week</p> <p>Included above</p>
<p>Baseline performance indicators on the Smarter Balanced assessments were established based on the Spring, 2015 administration. Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p> <hr/>	<p>No additional cost</p>
<p>MWCS will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	<p>EL Support in Academic Academy \$5080</p> <p>Electives:</p> <p>09-0000-0-1110-1000-1130-222-SUPP - \$4,000</p> <p>09-0000-0-1110-1000-1151-222-SUPP - \$2,000</p>

		Other Subgroups:(Specify) _____	Total funding for UPC students: \$6,000
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	<p>District records will indicate that 100% of MWCS teachers have participated in professional development in Writing/Language Arts pertaining to the Common Core State Standards (CCSS) or in the areas of mathematics. The District will continue to ensure 100% of the teachers will be fully trained in effective instructional practices, including peer review/ feedback and effective instructional practices, and ELD standards. Writing samples, based on CCSS, will also be collected from 100% of the students district-wide. Writing rubrics will be developed with the help and support of District teachers.</p> <p>The Annual Report to the governing board regarding Sufficiency of Instructional Materials, as required by the Williams Act, will indicate that MWUSD 100% of the district students are being provided with high quality standards-aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education. (Moved from Goal II-A)</p> <p>The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.</p> <p>Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans comprising 5% of the language arts classroom instruction.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Supported by all teacher salaries Fund 9 \$282,082+ benefits 09-0000/1400-0-1110-1000-1100-222-0000

Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	Included in above
Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	Substitutes for teacher time to grade essays 2x annually \$2,500 (budget)  09-0000-1110-1000-1142-222-0000
District teachers will continue to implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	\$2,500 to provide substitutes to allow teachers to observe lessons and provide feedback.  09-0000-1110-1000-1142-222-0000
The District will implement an online assessment reporting	LEA-wide	<u>X</u> ALL	

<p>system. Teachers will be trained in the use of the online assessment system adopted by MWUSD during the 2016-17 school year will be provided.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>No cost until system is determined.</p>
<p>Teacher developed writing samples, based on CCSS, will be administered. Baseline performance was established during the 2016-17 school year. The established baseline performance will be utilized in order to assess, in part, student growth in the area of writing.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>Included in above</p>
<p>Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>Technology Mentor  \$1,949+benefits  Technology Maintenance costs 2+ hours per week  09-0000-0-1110-2700-2900-222-2430    P.E., Art, Art and Ceramics, Technology, Digital Media Production, violin, choir/guitar photography \$27,027 + benefits  Elective budgets-  09-0000-0-1110-1000-2121-222-0000</p>
<p>The Mathematics Assessment Resource Service (MARS) will continue to be utilized as a component of the new standards-based mathematics adoption.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>Included in Common Core training above</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	
District technology resources will continue to be utilized to support and enrich student learning for all students.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	Included above (Tech Mentor \$2,500 + benefits)  Technology Maintenance costs 2+ hours per week
Baseline performance indicators on the Smarter Balanced assessments were established based on the Spring, 2015 administration. Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	No additional cost
MWCS will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets.	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____ _____	EL Support in Academic Academy \$5080 Electives: 09-0000-0-1110-1000-1130-222-SUPP - \$4,000 09-0000-0-1110-1000-1151-222-SUPP - \$2,000  <b>Total funding for UPC students: \$6,000</b>

Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.

1\_\_ 2\_\_ 3\_\_ 4\_X 5\_X 6\_X 7\_X 8\_X

COE only: 9\_\_ 10\_\_

Local : Specify \_\_\_\_\_

The District Suspension Database, as reported in the School Accountability Report Card (SARC), tracks student suspensions. Students need to be in school in order to access needed instructional programs. The most current suspension rate from CDE is 0.015 (23 students). There were no expulsions.

School Attendance rates for P2 were 97.00% ADA. Chronic Absenteeism rates were 5.35%. (replace with MWCS only)

The Baseline for SBAC data indicated the following:

The Baseline data indicated the following:

	3 rd	4 th	5 th	6 th	7 th	8 th
Language Arts						
Enrolled	190	199	169	174	60	62
Number of Students Tested	186	197	164	173	59	61
%Standard Exceeded	16 %	15 %	10 %	14 %	15%	16%
%Standard Met	28 %	36 %	35 %	47%	46 %	54 %
%Standard Nearly Met	35 %	22 %	20 %	23%	32 %	25%
%Standard Not Met	21 %	27 %	35 %	17 %	7 %	5 %
Math						
Enrolled	190	199	169	174	60	62

Identified Need :

Number of Students Tested	186	197	164	172	59	61
%Standard Exceeded	13 %	13 %	9 %	12 %	17%	26 %
%Standard Met	38 %	32 %	13 %	32 %	32 %	26 %
%Standard Nearly Met	28 %	38 %	44 %	37%	29 %	25%
%Standard Not Met	21 %	17 %	34 %	19 %	22 %	23 %

English language learner (EL) students met the Annual Measurable Achievement Objective (AMAO) #1 (Percent of EL students making annual progress in English) at 54.1%. AMAO #2 (Percent of students attaining English Proficient level on CELDT) was met by having 24.6% of EL students scoring proficient. EL students did attain AMAO #3 (Adequate Yearly Progress for EL Student Group at the LEA Level: Participation Rate for English Learner Student Group), since 99% of EL students participated.  
Of the six MWCS EL students, four were reclassified since the last census, a rate of 66% (4 students).

The writing component of the Standards Based Assessment Consortium (SBAC) requires the use of text in defending and supporting analytical arguments. Teachers need to better focus instruction in this area in order for students to meet this new standards requirement.

**Identified Need**  
:

Student achievement data gathered through teachers' classroom observations and reviewed at staff meetings and site collaboration indicates that students need to continue to improve listening and speaking skills. During ELAC meetings parents expressed concerns regarding in-class opportunities for their children to orally participate in class. English language learner students need to learn English in order to fully master CCSS.

The California Healthy Kids Survey (CHKS) and the 5<sup>th</sup> and 7<sup>th</sup> grade Physical Fitness Assessment, indicate that students need support to fully develop physically, socially and emotionally, as evidenced by student surveys indicating that 60% of students report perceived assets at school. The fifth and seventh grade physical fitness test results are pending, but have traditionally indicated a need to improve aerobic capacity.

Student achievement data gathered through teachers' classroom observations and regularly reviewed in staff meetings indicate that students need to continue to improve listening and speaking skills. During ELAC meetings, parents expressed concerns regarding in-class opportunities for their children to orally participate in class.

Baseline assessment data pertaining to listening and speaking skills, based on formal and informal benchmark assessments and other tests, will be used during the 2016-17 school year to ensure that 100% of the district students are making progress with respect to improving listening and speaking skills.

All students, including English learners, Low Income, foster youth and students with disabilities receive a full range of classes.

The following areas are not applicable:

- Percentage of students who have completed A-D requirements;
  - Number of Career Technical Education (CTE) classes;
- Percentage of students that have passed an AP test with a 3 or higher;
- Percentage of students who passed the Early Assessment Program;
  - Middle school and high school drop-out rates; and
    - High school graduation rates.
    - API

Goal Applies to:

Schools:

All

Applicable Pupil Subgroups:

All

**LCAP Year 1: 2016-17**

The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate. School Attendance rates for P2 will be maintained at or above 95% ADA. Chronic Absenteeism rates will be reduced by 2%.

The Baseline data indicated the following:

Language Arts	3 rd	4 th	5 th	6 th	7 th	8 th
Enrolled	190	199	169	174	60	62
Number of Students Tested	186	197	164	173	59	61
%Standard Exceeded	16 %	15 %	10 %	14 %	15%	16%
%Standard Met	28 %	36 %	35 %	47%	46 %	54 %
%Standard Nearly Met	35 %	22 %	20 %	23%	32 %	25%
%Standard Not Met	21 %	27 %	35 %	17 %	7 %	5 %

Expected Annual Measurable Outcomes:

Math

Enrolled	190	199	169	174	60	62
Number of Students Tested	186	197	164	172	59	61
%Standard Exceeded	13 %	13 %	9 %	12 %	17%	26 %
%Standard Met	38 %	32 %	13 %	32 %	32 %	26 %
%Standard Nearly Met	28 %	38 %	44 %	37%	29 %	25%
%Standard Not Met	21 %	17 %	34 %	19 %	22 %	23 %

Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans comprising 5% of the language arts classroom instruction.

EL students will continue to meet AMAO #1 and AMAO #2. Additionally, EL students will maintain their participation rate on AMAO #3.

The number of English language learner students reclassified from limited to fluent proficiency at MWCS will remain at 50% or above.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Instruction regarding listening and speaking skills will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Baseline assessment data pertaining to listening and speaking skills, based on formal and informal benchmark assessments and other tests, will be established during the 2015-16 school year.

All students, including English learners, Low Income, foster youth and students with disabilities will continue to receive a full range of classes.



		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Zones of Regulation will continue to be used in all special education classes.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in above.
Suspension and expulsion records will be maintained at the District Office.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Subgroups:(Specify)_____	Included in above.
The District will continue to support the National School Lunch Program.	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Contribution to Cafeteria Fund 13 to support Free and Reduced students: 01-0000-0-0000-9300-7616-120-SUPP \$45,000  Total funding for UPC students: \$ 45,000 (district funds)
Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in above.

<p>Low Income and Foster Youth students will also be given priority for instructional support programs, including student tutorials at lunch break and after school, summer school and academic support elective classes during the school day.</p>	LEA-wide	<p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	<p>Included in II-B above <i>plus</i> 09-0000-0-1110-1000-2100-222-SUPP - \$6,500.</p>
		<p><b>Total for UPC students: \$6,500</b></p>	
<p>Students who need extra support in math receive 60 minutes of additional support two days per week with addition of Academic Academy work on study skills and organization and after school homework support, and Directed Studies with the RSP teacher as needed.</p>	LEA-wide	<p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	<p>Electives 09-0000-0-1110-1000-2121-222-SUPP - \$11,957.40</p>
		<p><b>Total for UPC students: \$11,957 + benefits</b></p>	
<p>Students who need support with Language Arts will receive 60 minutes of additional support two days per week with addition of the following services as needed: RSP teacher, Directed Studies; Speech Teacher, speech and language support and homework support as needed. Core teachers will also be used to provide instruction to unduplicated students outside of individual IEP's.</p>	LEA-wide	<p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	<p>Included in above</p>
<p>The school Counselor will provide additional intervention support which will include individual and group counseling sessions, as well as parental consultations.</p>	LEA-wide	<p>__ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent</p>	<p>Included in above.</p>

		English proficient __Other Subgroups:(Specify)_____	
An increase of .4 FTE of Psychologist time will continue to be provided to support unduplicated students in order to meet their unique social and emotional needs.	LEA-wide	<p>___ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent</p> <p>English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	Total funding for UPC students: \$0 Supported by District funds
An increase of .05 FTE in School Nurse time will be maintained in order to serve unduplicated students will be provided so that the School Nurse can work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the unduplicated students.	LEA-wide	<p>___ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent</p> <p>English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	Nurse: 01-0000-1110-3140-xxxx-121-SUPP \$5,415 + benefits
			Total funding for UPC students: \$5,415
English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies.	LEA-wide	<p>___ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent</p> <p>English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	EL support included in above.
ELL and RFEP students will be given priority for instructional support programs, including student tutorials at lunch break and after school, summer school, and academic support elective classes during the school day.	LEA-wide	<p>___ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent</p> <p>English proficient __Other</p> <p>Subgroups:(Specify)_____</p>	Included in above.

Additional intervention support will include individual and group counseling sessions, as well as parental consultations.	LEA-wide	<p style="text-align: center;">__ALL</p> <hr/> <p style="text-align: center;">OR:</p> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Included in above
In order to ensure continued academic progress, ELL and RFEP students will receive support from para-educators and teachers who have been provided with professional development intended to address language acquisition and provide teachers with appropriate instructional strategies.	LEA-wide	<p style="text-align: center;">__ALL</p> <hr/> <p style="text-align: center;">OR:</p> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Included in above.
Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained.	LEA-wide	<p style="text-align: center;"><input checked="" type="checkbox"/> ALL</p> <hr/> <p style="text-align: center;">OR:</p> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Costs to be determined.

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by an additional 8% and maintain a “0” expulsion rate. School Attendance rates for P2 will be maintained at or above 95% ADA. Chronic Absenteeism rates will be reduced by 5%.</p> <p>Students will continue to exhibit a 2% improvement on the Smarter Balanced Assessments in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels in the areas of language arts and mathematics.</p> <p>EL students will continue to meet AMAO #1 and AMAO #2. Additionally, EL students will continue to maintain their participation rate on AMAO #3.</p>
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The number of English language learner students reclassified from limited to fluent proficiency will increase by a minimum of 10%.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Instruction regarding listening and speaking skills will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

All students, including English learners, Low Income, foster youth and students with disabilities will continue to receive a full range of classes.

The District will use the information from the California Healthy Kids Survey (CHKS) to determine next steps with respect to perceived assets at school. In the area of “Needs Improvement/ Health Risk” on the Fifth grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Established Behavioral Goals will be maintained at the appropriate school site.	LEA-wide	<u>  </u> <u>X</u> ALL OR: <u>  </u> <u>X</u> Low Income pupils <u>  </u> <u>X</u> English Learners <u>  </u> <u>X</u> Foster Youth <u>  </u> <u>X</u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000-0-0000-7150-2400-190-7120 \$47,321+benefits  (MWCS percentage-9%)
The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.	LEA-wide	<u>  </u> <u>X</u> ALL OR: <u>  </u> <u>X</u> Low Income pupils <u>  </u> <u>X</u> English Learners <u>  </u> <u>X</u> Foster Youth <u>  </u> <u>X</u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	Included in above cost.
Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment.	LEA-wide	<u>  </u> <u>X</u> ALL OR: <u>  </u> <u>X</u> Low Income pupils <u>  </u> <u>X</u> English Learners	Counselor- 09-0000-1110-3110-1200-222-COUN \$4,000+ supervision of interns 09-0000-0-1110-3110-2230-222-COUN

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	\$1,000 + benefits - intern stipend  <b>Total funding for UPC students: \$5,000</b>
Support curricula, including Safe School Ambassadors, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	Included in Counseling above
Zones of Regulation will continue to be used in all special education classes.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	Included in above.
Suspension and expulsion records will be maintained at the District Office.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	Included in above.
The District will continue to support the National School Lunch Program.	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	Contribution to Cafeteria Fund 13 to support Free and Reduced students: 01-0000-0-0000-9300-7616-120-SUPP \$45,000  Total funding for UPC students: \$ 45,000 (district funds)

		Subgroups:(Specify) _____ _____	
			Included in above.
Low Income and Foster Youth students will also be given priority for instructional support programs, including student tutorials at lunch break and after school, summer school and academic support elective classes during the school day.	LEA-wide	<p>___ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify) _____</p>	<p>Included in II-B above <i>plus</i></p> <p>09-0000-0-1110-1000-2100-222-SUPP - \$6,500.</p> <p><b>Total for UPC students: \$6,617</b></p>
Students who need extra support in math receive 60 minutes of additional support two days per week with addition of Academic Academy work on study skills and organization and after school homework support, and Directed Studies with the RSP teacher as needed.	LEA-wide	<p>___ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other</p> <p>Subgroups:(Specify) _____</p>	<p>Electives</p> <p>09-0000-0-1110-1000-2121-222-SUPP - \$11,957.40</p> <p><b>Total for UPC students: \$12,172 + benefits</b></p>
Students who need support with Language Arts will	LEA-	___ALL	

<p>receive 60 minutes of additional support two days per week with addition of the following services as needed: RSP teacher, Directed Studies; Speech Teacher, speech and language support and homework support as needed. Core teachers will also be used to provide instruction to unduplicated students outside of individual IEP's.</p>	<p>wide</p>	<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____  _____</p>	<p>Included in above</p>
<p>The school Counselor will provide additional intervention support which will include individual and group counseling sessions, as well as parental consultations.</p>	<p>LEA-wide</p>	<p>___ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____  _____</p>	<p>Included in above.</p>
<p>The additional increase of .4 FTE in Psychologist time will be maintained in order to continue to be provided to support unduplicated students in order to meet their unique social and emotional needs.</p>	<p>LEA-wide</p>	<p>___ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____  _____</p>	<p>Total funding for UPC students: \$0  Supported by District funds</p>
<p>An increase of .2 FTE in School Nurse time will be maintained in order to continue to serve unduplicated students will be provided so that the School Nurse can work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the unduplicated students.</p>	<p>LEA-wide</p>	<p>___ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____  _____</p>	<p>Nurse: 01-0000-1110-3140-xxxx-121-SUPP  \$5,415 + benefits</p> <p><b>Total funding for UPC students: \$5,512</b></p>
<p>English Language Learners (ELL) and Redesignated</p>	<p>LEA-</p>	<p>___ALL</p>	

<p>fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies.</p>	<p>wide</p>	<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>EL support included in above.</p>
<p>ELL and RFEP students will be given priority for instructional support programs, including student tutorials before and after school, reading teacher support, summer school, and blended services during the school day.</p>	<p>LEA-wide</p>	<p>___ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>Included in above.</p>
<p>Additional intervention support will include individual and group counseling sessions, as well as parental consultations.</p>	<p>LEA-wide</p>	<p>___ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>Included in above</p>
<p>In order to ensure continued academic progress, ELL and RFEP students will receive support from para-educators and teachers who have been provided with professional development intended to address language acquisition and provide teachers with appropriate instructional strategies.</p>	<p>LEA-wide</p>	<p>___ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>Included in above.</p>
<p>Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained at sites.</p>	<p>LEA-wide</p>	<p>___ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>Costs to be determined.</p>

Foster Youth  
 Redesignated fluent  
 English proficient  Other  
 Subgroups:(Specify) \_\_\_\_\_

**LCAP Year 3: 2018-19**

Expected Annual  
 Measurable  
 Outcomes:

The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by an additional 8% and maintain a “0” expulsion rate. School Attendance rates for P2 will be maintained at or above 95% ADA. Chronic Absenteeism rates will be reduced by 2%.

Students will continue to exhibit a 2% improvement on the Smarter Balanced Assessments in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels in the areas of language arts and mathematics.

Additionally, K-3 students will exhibit a 10% overall improvement on their DIBELS scores.

EL students will continue to meet AMAO #1 and AMAO #2. Additionally, EL students will continue to maintain their participation rate on AMAO #3.

The number of English language learner students reclassified from limited to fluent proficiency will remain at 50% or above%.

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Instruction regarding listening and speaking skills will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

All students, including English learners, Low Income, foster youth and students with disabilities will continue to receive a full range of classes.

The California Healthy Kids Survey (CHKS) was not administered during the 2016-17 school year. The percentage of students reporting perceived assets at school on the CHKS will increase by 5% during the 2017-18 school year. In the area of “Needs Improvement/ Health Risk” on the Fifth and seventh grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category.

**Actions/Services**

Scope  
 of  
 Service

**Pupils to be served within  
 identified scope of  
 service**

Budgeted  
 Expenditures

Established Behavioral Goals will be maintained at the

LEA-

ALL

SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst.

appropriate school site.	wide	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	01-0000-0-0000-7150-2400-190-7120 \$48,172+benefits  (MWCS percentage-9%)
The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in above cost.
Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Counselor- 09-0000-1110-3110-1200-222-COUN \$4,000+ supervision of interns 09-0000-0-1110-3110-2230-222-COUN \$1,000 + benefits - intern stipend  <b>Total funding for UPC students: \$5,000</b>
Support curricula, including Safe School Ambassadors, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in Counseling above
Zones of Regulation will continue to be used in all special education classes.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	Included in above.

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Suspension and expulsion records will be maintained at the District Office.	LEA-wide	<hr/> <input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in above.
The District will continue to support the National School Lunch Program.	LEA-wide	<hr/> <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Contribution to Cafeteria Fund 13 to support Free and Reduced students: 01-0000-0-0000-9300-7616-120-SUPP \$45,000  Total funding for UPC students: \$ 45,000 (district funds)
Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.	LEA-wide	<hr/> <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in above.

<p>Low Income and Foster Youth students will also be given priority for instructional support programs, including student tutorials at lunch break and after school, summer school and academic support elective classes during the school day.</p>	<p>LEA-wide</p>	<p><u>    </u>ALL  OR:  <u>X</u> Low Income pupils <u>X</u>  English Learners  <u>X</u> Foster Youth <u>X</u>  Redesignated fluent English  proficient <u>    </u>Other  Subgroups:(Specify)_____</p>	<p>Included in II-B above <i>plus</i>  09-0000-0-1110-1000-2100-222-SUPP - \$6,500.</p> <p>Total for UPC students: \$6,736</p>
<p>Students who need extra support in math receive 60 minutes of additional support two days per week with addition of Academic Academy work on study skills and organization and after school homework support, and Directed Studies with the RSP teacher as needed.</p>	<p>LEA-wide</p>	<p><u>    </u>ALL  OR:  <u>X</u> Low Income pupils  <u>X</u> English Learners  <u>X</u> Foster Youth  <u>X</u> Redesignated fluent  English proficient <u>    </u>Other  Subgroups:(Specify)_____</p>	<p>Electives  09-0000-0-1110-1000-2121-222-SUPP - \$12,391</p> <p>Total for UPC students: \$12,391 + benefits</p>
<p>Students who need support with Language Arts will receive 60 minutes of additional support two days per week with addition of the following services as needed: RSP teacher, Directed Studies; Speech Teacher, speech and language support and homework support as needed. Core teachers will also be used to provide instruction to unduplicated students outside of individual IEP's.</p>	<p>LEA-wide</p>	<p><u>    </u>ALL  OR:  <u>X</u> Low Income pupils  <u>X</u> English Learners  <u>X</u> Foster Youth  <u>X</u> Redesignated fluent  English proficient <u>    </u>Other  Subgroups:(Specify)_____</p>	<p>Included in above</p>
<p>The school Counselor will provide additional intervention support which will include individual and group counseling sessions, as well as parental consultations.</p>	<p>LEA-wide</p>	<p><u>    </u>ALL  OR:  <u>X</u> Low Income pupils  <u>X</u> English Learners  <u>X</u> Foster Youth  <u>X</u> Redesignated fluent  English proficient <u>    </u>Other  Subgroups:(Specify)_____</p>	<p>Included in above.</p>

<p>The additional increase of .4 FTE in Psychologist time will continue to be maintained in order to be provided to support unduplicated student in order to meet their unique social and emotional needs.</p>	<p>LEA-wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Total funding for UPC students: \$0 Supported by District funds</p>
<p>An increase of .2 FTE in School Nurse time will be maintained in order to continue to serve unduplicated students will be provided so that the School Nurse can work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the unduplicated students.</p>	<p>LEA-wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Nurse: 01-0000-1110-3140-xxxx-121-SUPP \$5,611 + benefits</p>
			<p>Total funding for UPC students: \$5,611</p>
<p>English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies.</p>	<p>LEA-wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>EL support included in above.</p>
<p>ELL and RFEP students will be given priority for instructional support programs, including student tutorials, at lunch break and after school, summer school, and academic support classes during the school day.</p>	<p>LEA-wide</p>	<p>__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Included in above.</p>
<p>Additional intervention support will include individual</p>	<p>LEA-</p>	<p>__ALL</p>	

<p>and group counseling sessions, as well as parental consultations.</p>	<p>wide</p>	<p>OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>Included in above</p>
<p>In order to ensure continued academic progress, ELL and RFEP students will receive support from para-educators and teachers who have been provided with professional development intended to address language acquisition and provide teachers with appropriate instructional strategies.</p>	<p>LEA-wide</p>	<p>___ ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>Included in above.</p>
<p>Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained at the sites.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>Costs to be determined.</p>

<b>GOAL:</b>	<b>Goal II-D: Parent Involvement</b> Each school will establish parent training and informational events and/or activities.	Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6_ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** Students need parents who are involved and committed to their children’s academic, physical and emotional growth. Moreover, parents of unduplicated students and parents of students with disabilities need to be informed and involved with school. Parent comments during parent/teacher conferences, as well as during formal and informal consultations, indicate a desire by parents to be well informed and involved in their children’s education. Parent participation logs and a parent survey will be developed and maintained by principals. During the 2015-16 school year, forty-four parents participated in the Common Core Night and twenty parents participated in the Technology Night. Fifteen parents took the online Smarter Balanced sample assessment. Ten parents participated in the secondary math night. In addition, 72 parents participated in school activities according to MWCS sign in logs in 15-16 (61% participation rate overall).

<b>Goal Applies to:</b>	Schools: All	Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:** Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. Participation logs will reflect a 5% increase in the number of parents participating at District training, activities, and informational events.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	09-0000-0-1110-1000-1142-222-PD \$2,500  EL included in above

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:** Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. Participation logs will reflect a 5% increase in the number of parents participating at District training, activities, and informational events

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	09-0000-0-1110-1000-1142-222-PD \$2,500  EL included in above

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. Participation logs will reflect a 5% increase in the number of parents participating at District training, activities, and informational events.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	09-0000-0-1110-1000-1142-222-PD \$2,500  EL included in above

## 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.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to 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?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
  - 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Annual GOAL from prior year LCAP:	Basic Services Provide a positive, focused and safe learning environment and culture for all students.	Related State and/or Local Priorities:  1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
	Physical facilities and a safe learning environment will be maintained, highly qualified staff and properly credentialed and trained teachers will be provided in order to meet the academic, physical, social and emotional needs of all students.	Specify _____

Goal Applies to:	s:	Measurable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Annual Facilities Inspection Report will reflect clean, safe and functional facilities. This report will reflect the cleanliness, safety and functionality of district facilities by scoring in the “Good Repair” category of the report.  Annual Declaration of Need, submitted to the local governing board, and the SARC will verify that 100% of the district teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.  In order to ensure that teachers are fully and appropriately credentialed, 100% of new teachers will be supported through the BTSA program.  Annual Report to the governing board regarding Sufficiency of Instructional Materials, as required by the Williams Act, will indicate that MWUSD 100% of the district students are being provided with high quality standards-aligned instructional materials as prescribed in the state curriculum frameworks and adopted by the California State Board of Education.	Actual Annual Measurable Outcomes:	Physical facilities were inspected and found to be in “Good Repair”. The Annual Facilities Inspection Report was approved by the Mark West Board of Education in January, 2016.  Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment. Human Resources results reported in the SARC (December, 2015), indicating that all district teachers were highly qualified and appropriately credentialed and assigned. The appropriately credentialed and assigned teachers provided all students with access to a standards-aligned curriculum.  District utilized BTSA Program support for year 1 and 2 teachers. The BTSA program supported 100% of the new District teachers. The District had no new teachers in 2015-16.  Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September, 2015. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education.
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**LCAP Year: 2015-16**

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Physical facilities will continue to be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintaining all facilities in “good repair”.	Contribution into the Routine Restricted Maintenance Account (RRM) resource 8150 at 3% of total fund expenditures will be made each year. Currently an excess of 15,000 above actual.	Physical facilities were inspected and found to be in “Good Repair”. The Annual Facilities Inspection Report was approved by the Mark West Board of Education in January, 2016.	Contribution into the Routine Restricted Maintenance Account (RRM) resource 8150 at minimum requirement of not less than prior year. Estimated expenditures to be \$5,863.  Budget updates will be prepared by Period 2 attendance.

	<p>ditures in this account will be buted and used for other ies maintenance needs.</p> <p>et updates will be prepared by l 2 attendance to see if Basic upplemental Funding will be oming, if so approximately 1/3 funds will be set aside for one- fund 40 (facilities).</p>		<p>if Basic Aid Supplemental Funding will be oming, if so approximately 1/3 of the funds will aside for one-time Fund 40 (facilities). Estimated ~ \$550,000 for 15-16.</p>
<p>of service:</p>	<p>-wide</p>	<p>of service:</p>	<p>-wide</p>
<p>LL</p> <hr/> <p>Income pupils __English Learners er Youth __Redesignated fluent English proficient __Other ups:(Specify)_____</p>		<p>LL</p> <hr/> <p>Income pupils __English Learners er Youth __Redesignated fluent English proficient er Subgroups:(Specify)_____</p>	
<p>Human Resources Office, with assistance from school principals, continue to monitor all MWUSD teachers, new and continuing, to e that they are highly qualified and fully credentialed with no assignments.</p>	<p>istrict General Funds 01 les annually to fund intendent's role as Human rces supervisor (Function 7150, 1300), Principals as ors(Function 2700, object 1300), istrict Office HR position tion 7200, object 2400) The</p>	<p>l on the District Certificated Database, all ers were highly qualified and appropriately ntialed for their teaching assignment. Human rces results were reported in the SARC ember, 2015), indicating that 100% district ers were appropriately credentialed and ned. The appropriately credentialed and</p>	<p>istrict General Funds 01 provides annually to fund intendent's role as Human Resources supervisor tion 7150, object 1300), Principals as ors(Function 2700, object 1300), and District e HR position (Function 7200, object 2400) The ct has an interest in keeping and attracting highly ied instructional staff while maintaining fiscal ty. These salaries total \$392,173 +</p>

	<p>ct has an interest in keeping and ing highly qualified ctional staff while maintaining stability. These salaries total 366 + benefits.</p>	<p>ned teachers provided all students with access standards-based curriculum.</p>	<p>ts.</p>
<p>of service:</p>	<p>-wide</p>	<p>of service:</p>	<p>-wide</p>
<p>L</p> <hr/> <p>Income pupils __English Learners er Youth __Redesignated fluent English proficient __Other ups:(Specify)_____</p>		<p>L</p> <hr/> <p>Income pupils __English Learners er Youth __Redesignated fluent English proficient er Subgroups:(Specify)_____</p>	
<p>nnual Declaration of Need, submitted to the local governing , and the SARC will verify complete and appropriate ntialing.</p>	<p>istrict General Funds 01 les annually to fund intendent’s role as Human rces supervisor (Function 7150, 1300), Principals as ors(Function 2700, object 1300), istrict Office HR position tion 7200, object 2400) The ct has an interest in keeping and ing highly qualified ctional staff while maintaining stability. These salaries total 366 + benefits.</p>	<p>Declaration of Need is being submitted to West Board of Education in May 2016.</p>	<p>istrict General Funds 01 provides annually to fund intendent’s role as Human Resources supervisor tion 7150, object 1300), Principals as ors(Function 2700, object 1300), and District e HR position (Function 7200, object 2400) The ct has an interest in keeping and attracting highly ied instructional staff while maintaining fiscal ty. These salaries total \$392,173 + ts.</p>
<p>of service:</p>	<p>-wide</p>	<p>of service:</p>	<p>-wide</p>
<p>L</p>		<p>L</p>	

<p>Income pupils ___English Learners          er Youth ___Redesignated fluent English proficient ___Other          ups:(Specify)_____</p>		<p>Income pupils ___English Learners          er Youth ___Redesignated fluent English proficient          er Subgroups:(Specify)_____</p>	
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<p>t changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>istrict will continue to annually inspect and evaluate all school facilities. All school facilities will be within the “Good Repair” category of the Annual Facilities          ion Report.</p> <p>on discussions with key stakeholders and a review of the goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups          ed felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>goal will be included in the 2015-18 LCAP under <b>Goal II-A: Basic Services</b> (Create a positive, focused and safe learning environment and culture for all students.          al facilities and a safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided in order to meet          idemic, physical, social and emotional needs of all students.)</p>
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**Original GOAL from prior year LCAP:**

**II-B) Teaching Practices**  
 Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards.

Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.

Related State and/or Local Priorities:  
 1\_ X 2\_ 3\_ 4\_ 5\_ X 6\_ X 7\_ 8\_  
 COE only: 9\_ 10\_

Local : Specify \_\_\_\_\_

Goal Applies to:

Schools: All  
 Applicable Pupil Subgroups: All

**Expected Annual Measurable Outcomes:**

MWCS records will indicate that 100% of the teachers will have participated in professional development in Writing/Language Arts or Mathematics pertaining to the Common Core State Standards (CCSS). Additionally, a minimum of 33% of the teachers will be fully trained in effective instructional practices, including peer review/ feedback, and ELD standards.

Writing samples, based on CCSS, will also be collected from 100% of the students district-wide. Writing rubrics will be developed with the help and support of District teachers.

The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring,

**Actual Annual Measurable Outcomes:**

100% of core math teachers were trained in Big Ideas Math program as documented in professional day sign-up sheets. Writing/Language Arts training is on-going with piloting of Writing by Design Curriculum. The 33% threshold was not yet met, and thus, instructional practices and peer review and feedback in the area of ELD standards continues to be on-going.

Common Core lesson development has reached the 60% target with regards to instructional materials and lessons aligned with CCSS. District wide rubrics continue to be developed and implemented. Writing samples were collected from 100% of the MWCS students. and a writing rubric was developed

The Baseline data indicated the following:

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>		
<b>Language Arts</b>								
Enrolled	190	199	169	174	60	62		
Number of Students Tested		186	197	164	173	59	61	
%Standard Exceeded	16 %	15 %	10 %	14 %	15%	16%	%Standard Met	28 % 36 %
	35 %	47%	46 %	54 %				
%Standard Nearly Met	35 %	22 %	20 %	23%	32 %	25%		
%Standard Not Met	21 %	27 %	35 %	17 %	7 %	5 %		
<b>Math</b>								
Enrolled	190	199	169	174	60	62		
Number of Students Tested	186	197	164	172	59	61		
%Standard Exceeded	13 %	13 %	9 %	12 %	17	26 %	%Standard Met	38 % 32 %

2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. Students will exhibit a 2% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels. Additionally, K-3 students will

Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans comprising 5% of the language arts classroom instruction.

	13 %	32 %	32 %	26 %					
%Standard Nearly Met	28 %	38 %	44 %	37%	29 %	25%			
%Standard Not Met	21 %	17 %	34 %	19 %	22 %	23 %			

Teacher lesson plans indicated that MWCS met the 5% target. The District will continue to implement analytical arguments.

**LCAP Year: 2015-16**

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Budgeted Expenditures

Actual Actions/Services

Estimated Actual Annual Expenditures

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Supported by all teacher salaries  
\$267,203+benefits, 4 core  
teachers plus part time RSP  
  
And 2 Professional Development  
Days

Scope of service: LEA-wide

Scope of service:

LEA-wide

ALL  
OR:  
\_\_Low Income pupils \_\_English Learners  
\_\_Foster Youth \_\_Redesignated fluent English  
proficient \_\_Other  
Subgroups:(Specify)\_\_\_\_\_

ALL  
OR:  
\_\_Low Income pupils \_\_English Learners  
\_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_

New teachers will continued to be supported through the BTSA program.

BTSA  
management  
code - \$0

The District utilized BTSA Program support for year 1 and 2 teachers. Two District teachers participated in the BTSA program.  
  
There were no new teachers at MWCS this year.

BTSA management code - \$0

Scope of service: LEA-wide

Scope of service:

LEA-wide

ALL  
OR:  
\_\_Low Income pupils \_\_English Learners  
\_\_Foster Youth \_\_Redesignated fluent English  
proficient \_\_Other  
Subgroups:(Specify)\_\_\_\_\_

ALL  
OR:  
\_\_Low Income pupils \_\_English Learners  
\_\_Foster Youth \_\_Redesignated fluent English proficient \_\_Other Subgroups:(Specify)\_\_\_\_\_

Scope of service: LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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)_____	
Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	Included in above	All IEPs were reviewed annually which was documented in SEIS program. Goals were modified based on IEP team decisions.	Included in above
Scope of service: LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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)_____	
Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.	Included in Salaries	Benchmark assessments and teacher developed tests both formal and informal were used to assess student growth, which was documented in staff meetings and site collaboration at MWCS.	No extra cost
Scope of service: LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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)_____	
District teachers will continue to	01-4203-0-	Teachers continued to use Tanya Ward Engagement Strategies as documented by administrative	09-6264-0-1110-1000-5200-222

<p>implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions.</p>	<p>4850-1110-1000-xxxx-120/121-0000 \$12,435</p>	<p>observations. Collaborative conversations continued as part of the site based Professional Learning Communities (PLC).</p>	<p>ELA \$300</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>
<p>The District will continue its investigation of the feasibility of an online assessment reporting system.</p>	<p>Included in above</p>	<p>The District continues to investigate an online reporting system.</p>	<p>Included in above</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>
<p>Teacher developed writing samples, based on CCSS, will be administered and baseline performance will be established.</p>	<p>Included in above</p>	<p>Teachers have begun to develop writing samples through the piloting of Writing by Design Curriculum.</p>	<p>Fund 09 Sch 222 Management codes MATH (\$626,TECH \$1,768,WRIT \$ all + benefits</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p>	<p>LEA-wide</p>

Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  Other  
 Subgroups:(Specify)\_\_\_\_\_

Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  Other Subgroups:(Specify)\_\_\_\_\_

Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.

Technology Mentor  
 01-0000-0-1110-1000-1130-121-TECH-\$1,500+benefits  
 P.E., Arts elective classes  
 \$12,500

A Technology Mentor has been employed this year to support teachers in the classroom with technology use and professional development in implementing the Common Core Standards. Physical Education was provided for all grade 7th and 8th grade students through PE teachers, which are documented in site schedule. All students had direct experiences with visual and performing arts, which were documented by the elective class schedules.

Tech Mentor: 09-0000-0-1110-1000-1130-222-TECH-\$1,500+benefits  
 P.E., Arts funded by PTA-budget from PTA is forthcoming:09-0340  
 School 222, mgmt. code FIT \$320

Scope of service: LEA-wide

Scope of service:

LEA-wide

ALL  
 OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  Other  
 Subgroups:(Specify)\_\_\_\_\_

ALL  
 OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  Other Subgroups:(Specify)\_\_\_\_\_

The Mathematics Assessment Resource Service (MARS) will be reevaluated in the context of the new standards-based mathematics adoption.

Included in management code ASMT above

Mathematics training was provided for all MWCS math teachers. A process to evaluate the usefulness of the Mathematics Assessment Resource Service (MARS) with the new standards based mathematics adoption was initiated.

09-6264-0-1110-1000-5839-222 MATH PD \$3,500

Scope of service: LEA-wide		Scope of service:	LEA-wide
X ALL		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)_____	
District technology resources will continue to be utilized to support and enrich student learning for all students.	\$1,500+benefits	A Technology Mentor has been employed this year to support teachers with technology use and professional development in implementing the Common Core Standards. Based on the professional development provided, teachers have developed and implemented lessons integrating technology into the Common Core instruction. This implementation is evidenced by administrative observations.	\$1,500+benefits  Tech training 09-6264-0-1110-1000-5200-222-TECH
Scope of service: LEA-wide		Scope of service:	LEA-wide
X ALL		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)_____	
Baseline performance indicators on the Smarter Balanced assessments will be established.	No cost	The Baseline data indicated the following:  See Above in Annual Outcomes section II-B	No cost
Scope of service: LEA-wide		Scope of service:	LEA-wide
X ALL		X ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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MWCS will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets.	EL support 01-0000-0-4850-1000-xxxx-120/121-EIA- <b>\$39,857</b>  <b>Total funding for UPC students: \$39,857</b>	All District EL students received appropriate instruction by CLAD, BCLAD and other EL certified teachers in order for them to meet AMAO targets.	Included in teacher accounts above
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Scope of service: LEA-wide		Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	<p>Based on the maintenance and/or reduction of student suspensions and expulsions, the District will continue to closely monitor suspensions and expulsions through the District database. Additionally, the District will continue with school level counseling services and the use of BEST and Second Step in order to maintain positive student behavior and emotional well-being. The District will reduce suspensions by 8% (2 students) and maintain "0" expulsions.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>Through the utilization of the newly hired counselor and the implementation of Safe School Ambassadors, BEST and Second Step at MWCS, students were better prepared and able to make appropriate decisions, thereby helping to reduce the number of disciplinary actions needing to be taken.</p>
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This 2014-15 goal will be included in the 2015-18 LCAP under **Goal II-C: Students** (Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.)

Original GOAL from prior year LCAP:	<b>II-C) Students</b> Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.		Related State and/or Local Priorities:																																																																			
			1 <u>X</u> 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:	<p>The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate. School Attendance rates for P2 will be maintained at or above 95% ADA. Chronic Absenteeism rates will be reduced by 5%.</p>		A c t u a l  A n n u a l  M e a s u r e m e n t	There were no expulsions during 2015-16.																																																																		
	<p>The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard) in the areas of language arts and mathematics. Students will exhibit a 5% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels. Additionally, K-3 students will exhibit a 10% overall improvement on their DIBELS scores.</p>			<p>The Baseline data indicated the following:</p> <table border="1"> <thead> <tr> <th></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> <th>6<sup>th</sup></th> <th>7<sup>th</sup></th> <th>8<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>Language Arts</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Enrolled</td> <td>190</td> <td>199</td> <td>169</td> <td>174</td> <td>60</td> <td>62</td> </tr> <tr> <td>Number of Students Tested</td> <td>186</td> <td>197</td> <td>164</td> <td>173</td> <td>59</td> <td>61</td> </tr> <tr> <td>%Standard Exceeded</td> <td>16 %</td> <td>15 %</td> <td>10 %</td> <td>14 %</td> <td>15%</td> <td>16%</td> </tr> <tr> <td>%Standard</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>% Met</td> <td>28 %</td> <td>36 %</td> <td>35 %</td> <td>47%</td> <td>46 %</td> <td>54 %</td> </tr> <tr> <td>%Standard Nearly Met</td> <td>35 %</td> <td>22 %</td> <td>20 %</td> <td>23%</td> <td>32 %</td> <td>25%</td> </tr> <tr> <td>%Standard Not Met</td> <td>21 %</td> <td>27 %</td> <td>35 %</td> <td>17 %</td> <td>7 %</td> <td>5 %</td> </tr> </tbody> </table>							3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Language Arts							Enrolled	190	199	169	174	60	62	Number of Students Tested	186	197	164	173	59	61	%Standard Exceeded	16 %	15 %	10 %	14 %	15%	16%	%Standard							% Met	28 %	36 %	35 %	47%	46 %	54 %	%Standard Nearly Met	35 %	22 %	20 %	23%	32 %	25%	%Standard Not Met	21 %	27 %	35 %	17 %
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>																																																																
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%Standard Not Met	21 %	27 %	35 %	17 %	7 %	5 %																																																																
<p>EL students will continue to meet AMAO #1 and AMAO #2. Additionally, EL students will improve their performance on AMAO #3 by 5%.</p>		<table border="1"> <thead> <tr> <th></th> <th>3<sup>rd</sup></th> <th>4<sup>th</sup></th> <th>5<sup>th</sup></th> <th>6<sup>th</sup></th> <th>7<sup>th</sup></th> <th>8<sup>th</sup></th> </tr> </thead> <tbody> <tr> <td>Math</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Enrolled</td> <td>190</td> <td>199</td> <td>169</td> <td>174</td> <td>60</td> <td>62</td> </tr> <tr> <td>Number of Students Tested</td> <td>186</td> <td>197</td> <td>164</td> <td>172</td> <td>59</td> <td>61</td> </tr> <tr> <td>%Standard Exceeded</td> <td>13 %</td> <td>13 %</td> <td>9 %</td> <td>12 %</td> <td>17</td> <td>26 %</td> </tr> <tr> <td>%Standard Met</td> <td>38 %</td> <td>32 %</td> <td>13 %</td> <td>32 %</td> <td>32 %</td> <td>26 %</td> </tr> <tr> <td>%Standard Nearly Met</td> <td>28 %</td> <td>38 %</td> <td>44 %</td> <td>37%</td> <td>29 %</td> <td>25%</td> </tr> <tr> <td>%Standard Not Met</td> <td>21 %</td> <td>17 %</td> <td>34 %</td> <td>19 %</td> <td></td> <td></td> </tr> </tbody> </table>							3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Math							Enrolled	190	199	169	174	60	62	Number of Students Tested	186	197	164	172	59	61	%Standard Exceeded	13 %	13 %	9 %	12 %	17	26 %	%Standard Met	38 %	32 %	13 %	32 %	32 %	26 %	%Standard Nearly Met	28 %	38 %	44 %	37%	29 %	25%	%Standard Not Met	21 %	17 %	34 %	19 %									
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Instruction on the use of text in defending and supporting analytical arguments will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

Instruction regarding listening and speaking skills will be provided as evidenced by teacher lesson plans and classroom observations indicating that 5% of the language arts program is comprised of such instruction.

The number of English language learner students reclassified from limited to fluent proficiency will increase by a minimum of 10%.

Baseline assessment data pertaining to listening and speaking skills, based on formal and informal benchmark assessments and other tests, will be established during the 2015-16 school year.

All students, including English learners, Low Income, foster youth and students with disabilities will continue to receive a full range of classes.

The California Healthy Kids Survey (CHKS) was not administered during the 2014-15 school year. The percentage of students reporting perceived assets at school on the CHKS will increase by 5% during the 2015-16 school year. In the area of "Needs Improvement/ Health Risk" on the Fifth and seventh grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category.

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As documented by CDE, The District did not meet AMAO#1 target. The District did meet AMAO #2 and #3 targets.

As evidenced in teacher lesson plans, 5% of the lessons in writing were comprised of text that that defended and supported analytical writing.

As evidenced in teacher lesson plans and classroom observations, 5% of the lessons in Language Arts were comprised of instruction that included listening and speaking skills.

As documented by CELDT and redesignation process, the percentage of MWCS students reclassified was 66%

Baseline data was established for listening and speaking skills with the use formal and informal benchmark assessments and other tests.

As demonstrated by MWCS Elective Class schedules, all students, including English learners, Low Income, foster youth and students with disabilities received a full range of classes

The Healthy Kids Survey not administered in the 15-16 school year.

5th and 7th grade PFT results are now pending

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Established Behavioral Goals will be maintained at the appropriate school site.		SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000-0-0000-7150-2400-190-7120 \$41,615+ben	Behavioral Goals were maintained at school sites.		SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000-0-0000-7150-2400-190-7120 \$43,488+ben
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.	Included in above	Suspension, expulsion, and attendance rates were reported on the annual SARC.	Included in above
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment.	Counselor- 01-0000-1110-3110-xxxx-121-COUN \$4000 Add Counseling Supervision of Interns: 01-0000-1110-3110-5839-120-LEA \$_____  Total funding for UPC students: \$	District schools developed and implemented additional student support programs, including a full time counselor and 2 interns at each school site. The counselor assisted in the implementation of new support programs.	Counselor- 01-0000-1110-3110-xxxx-121-COUN/LEA \$4,000 Add Counseling Interns: 01-0000-1110-3110-5839-120-LEA \$750  Total funding for UPC students: \$4750
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Support curricula, including Safe School Ambassadors, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being supporting unduplicated pupil count.	Included in above	BEST, Second Step and Safe School Ambassadors was implemented at MWCS	Included in above
Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Zones of Regulation will continue to be used in all special education classes.	Included in above	Zones of Regulation were implemented in 100% of the district’s special education classes.	Included in above
Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Suspension and expulsion records will be maintained at the District Office.	Included in above	Suspension and Expulsion data was maintained by District Office as documented on SARC.	Included in above

Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
The District will continue to support the National School Lunch Program.	Contribution to Cafeteria Fund 13 to support Free and Reduced students: 01-0000-0-0000-9300-7616-120-SUPP <b>\$38,500</b>  Total funding for UPC students: <b>\$38,500</b>	The District continued to support the National School Lunch Program as documented in Nutri-Kids system.	Contribution to Cafeteria Fund 13 to support Free and Reduced students: 01-0000-0-0000-9300-7616-120-SUPP <b>\$38,500</b>  Total funding for UPC students: \$38,500 District funds
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers.	Included in above	Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment. Human Resources results were reported in the SARC (December, 2015), indicating that all district teachers were appropriately credentialed and assigned. The appropriately credentialed and assigned teachers provided all students with	Included in above

		access to a standards-based curriculum.	
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Low Income and Foster Youth students will also be given priority for instructional support programs, including student tutorials at lunch break and after school, academic support electives during the school day and after school homework support.	Included in above	Based on attendance logs, Low Income and Foster Youth were given priority for instructional support programs. These students received tutorial support from classroom teachers outside of the regular instructional day. These students also received additional support during academic support elective classes aand homework support after school.	Included in above
Scope of service: LEA-wide		Scope of service: LEA-wide	

<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service: LEA-wide			Scope of service: LEA-wide		
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Students who need extra support in math receive 60 minutes of additional support two days per week with addition of Academic Academy work on study skills and organization and after school homework support, and Directed Studies with the RSP teacher as needed.					Language Support elective \$10,160 (included in total above)  09-0000-0-1110-1000-2121-222-SUPP <b>\$11,931</b>
Scope of service: LEA-wide			Scope of service: LEA-wide		
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
The school Counselor will provide additional intervention support which will include individual and group counseling sessions, as well as parental consultations.		See above	As documented by Counselor caseloads and service notes, the Counseling program provided intervention support for individual and group counseling sessions, as well as parental consultations.		Included in above

Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
An additional increase of .4 FTE of Psychologist time will continue to be provided to support unduplicated students in order to meet their unique social and emotional needs.	Psychologist increase  01-6500-5770-3110-xxxx-120-SUPP \$61,245 x 1/3 for each school site =\$20,415  Total funding for UPC students: \$20,415	The District provided an additional .4 FTE Psychologist support through the use of a retired psychologist, which is documented in payroll.	Psychologist increase  01-6500-5770-3110-xxxx-120-SUPP \$52,749 x 1/3 for each school site =\$17,565  Total funding for UPC students: \$17,565 District funds used  (MWCS portion of incr of increase)
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
An increase of .2 FTE in School Nurse time to serve unduplicated students will be provided so that	Nurse: 01-0000-1110-3140-xxxx-121-SUPP	The school Nurse's time was increased by .2 FTE. As documented in Nurse logs, the	Nurse: 09-0000-0-1110-3140-1200-222-SUPP

<p>the School Nurse can work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the unduplicated students.</p>	<p><b>\$11,772</b></p> <p>Total funding for UPC students: <b>\$11,772</b></p>	<p>school nurse addressed small group and individual families with regards to access to health resources.</p>	<p>\$5,739</p> <p>Total funding for UPC students: <b>\$5,739</b></p> <p>(MWCS percentage of nurse) + extra hours for diabetic training</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  <input type="checkbox"/> Subgroups:(Specify)_____</p>	
<p>English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies.</p>	<p>EL support 01-0000-0-4850-1000-2100-120/121-EIA (\$0 funds not counted twice) 5.3% of daily teacher cost – see above (\$0 funds not counted twice)</p>	<p>Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment, which includes CLAD or BCLAD certification.</p>	<p>Included in EL above</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	

		Subgroups:(Specify)_____	
ELL and RFEP students will be given priority for instructional support programs, including student tutorials before and after school and reading teacher support and Blended Services during the school day.	Included in above	Based on attendance logs, ELL and RFEP students were given priority for instructional support programs, which included before and after school tutorials and reading teacher support during blended services during the school day.	Included in above
Scope of service: LEA-wide		Scope of service: LEA-wide	
__ALL		__ALL	
OR: __Low Income pupils X__English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Additional intervention support will include individual and group counseling sessions, as well as parental consultations.	Other Interventions:  Total funding for UPC students: \$4000 + supervision of interns	As documented by Counselor caseloads and service notes, the Counseling program provided intervention support for individual and group counseling sessions, as well as parental consultations.	Other Interventions: Management codes, school 222 Supp: \$15,694  Total funding for UPC students: \$15,694

Scope of service: LEA-wide		Scope of service: LEA-wide	
<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
In order to ensure continued academic progress, ELL and RFEP students will receive support from para-educators and teachers who have been provided with professional development intended to address language acquisition and provide teachers with appropriate instructional strategies.	Included in above	As documented by site schedules, para-educators and teachers, trained in techniques designed to address language acquisition and appropriate instructional strategies, provided support for ELL and RFEP students.	09-0000-0-1110-1000-1130-222-SUPP <b>\$385</b>  09-0000-0-1110-1000-1151-222-SUPP <b>\$3,378</b>
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained by sites.		Included in teacher costs above	A full range of classes for 100% of the students was maintained as all students had full access to Common Core Standards based curriculum. No additional classes were added and none were deleted.	Included in teacher costs above
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?		<p>The Human Resources Office will continue to monitor all district teachers to ensure that they are highly qualified, fully credentialed and placed in an appropriate teaching assignment. The appropriate assignment of all fully credentialed teachers will continue to provide all students with access to a standards-based curriculum.</p> <p>Based on classroom observation, by administrators and teachers, and formal and informal classroom assessments, Low Income, Foster Youth, ELL and RFEP students achieved positive academic growth during the school. The academic growth is attributable to the actions and services as described above.</p> <p>Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.</p> <p>This 2014-15 goal will be included in the 2015-18 LCAP under Goal II-B: Teaching Practices (Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards.)</p>		

Original GOAL from prior year LCAP:	<b>II-D) Parent Involvement</b> Each school will establish parent training and informational events and/or activities.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	

Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children's learning, including access to the Smarter Balanced sample assessments. Participation logs will reflect a 10% increase in the number of parents participating at District training and informational events. The Bright Bytes survey will indicate that 40% of the District parents participated in the survey.	Actual Annual Measurable Outcomes:	Parent participation logs were maintained at sites. Presentations on mathematical programs as well as safety with technology were presented to parents. In addition, information was directly provided to parents with regards to Smarter Balanced at Back to School Night and Conference Day. 240 parents participated.  The District determined that the Bright Bytes Survey did not encompass adequate District information so a new survey was developed and sent out in months of November and December. Need to provide percentage of parent participation in the survey. That information was documented in parent engagement. 25% of parents participated in the survey.

**LCAP Year: 2014-15**

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	01-0000-0-1110-1000-1142-121-PD \$2,852 01-4203-0-4850-1000-xxxx-121-0000 \$3,168	After school and evening parent training sessions were conducted by District staff and other qualified personnel throughout the year as documented by agendas and parent participation logs.	09-0000-0-1110-1000-1142-222-ONE \$152.00
Scope of services	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Actions and services in this area will continue from 2014-15 into 2015-16, with a distinct focus on mathematics curriculum and assessments as the District implements a newly adopted, Common Core Standards-based mathematics program.
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Based on classroom observation, by administrators and teachers, and formal and informal classroom assessments, Low Income, Foster Youth, ELL and RFEP students achieved positive academic growth during the school. The academic growth is attributable to the actions and services as described above.

Based on discussions with key stakeholders and a review of the 2014-15 goals, stakeholders felt that the 2015-18 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals.

This goal will be included in the 2015-18 LCAP under **Goal II-B: Teaching Practices** (Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.)

**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.**

**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 schoolsite 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:	\$ 28,212
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Mark West Charter School has an estimated 34.39 % unduplicated student count. These funds will be used to support a reading teacher, individual and group direct instruction from classroom and support teachers, psych support, nurse support, counselor support, Summer School, Before and After school interventions.

In sections above, the yellow highlighted and boxed amounts reflect funds spent on Unduplicated Count Students over and above all other students.

- 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.

5.29	%
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To achieve this minimum proportionality, we are providing increased Counseling, Psychologist and Nursing services, Summer School, Before and After School programs, additional direct instruction to support Low Income, Foster Youth, ELL and RFEP students. The staffing cost of these services provides an increase in excess of above percentage in services to these students when compared to the cost of staffing for all students as is demonstrated in the amounts highlighted in yellow above that exceed the MPP calculations

- The MPP percentage and dollar amount above have been calculated using a 54.84% GAP increase in the Local Control Funding Formula calculator for the 2016-17 year. If the GAP % changes in the state adopted budget, any impact on the MPP will be shared with the district's stakeholders during the 2016-2017 school year when communicating the annual update to the LCAP. For the Mark West District's LCAP, there is no affect due to a change in GAP % used because the district is funded at TARGET and the funds used to supposed Unduplicated Pupil Count students exceed our annual requirement.

## **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).