

Introduction:

LEA: Mary Collins School @ Cherry Valley Contact: Fran Hansell fhansell@petk12.org 707-778-4740 LCAP Year: 2016-2017

SARC Available at: <http://www.pcs.org> (Ed Services – SARC)

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.

Mary Collins at Cherry Valley Charter School

Grades K-8

Teachers: 20

Students: 389

Demographics:

English Learners 4.6%

Socioeconomically Disadvantaged 13.5%

Students with Disabilities 15.3%

Below are some 'quick-facts' that profile the scope of our School District and underscores the value we provide to the Petaluma community.

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?

Involvement Process	Impact on LCAP
<p data-bbox="214 289 1163 386">An on going Advisory Council met five times during the 2015-2016 school year and continues. Advisory Council includes: Parents, Teachers, Staff, Principal, gr. 8 student</p> <p data-bbox="214 425 1163 760">The purpose of Advisory Council is to provide input into the development of the LCAP priorities, goals and activities that will drive student achievement and ensure that all students graduate college and career ready. Advisory Council meets throughout the year following the planning process of: needs assessment, identification of priorities, selection of goals, consulting on activities that will meet the identified goals, assist in monitoring progress and suggesting updates and changes on the LCAP. The team serves as liaisons to their various stakeholder groups. In addition, Advisory Council was augmented through a community forum and input from PTA, Foundations (MCEF and FCVL) and staffs. The draft of the LCAP was shared with all stakeholders to encourage public comment.</p> <p data-bbox="214 799 1163 1133">Advisory Council was presented the district budget and how the Local Control Funding Formula (LCFF) will impact on district programs. Additionally, team members worked to review and understand MCCS@CV's academic and demographic data from the last three years. The team worked in small groups and presented their findings in order to identify needs and priorities and to set goals for the school and students served. Priorities and goals were also identified for all sub groups, including White, Hispanic, ELL, Socioeconomically disadvantaged, foster, and students with disabilities. Advisory Council also reviewed data for non-identified subgroups and data for various programs that serve the unique needs of all students.</p> <p data-bbox="214 1172 1163 1344">In addition, the draft LCAP priorities, goals and activities were taken to PTA General Meetings throughout the year. This provided an opportunity for additional direction. MCCS@CV members commented on the LCAP to ensure alignment with community identified needs. Advisory Council approved the LCAP draft in May, 2016. Our board of education reviewed the LCAP in June, 2016 and it was adopted.</p>	<p data-bbox="1197 289 1877 730">MCCS@CV's LCAP reflects the ongoing involvement of our whole school community. Members of Advisory Council were trained to look at and evaluate data, review budget information, and were able to participate in a process that informed them setting priorities. The LCAP process allowed for ongoing input and participatory process that aligned needs, priorities and goals. Members were afforded the opportunity to hear from the general community and to refine their work to better represent the needs of our students. The participatory nature of our process allowed Advisory Council team members to provide highly refined input to our superintendent and board, better reflecting the needs of our community.</p> <p data-bbox="1197 769 1877 1243">Due to the participatory nature of our process, the LCAP went through several revisions that reflected the changes identified by the community. One of the highest priorities that emerged during the LCAP development process was the identification and provision of intervention and differentiated instruction to ensure the continuous academic progress of all students. Council members emphasized the importance of early prevention of learning problems. They felt strongly that intervention should begin as early as possible and resources should be expended to prevent our youngest learners from falling behind their peers. To that end, RTI is being redesigned to support kindergarten and first grade students. An extended day kindergarten will start in 2016-2017.</p> <p data-bbox="1197 1282 1877 1344">The other refinement is to clarify expectations for all students under Common Core State Standards (CCSS).</p>

<p>Annual Update: Advisory Council met five times throughout the 2015-2016 school year. Work included reviewing metrics, actions and services, budgeted and anticipated expenditures and revision as necessary. The major work of Advisory Council this year was to collect and review student, teacher, and community input.</p>	<p>Annual Update: As a result of the Advisory Council review of the LCAP results for 2015/16, including parent, community, student, and teacher surveys the 2016-17 LCAP was revised to incorporate the highest priorities identified by MCCS@CV's community. Survey results indicate Access to Courses was the highest priority for our parents, students, and community. A safe, inclusive school climate was the second highest priority with student attendance at school ranked third. The lowest ranked priorities were CCSS aligned instruction and materials available to all students.</p> <p>Teachers responded that their highest priority was to provide additional support to ELL and Students With Disabilities by continuing to fund bilingual personnel and support staff.</p> <p>As a result of community, staff and student input the goals of the PCS Board of Education and the LCAP were adjusted to better reflect areas of need and priority for our community. Actions and expenditures were also adjusted to align with our refined goals.</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 school sites 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 school sites 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).

Actions/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 schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in 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 schoolsites?
- 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 schoolsites, 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:	Goal 1: Students need access to 21 st century learning environments and tools	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students need highly qualified teachers to support their learning. Currently 100% of teachers are appropriately credentialed and 100% of new teachers attended induction programs. Students need instructional materials aligned to CCSS materials in all subject areas. CPM math was purchased for grades 6-8. All other subject areas need to be addressed. Students need a more personalized instructional program. 100% of students and teachers need support to fully integrate 1:1 devices in their learning and instruction. The tech department was upgraded to include a ticketing system, Apple Help Desk and one new employee to assist with "backend" work. All school facilities need to be maintained in good to excellent conditions to ensure optimal learning spaces for our students.	
Goal Applies to:	Schools: <u>MCCS@CV K-8</u> Applicable Pupil Subgroups: <u>All</u>	

LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed to teach the classes they are assigned. 2. 100% of new teachers will receive support from an induction program. 3. Williams Certification will be 100%. 4. Students and teachers will access the support of the PCS Tech Department as documented in the tech ticketing system. 100% of the tickets will be completed. 5. 100% of students will receive a more personalized learning environment. 6. 100% of school facilities will be maintained in exemplary condition. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
MCCS@CV K-8 site enables teachers at 7/8 th grade to teach with multiple subject credentials.	MCCS@CV	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$5,000.00 Title II 4035/5200
MCCS@CV will identify and purchase CCSS aligned instructional resources including: <ul style="list-style-type: none"> • Open source materials • Electronic materials • Text based materials 	MCCS@CV	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u>	\$150,000.00 0000/4000's 30,000.00 0920/4000's

<ul style="list-style-type: none"> Supplemental materials 			
<p>Instructional materials for math will be purchased for grades K-5 and for integrated math 1.</p>	MCCS@CV	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify)_____	\$TBD 6300/4000 \$TBD One Time
<p>All first and second year teachers will participate in an induction program at district cost.</p>	MCCS@CV	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify)_____	\$56,000.00 4035/1000's
<p>Class size will be reduced by one student in grades 4-12 to enhance individual student achievement and to provide more personalized instruction. Class size in grades K-3 will remain at an average of 24.</p>	MCCS@CV	<u>X</u> ALL OR: <u>X</u> Low Income pupils <u>X</u> English Learners __ Foster Youth __ Re-designated fluent English proficient <u>X</u> Other Subgroups: (Specify) Special Ed	\$950,000.00 9999/9999/1000's \$520,000.00 0920/1000's
<p>The redesigned Ed Tech Department will provide comprehensive support of 1:1 devices to teachers and students through:</p> <ul style="list-style-type: none"> Ticketing system Personnel to support teachers, staff, students Apple Helpline (staff, teachers, students, parents) 	MCCS@CV	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient <u>Other Subgroups: (Specify) Special Ed</u>	\$740,000.00 0000/1000's/5800 \$260,000.00 9999/9988/1000's/5800

Repairs and upgrades will be made to district facilities as identified in deferred maintenance walk through and FIT inspections.	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,000,000.00 0000/5800/563 0
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	7. 100% of teachers will be appropriately credentialed to teach the classes they are assigned. 8. 100% of new teachers will receive support form an induction program. 9. 100% of students will have access to CCSS aligned instructional resources. 10. 100% of facilities will be maintained in good condition.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
MCCS@CV in PCS will be supported to provide active learning environments that promote individual academic success. Teachers and staff will be hired.		<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$42,870,222 0000/1000's \$17,746,884 0000/20000's
Non-HQT teachers will be encouraged to seek credentials or certificates to address areas of non-compliance. All first and second year teachers will participate in an induction program at district cost.	MCCS@CV	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$56,000.00 4035/5200
MCCS@CV will identify and purchase CCSS aligned instructional resources including: <ul style="list-style-type: none"> • Open source materials • Electronic materials • Text based materials • Supplemental materials 	MCCS@CV	<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u>	\$150,000.00 0000/4000's 30,000.00 0921/4000's
Personalized Instruction to enhance individual student achievement will be provided through class size ratios 1:24	MCCS@CV	<input checked="" type="checkbox"/> ALL OR:	\$950,000.00 9999/9998/100 0's

<p>K-3 and the average of 1:28 4-8.</p> <p>The Re-designed Ed Tech Department will provide comprehensive support of 1:1 devices to teachers and students through: Ticketing system Personnel to support teachers, staff and students Apple Helpline (staff, teachers, students, parents)</p>	<p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$520,000.00 0921/1000's</p> <p>\$740,000.00 0001/1000's/5800</p> <p>\$260,000.00 9999/9998/1000's/5800</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>11. 100% of teachers will be appropriately credentialed to teach the classes they are assigned. 12. 100% of new teachers will receive support from an induction program. 13. 100% of students will have access to CCSS aligned and instructional resources. 14. 100% of facilities will be maintained in good condition.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>MCCS@CV in PCS will be supported to provide active learning environments that promote individual academic success. Teachers and staff will be hired.</p>	<p>MCCS@CV</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$42,870,222 0000/1000's</p> <p>\$17,746,884 0000/2000's</p>
<p>Non-HQT teachers will be encouraged to seek credentials or certificates to address areas of non-compliance.</p> <p>All first and second year teachers will participate in an induction program at district cost.</p>	<p>MCCS@CV</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$56,000.00 4035/5200</p>
<p>MCCS@CV will identify and purchase CCSS aligned instructional resources including:</p> <ul style="list-style-type: none"> • Open source materials • Electronic materials • Text based materials • Supplemental materials 	<p>MCCS@CV</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$150,000.00 0000/4000's</p> <p>\$30,000.00 0921/4000's</p>

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GOAL:	Goal 2: All students will graduate from PCS schools college and career ready.	Related State and/or Local Priorities: 1__ 2_X 3X 4X 5X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<ol style="list-style-type: none"> 1. Students need to increase their mastery of grade level standards in ELA and Math. Currently SBAC proficiency scores from 2016 of students scoring at grade level or above in reading and math are as follows: ELA: Gr. 3: 52%, Gr. 4: 41%, Gr. 5: 55%, Gr. 6: 60%, Gr. 7 56%, Gr. 8: 76% Math: Gr. 3: 46%, Gr. 4: 38%, Gr. 5: 46%, Gr.6: 47%, Gr. 7: 50%, Gr. 8: 63% 2. Students in significant sub groups, English Learner, Latino, Socioeconomically Disadvantaged and Special Education students need to increase their mastery of grade level standards in ELA and Math. (See #1). 3. All teachers need professional development that assists them to align instruction in CCSS across all subject areas. 100% of MCCS@CV teachers have attended at least 1 professional development activity focused on CCSS. 4. All students need Science Instruction that is aligned to NGSS. Currently, teachers in grades K-8 have attended district sponsored NGSS training. 5. All ELL students need instruction in ELD instruction aligned to NG-ELD standards. Bilingual Instructional Assistant provides "push-in" support during ELD time. 6. 100% of third grade students need to be proficient in reading. Currently the range from Gr. 3 to Gr. 8 is 52%-76%. 7. Fifth grade students need to be proficient in math. Currently, 46% of students are proficient on SBAC. 8. Students need access to a variety of courses in order to prepare for college and career. 100% of students have access and are enrolled in required areas of study. 9. 100% of ELL students who are in the district for 6 consecutive years or more need to be re-designated to Fully English Proficient. MCCS@CV continues to re-designate 3-5% of ELL students each year. 10. ELL students need to reach English Proficiency as measured by the CELDT. The district did meet AMAO 1 and 2 but not AMAO 3.
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Goal Applies to:	Schools: MCCS@CV K-8	Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. An increasing number/percentage of students will reach achievement level 3 or 4 on SBAC (baseline July 2016) 2. An increasing number/percentage of ELL, SED, FY, and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC (baseline July 2016). 3. An increasing number/percentage of third grade students will be proficient in reading as measured by SBAC (baseline July 2016). 4. 75% of fifth grade students will be proficient in fractions as measured by SBAC and Math EOY data (baseline data July 2016).
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5. 100% of teachers will attend professional development focused on implementation and expansion of arts and science environmental educational hubs.
6. ELL student re-designation rate will remain above count and state rates.
7. The percentage of student designated as long-term ELL students will decrease annually.
8. Early Childhood programs will be 100% enrolled. Kindergarten Extended Day at MCCS@CV (baseline July 2016)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Various district curriculum committees will meet to align CCSS instruction, curriculum, and professional development. Consultants may be hired to support their work.	MCCS@CV	<input 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) _____	\$12,000.00 0000/1000's
Professional development will focus on development of standards based, personalized, active learning environments, arts and science hubs and instruction that supports all students: <ul style="list-style-type: none"> • Symposium • Annual Retreat • 3 Professional Development Days • Petaluma Learning Network (PLN) • Shortened Wednesdays • Attendance at conferences • Virtual learning Opportunities • Professional development plans 	MCCS@CV	<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) _____	\$450,000.00 0000/1000's \$440,000.00 0920/1000's/ 5200
Grades K-8 science teachers will align instruction to NGSS, PBL and service learning. Teachers will collaborate on unit development, formative and summative assessments, and instructional resources. Math teachers 6-8 are trained for full implementation of CPM Integrated Math. 2016-17 in 6-8 Integrated Math 1 will be offered. Instructional materials will be purchased.	MCCS@C V	<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) _____	\$45,000.00 0000/1000's \$10,000.00 0000/1000's 5200

<p>Students K-8 will participate in a comprehensive assessment program to monitor progress and assist teachers in providing personalized instruction.</p> <p>Tiered system of interventions will be designed. Special ed/general ed teachers will collaborate to design the program. 2016-17 the focus will be in class "push in" intervention and support.</p> <p>ELL students will participate in both designated and integrated daily ELD program aligned to NG-ELD standards. Staff will be trained in ELD methods.</p> <p>RFEP and ELL student academic achievement and language development progress will be monitored. Student support will be provided as needed.</p> <p>K-3 parent ed nights to support strategies for learning will be provided to promote academic and social development.</p>			<p>\$25,000.00 0000/1000's/ 5800</p> <p>\$50,000.00 0920/1000's/ 2000's</p> <p>\$1,000,000.0 0 0921/1000's/ 4000</p> <p>\$10,000.00 0921/1000's/ 2000/4000/5 000</p>
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. An increasing number/percentage of students will reach achievement level 3 or 4 on SBAC (baseline July 2016) 2. An increasing number/percentage of ELL, SED, FY, and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC (baseline July 2016). 3. An increasing number/percentage of third grade students will be proficient in reading as measured by SBAC (baseline July 2016). 4. 75% of fifth grade students will be proficient in fractions as measured by SBAC and Math EOY data (baseline data July 2016). 5. 100% of teachers will attend professional development focused on implementation and expansion of arts and science environmental educational hubs. 6. ELL student re-designation rate will remain above count and state rates.
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7. The percentage of student designated as long-term ELL students will decrease annually.
 8. Early Childhood programs will be 100% enrolled. Kindergarten Extended Day at MCCS@CV (baseline July 2016)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Various district curriculum committees will meet to align CCSS instruction, curriculum, and professional development. Consultants may be hired to support their work.</p>	MCCS@CV	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>\$12,000.00 0000/1000's</p>
<p>Professional development will focus on development of standards based, personalized, active learning environments, arts and science hubs and instruction that supports all students:</p> <ul style="list-style-type: none"> • Symposium • Annual Retreat • 3 Professional Development Days • Petaluma Learning Network (PLN) • Shortened Wednesdays • Attendance at conferences • Virtual learning Opportunities <p>Professional development plans</p>	MCCS@CV	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>\$450,000.00 0000/1000's</p> <p>\$440,000.00 0920/1000's/ 5200</p>
<p>Grades K-8 science teachers will align instruction to NGSS, PBL and service learning. Teachers will collaborate on unit development, formative and summative assessments, and instructional resources.</p> <p>Math teachers 6-8 are trained for full implementation of CPM Integrated Math. 2016-17 in 6-8 Integrated Math 1 will be offered. Instructional materials will be purchased.</p> <p>Students K-8 will participate in a comprehensive assessment program to monitor progress and assist teachers in providing personalized</p>	MCCS@CV	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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>\$45,000.00 0000/1000/4 000</p> <p>\$10,000.00 0000/1000/5 200</p> <p>\$25,000.00 0000/1000's/</p>

<p>instruction.</p> <p>Tiered system of interventions will be designed. Special ed/general ed teachers will collaborate to design the program. 2016-17 the focus will be in class "push in" intervention and support.</p> <p>ELL students will participate in both designated and integrated daily ELD program aligned to NG-ELD standards. Staff will be trained in ELD methods.</p> <p>RFEP and ELL student academic achievement and language development progress will be monitored. Student support will be provided as needed.</p> <p>K-3 parent ed nights to support strategies for learning will be provided to promote academic and social development.</p>		<p>5800</p> <p>\$50,000.00 0920/1000's/ 2000's</p> <p>\$1,000,000.00 0921/1000's/ 4000</p> <p>\$10,000.00 0921/1000's/ 2000/4000/5000</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. An increasing number/percentage of students will reach achievement level 3 or 4 on SBAC (baseline July 2016) 2. An increasing number/percentage of ELL, SED, FY, and Sp. Ed students will reach achievement level 3 or 4 in ELA and Math on SBAC (baseline July 2016). 3. An increasing number/percentage of third grade students will be proficient in reading as measured by SBAC (baseline July 2016). 4. 75% of fifth grade students will be proficient in fractions as measured by SBAC and Math EOY data (baseline data July 2016). 5. 100% of teachers will attend professional development focused on implementation and expansion of arts and science environmental educational hubs. 6. ELL student re-designation rate will remain above count and state rates. 7. The percentage of student designated as long-term ELL students will decrease annually. 8. Early Childhood programs will be 100% enrolled. Kindergarten Extended Day at MCCS@CV (baseline July 2016)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Various district curriculum committees will meet to align CCSS instruction, curriculum, and professional development. Consultants may be hired to support their work.	MCCS@CV	<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) _____	\$12,000.00 0000/1000's
Professional development will focus on development of standards based, personalized, active learning environments, arts and science hubs and instruction that supports all students: <ul style="list-style-type: none"> • Symposium • Annual Retreat • 3 Professional Development Days • Petaluma Learning Network (PLN) • Shortened Wednesdays • Attendance at conferences • Virtual learning Opportunities Professional development plans	MCCS@CV	<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) _____	\$450,000.00 0000/1000's \$440,000.00 0920/1000's/ 5200
Grades K-8 science teachers will align instruction to NGSS, PBL and service learning. Teachers will collaborate on unit development, formative and summative assessments, and instructional resources. Math teachers 6-8 are trained for full implementation of CPM Integrated Math. 2016-17 in 6-8 Integrated Math 1 will be offered. Instructional materials will be purchased. Students K-8 will participate in a comprehensive assessment program to monitor progress and assist teachers in providing personalized instruction.	MCCS@CV	<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) _____	\$45,000.00 0000/1000/4 000 \$10,000.00 0000/1000/5 200 \$25,000.00 0000/1000's/ 5800

<p>Tiered system of interventions will be designed. Special ed/general ed teachers will collaborate to design the program. 2016-17 the focus will be in class "push in" intervention and support.</p> <p>ELL students will participate in both designated and integrated daily ELD program aligned to NG-ELD standards. Staff will be trained in ELD methods.</p> <p>RFEP and ELL student academic achievement and language development progress will be monitored. Student support will be provided as needed.</p> <p>K-3 parent ed nights to support strategies for learning will be provided to promote academic and social development.</p>			<p>\$50,000.00 0920/1000's/ 2000's</p> <p>\$1,000,000.00 0921/1000's/ 4000</p> <p>\$10,000.00 0921/1000's/ 2000/4000/5000</p>
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<p>GOAL:</p>	<p>Goal 3. MCCS@CV Community involved and included in the education of students, including the decision making process,</p>	<p>Related State and/or Local Priorities: 1__ 2X 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Parents need to be able to monitor their student's progress on an ongoing basis. Currently 95% of parents are in the AERIES parent portal. Parents need information on 21st century learning in order to support their students. 50% of parents attend events. Parents need information regarding grade level requirements in order to support students. 90% of parents attend conferences. 100% of ELL Kindergarten age parents need support in order to further their students academic and socio-</p>	

	emotional progress. Four kindergarten classes of ratio 1:24 are 100% enrolled. 10% of parents and community need to be involved in the decision making process for MCCS@CV. Approximately 30% of parents are serving on Advisory Council, MCEF, FCVL, and PTA.		
Goal Applies to:	Schools: MCCS@CV K-8	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of parents will use AERIES SIS to access student academic and attendance information. 80% of parents will attend informational events regarding 21st century learning. 80% of parents 4-6 will receive information regarding Jr. High and High School. 100% of ELL K-3 parents will be invited to participate in K-3 activities that support both academic and socio-emotional growth. 35% of parents will participate in school decision making structures such as Advisory Council, MCEF, FCVL, and PTA. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents will have access to both AERIES portal and PCS app increasing ongoing and instant communication.	MCCS@CV	<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)_____	\$15,000.00 000/1000/2000/5800
Parent information events and communications will be increased ensuring increase in number of students and families understanding college/career choices and pathways. 7/8 students and families will participate in college/career information events and receive information via the parent communication system.	MCCS@CV	<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
Elementary families will receive information regarding preparing students for success in Jr. High and High School, if they transition from the K-8 setting. Advisory Council will continue to provide input. Annual progress report to the Board	MCCS@CV	<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

Collaboration with community partners will expand services to our families. "Mentor Me" will partner with MCCS@CV to better serve social-emotional needs of "at risk" students.	MCCS@C V	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed	PTA will fund if additional cost
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of parents will use AERIES SIS to access student academic and attendance information. 80% of parents will attend informational events regarding 21st century learning. 80% of parents 4-6 will receive information regarding Jr. High and High School. 100% of ELL K-3 parents will be invited to participate in K-3 activities that support both academic and socio-emotional growth. 35% of parents will participate in school decision making structures such as Advisory Council, MCEF, FCVL, and PTA.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents will have access to both AERIES portal and PCS app increasing ongoing and instant communication.	MCCS@C V	<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)_____	\$15,000.00 000/1000/2000/5800
Parent information events and communications will be increased ensuring increase in number of students and families understanding college/career choices and pathways. 7/8 students and families will participate in college/career information events and receive information via the parent communication system.	MCCS@C V	<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
Elementary families will receive information regarding preparing students for success in Jr. High and High School, if they transition from the K-8 setting. Advisory Council will continue to provide input. Annual progress report to the Board Collaboration with community partners will expand	MCCS@C V	<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

services to our families. "Mentor Me" will partner with MCCS@CV to better serve social-emotional needs of "at risk" students.	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Ed</u>	PTA will fund if additional cost
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of parents will use AERIES SIS to access student academic and attendance information. 80% of parents will attend informational events regarding 21st century learning. 80% of parents 4-6 will receive information regarding Jr. High and High School. 100% of ELL K-3 parents will be invited to participate in K-3 activities that support both academic and socio-emotional growth. 35% of parents will participate in school decision making structures such as Advisory Council, MCEF, FCVL, and PTA.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parents will have access to both AERIES portal and PCS app increasing ongoing and instant communication.	MCCS@CV	<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) _____	\$15,000.00 000/1000/2000/5800
Parent information events and communications will be increased ensuring increase in number of students and families understanding college/career choices and pathways. 7/8 students and families will participate in college/career information events and receive information via the parent communication system.	MCCS@CV	<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
Elementary families will receive information regarding preparing students for success in Jr. High and High School, if they transition from the K-8 setting. Advisory Council will continue to provide input. Annual progress report to the Board Collaboration with community partners will expand	MCCS@CV	<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

services to our families. "Mentor Me" will partner with MCCS@CV to better serve social-emotional needs of "at risk" students.		PTA will fund if additional cost
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GOAL:	Goal 4: All students engaged and supported to meet rigor required to be a 21 st century citizen,	Related State and/or Local Priorities: 1__ 2X 3X 4X 5X 6X 7X 8X COE only: 9__ 10__ Local : Specify _____
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Identified Need :	<ol style="list-style-type: none"> 1. Students need to attend school daily. Currently, all student subgroup rates are well above 93%. Two students were identified as chronically absent. 2. Students need to graduate from PCS. Graduation rates are currently 90% for all students. 84% for ELL's, 83% for SED, and 80% for SWD. 3. Students need to be connected to school and significant adults. CHKS data indicates 92% of all students are strongly connected to school while 87% report strong adult connections at school. 4. Struggling students need academic achievement and social-emotional support systems to maximize educational opportunities.
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Goal Applies to:	Schools: MCCS@CV K-8 Applicable Pupil Subgroups: ALL
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. MCCS@CV attendance rates will be maintained at or above 93%. 2. The school climate index (SCI) will remain at/over/above similar school ratings on the CHKS (7/8 99%). 3. Suspension rate will decrease annually by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students who are truant (3 or more days of unexcused absence) will be supported by SART and the creation of an intervention plan. The plan will be monitored and community resources will be identified to help student and family improve attendance.	MCCS@C V	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No additional cost
Universal prevention and intervention programs	MCCS@C	X ALL	\$248,000.00

<p>such as Toolbox, Safe School Ambassadors to support a positive school climate will be implemented. Guidance counselor will be hired to provide individual and small group support to students most in need.</p>	<p>V</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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u></p>	<p>0920/1000/2000/5800 \$71,279.00 MCCS@CV 0920/1000/2000</p>
<p>District will work in partnership with community agencies to promote academic support, health, wellness, and school climate programs. Childcare will be provided for parent meetings.</p>	<p>MCCS@C V</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>PTA funded at MCCS@CV</p>
<p>LCAP Year 2: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>1. MCCS@CV attendance rates will be maintained at or above 93%. 2. The school climate index (SCI) will remain at/over/above similar school ratings on the CHKS (7/8 99%). 3. Suspension rate will decrease annually by 5%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Students who are truant (3 or more days of unexcused absence) will be supported by SART and the creation of an intervention plan. The plan will be monitored and community resources will be identified to help student and family improve attendance.</p>	<p>MCCS@C V</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>No additional cost</p>
<p>Universal prevention and intervention programs such as Toolbox, Safe School Ambassadors to support a positive school climate will be implemented. Guidance counselor will be hired to provide individual and small group support to students most in need.</p>	<p>MCCS@C V</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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Ed</u></p>	<p>\$248,000.00 0920/1000/2000/5800 \$71,279.00 MCCS@CV 0920/1000/2000</p>

District will work in partnership with community agencies to promote academic support, health, wellness, and school climate programs. Childcare will be provided for parent meetings.	MCCS@C V	<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) _____	PTA funded at MCCS@CV
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	1. MCCS@CV attendance rates will be maintained at or above 93%. 2. The school climate index (SCI) will remain at/over/above similar school ratings on the CHKS (7/8 99%). Suspension rate will decrease annually by 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students who are truant (3 or more days of unexcused absence) will be supported by SART and the creation of an intervention plan. The plan will be monitored and community resources will be identified to help student and family improve attendance.	MCCS@C V	<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
Universal prevention and intervention programs such as Toolbox, Safe School Ambassadors to support a positive school climate will be implemented. Guidance counselor will be hired to provide individual and small group support to students most in need.	MCCS@C V	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Ed</u>	\$248,000.00 0920/1000/2000/5800 \$71,279.00 MCCS@CV 0920/1000/2000
District will work in partnership with community agencies to promote academic support, health, wellness, and school climate programs. Childcare will be provided for parent meetings.	MCCS@C V	<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) _____	PTA funded at MCCS@CV

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

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 schoolsites 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?

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

Original GOAL from prior year LCAP:	Goal 1: Students need access to 21 st century learning environments and tools.		Related State and/or Local Priorities: 1X 2X 3X 4X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: MCCS@CV K-8			
	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed to teach the classes they are assigned. 2. 100% of new teachers will receive support from an induction program. 3. Williams Certified will be 100%. 4. Students and teachers will access the support of PCS Tech Department as documented in the tech ticketing system. 100% of tickets will be completed. 5. 100% of students will receive a more personalized learning environment. 6. 100% of school facilities will be maintained in exemplary condition. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% achieved. 2. 100% achieved. 3. 100% achieved. 4. 100% achieved. 5. Ongoing progress per 1:1 devices and active learning environments. 6. 100% achieved. 	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>100% Highly Qualified teachers support learning. Instructional materials aligned to CCSS in all subject areas. CPM Math purchased for grades 6-8. All other areas need to be addressed.</p> <p>Students need personalized instructional program. 100% of students and teachers are supported in 1:1 devices in learning and instruction. The tech department includes a ticketing system. Apple Help Desk and one new employee help with "backend" work.</p> <p>School facility needs to be maintained in good to excellent conditions to ensure optimal learning spaces for all students.</p>	<p>\$5,000.00 Title II 4035/5200 District will explore BTSA like programs and develop a menu of options for teachers. To be determined – teacher salaries. Repairs and</p>	<p>100% achieved. Personalized instructional learning program ongoing.</p> <p>100% teachers highly qualified. All first/second year teachers participated in BTSA with district fiscal support.</p> <p>All facilities were reported as in good to excellent condition as documented on the FIT.</p>	<p>\$56,069.00 Title II.</p> <p>\$1629,135.00 Basic Funds - maintenance</p>	

		upgrades will be made as identified in deferred maintenance walk through and FIT inspections. Basic Funds 3% of Adopted Budget for combined Maintenance and Deferred Maintenance - @ \$2 million		
Scope of service:	Districtwide		Scope of service:	Districtwide
<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)_____	
Classrooms will be updated for 21 st century instruction including: <ul style="list-style-type: none"> flexible work spaces ample electric plugs smart teacher lecturn display space flexible furniture 	All classrooms will be upgraded to meet 21 st century standards. Technology, devices and furniture purchased. Classrooms will be		Furniture has been purchased and will be in place for the 2016-17 school year. Teachers participated in active learning environment training focused on the redesign of classrooms to support 21 st century instruction.	\$1,820,285.00 Bond Funds

<p>District will ensure adequate bandwidth is provided to all classrooms.</p>	<p>reconfigured BOND FUNDS – contingent on 6/2/14 voter passage of \$89 million</p> <p>Phase A bandwidth expansion occurring 2014 utilizing one time Common Core funds \$748,000</p> <p>Phase B expansion to accommodate 1:1 devices scheduled for 2014-15.</p>	<p>District upgraded wireless internet at MCCS@CV and all sites. Wireless broadband access will be 10gbs beginning in 2015-16 school year.</p>	<p>\$4,159.150.00 Bond Funds</p> <p>\$748,000.00 CCSS (2013-14)</p>
<p>In order to promote 21st century skills, each student will be provided with 1:1 computing device.</p>	<p>A standard device will be identified by the Ed Tech committee and purchased for all students. A</p>	<p>8th grade students were supplied with 1:1 chrome books for use in their classrooms and at home. Teachers were also provided a chrome book, a Macbook, and an iPad. Due to the success of the pilot program, all students K-8 were provided an iPad in the 2015-16 school year.</p>	<p>\$4, 075,000.00 Bond Funds</p>

<p>All teachers have access to tech devices needed to support 21st century learning in every classroom:</p> <ul style="list-style-type: none"> • Teacher device • LCD projector • Doc Cam • Voice amplification system • Student devices <p>MCCS@CV will identify and purchase CCSS aligned instructional resources including:</p> <ul style="list-style-type: none"> • Open source materials • Electronic materials • Text based materials • Supplemental materials 	<p>device management system and a learning management system will be identified and purchased. BOND FUNDS – contingent on 6/3/14 voter passage of \$89 million.</p> <p>District tech committee will research and recommend teacher station tech devices to be purchased. BOND FUNDS –</p> <p>Instructional resource review committee will be configured. The Ed Services dept.</p>	<p>All classrooms were evaluated for a standard classroom package and will be upgraded to meet minimum district standards of a projector system, doc cam, teacher/student devices. In addition, teacher devices were purchased and deployed in 2014-15. Voice amplification systems were eliminated from the classroom tech package due to cost.</p> <p>The 6-12 math committee identified CPM math material for implementation in 2015-16 school year. The K-5 math committee continues to meet and review materials. A variety of ebooks were piloted across grade levels.</p>	<p>\$528,664.00 Bond Funds</p> <p>\$133,627.00 Restricted Lottery \$27,575 Supplemental Funds</p>
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<p>District will continue to support maintenance of technology through a variety of support systems:</p> <ul style="list-style-type: none"> • Tech support dept • Mouse squad • Other supports 	<p>will be responsible to guide the selection, training and implementation of CCSS instructional resources. Release time will be provided. Basic Funds – Ed Services CCSS aligned math materials will be the focus of 2014-15. Restricted Lottery and Common Core Funds (2nd round if funded)</p> <p>Basic Funds - \$784,000 PARCEL TAX \$253,000</p>	<p>District evaluated and redesigned technology department to better support both classrooms and offices. All classrooms and offices are equipped with wifi capability per Public Regulatory Institution Guidelines.</p>	<p>\$744,424.00 Basic Funds \$262,986.00 Parcel Tax</p>
<p>Scope of service:</p>	<p>Districtwide</p>	<p>Scope of service:</p>	<p>Districtwide</p>
<p>X_ALL</p>		<p>X_ALL</p>	
<p>OR:</p>		<p>OR:</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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All the actions planned in Goal 1 were completed and goals met. Beginning teachers received support and mentoring from more experienced teachers. Increased costs associated with the BTSA program increased the funds expended in support of the program. A complete upgrade to MCCS@CV classrooms included new furniture and full access to wireless broadband internet. We have begun upgrading instructional materials to align with CCSS. The redesigned tecg dept. provides a dual focus on supporting both devices and end users. 1:1 devices were purchased for all students in K-8 in 2015-16. Goal 1 remains the same with the exception of providing furniture and 1:1 devices. Since the purchase of these devices has been completed, our focus will turn to the use and integration of the devices and furniture in the upgraded, 21 st century classrooms.		

Original GOAL from prior year LCAP:	Goal 2: Classroom instruction will be aligned to 21 st century teaching and learning..		Related State and/or Local Priorities: 1__ 2X 3X 4X 5X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	MCCS@CV K-8	Applicable Pupil Subgroups: ALL
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 60% of students will reach achievement level 3 or 4 on the SBAC ELA/Math (baseline data July 2016). 50% of ELL, SED, FY and Sp. Ed students will reach achievement level 3 or 4 in ELA/Math on SBAC (baseline July 2016). 100% of MCCS@CV teachers will attend training on 		Actual Annual Measurable Outcomes: <ol style="list-style-type: none"> SBAC scores for grades 3-8 from 2016: ELA: Gr.3 52%, Gr.4 41%, Gr.5 55%, Gr.6 60%, Gr.7 56%, Gr.8 76% Math: Gr.3 46%, Gr.4 38%, Gr.5 46%, Gr.6 47%, Gr.7 50%, Gr.8 63% 2. TBD

	<p>the integration of CCSS instruction with technology.</p> <ol style="list-style-type: none"> 4. 100% of science teachers will attend training on alignment of instruction with NGSS. 5. 30% of teachers of ELL students will attend training on alignment of instruction with NG-ELD standards. 6. An additional 5% of third grade students will be proficient in reading as measured by SBAC and Formative Assessments. (baseline data July 2016). 7. An additional 5% of fifth grade students will be proficient in fractions as measured by SBAC and Math EOY data. (baseline data July 2016). 8. 100% of students will have access to all required areas of study. 9. An additional 5% of ELL students who are continuously enrolled in the district for six years will be re-designated. 10. MCCS@CV ELL student re-designation rate will remain above the county and state rates. 11. An additional 1% of ELL students meet English proficiency as measured by the CELDT. District will meet all AMAO's. 12. The percentage of student designated as long-term ELL students will decrease by 5% annually. 		<ol style="list-style-type: none"> 3. 100% achieved. 4. 100% achieved. 5. 100% achieved. 6. Goal continued. 7. Goal continued. 8. 100% achieved. 9. 10% re-designate rate. 10. 100% achieved. 11. District met AMAO 1 and 2 but not AMAO 3. 12. 100% achieved.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Teachers K-8 will meet in a Collaborative Learning Network (CLN) to observe student response and to refine CCSS aligned instruction to better meet student needs, including ELL, SED, and SWD.</p>	<p>Teachers will meet in grade levels during shortened Wednesdays. All teachers will have 1 release day to visit colleagues</p>	<p>100% MCCS@CV teachers met together in Petaluma Learning Network (PLN) Teams. 60% of teachers presented their findings of their PLN investigation to colleagues in January 2016.</p>	<p>\$55,000.00 Basic Funds</p>

<p>K-12 curriculum committee, Ed Tech committee, ELA, Math, and Science Leadership teams will meet to review CCSS instruction, design professional development activities, and guide implementation of CCSS.</p> <p>Teachers and instructional assistants will participate in professional development activities that promote full implementation of CCSS and peer support including:</p> <ul style="list-style-type: none"> • School visitations • Virtual learning opportunities • PD Plans • Shortened Wednesdays • PD Days • Conferences 	<p>classrooms. BASIC FUNDS – Ed Services \$55,000</p> <p>Meetings will be held quarterly throughout the year. Release time will be provided. Basic Funds – Ed Services - \$12,500</p> <p>Collected on annual PD survey – 2014-15 PD will focus on integration of technology with CCSS aligned instruction, RTI, UDL, and differentiation. Instructional strategy focus will be close reading, writing from evidence, and academic discourse. BASIC FUNDS – 3 days of PD already embedded in work calendar. All Cert. and Class. Instructional</p>	<p>Meetings of all committees were held throughout the year 2015-16.</p> <p>Teachers and instructional assistants were provided 3 PD days focused on integration of technology and CCSS. Elementary teachers and IA's also participated in WFTB training. Instructional strategies for PD focused on close reading, academic discourse and writing from evidence.</p>	<p>\$12, 500 Basic Funds</p> <p>\$425,840.00 Basic Funds</p> <p>\$0 CCSS Funds</p>
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<p>In order to promote 21st century skills, each student will be provided with a 1:1 computing device</p>	<p>positions will participate in technology integration including use of various platforms and software programs. Common Core Funds (2nd round if funded)</p> <p>A standard device will be identified by Ed Tech team and purchased for all students.</p> <p>A device management system and a learning management system will be identified and purchased. BOND FUNDS – Contingent on 6/3/14 voter passage of \$89 million.</p>	<p>Chrome books were piloted with all 8th grade students during 2014-15 school year. iPads were purchased for all students and deployed in the 2015-16 school year. A LMS was piloted with 6-8 students.</p>	<p>\$4,075,000.00 Bond Funds</p>
<p>Integrated math and science courses will be designed and implemented in grades 7-12.</p>	<p>6-12 math committee and 6-8 Science teachers will meet to determine</p>	<p>The 6-8 Math teachers identified CPM Math as the CCSS aligned integrated math program for all students. 6-8 science teachers chose to implement integrated science for all students. NGSS/Pathways partnership will continue to be implemented.</p>	<p>\$4900.00 CCSS Funding</p>

<p>Academic language will be identified in each CCSS aligned unit. Teachers will identify strategies that will increase ELL student access to CCSS.</p> <p>ELL students English language development will be assessed and monitored throughout the year. Instruction will be adjusted to accelerate academic progress and language acquisition.</p>	<p>course content, course sequence, and instructional resources to be used.</p> <p>Teacher release and Teacher extra duty instructional resources will be purchased.</p> <p>Common Core Funds (2nd round if funded) \$7,500</p> <p>Determine course content, sequence, and instructional resources to be used.</p> <p>Teachers meet in grade levels during shortened Wednesdays. Basic Funds – shortened Wed.</p> <p>Students will be assessed annually using the state adopted language assessment. Formative</p>	<p>A Bilingual Instructional assistant (BIA) is provided.</p>	<p>No additional cost</p> <p>\$10,000.00 Supplemental Funding</p>
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		<p>assessments will be conducted in ELA and Math to monitor academic progress.</p> <p>Assessment resources will be purchased.</p> <p>Supplemental Funds – Ed Services \$10,000</p>		
Scope of service:	Districtwide		Scope of service:	Districtwide
<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)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>			<p>Data indicates that MCCS@CV met the outcomes included in Goal 2. A majority of students are meeting grade level standards as indicated by grades and assessments. There continues to be a persistent achievement gap between ELL, SED, and Special Ed. And other students. To meet this challenge MCCS@CV will provide additional PD in 2016-17, focused on developing a more personalized CCSS aligned instructional program. In 2016-17 Goal 2 will be incorporated with Goals 3 and 4 to provide greater focus on 21st century learning and college/career readiness for all.</p>	

Original GOAL from prior year LCAP:	Goal 3: All students will graduate from PCS schools college and career ready.		Related State and/or Local Priorities: 1X 2__ 3X 4X 5X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: MCCS@CV K-8			
	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 50% of all students, including ELL, SED, SWD, will score proficient or above in reading (3rd grade). Data will be disaggregated by subgroup. 50% of all students will score proficient or above in fractions on the EOY assessment. Tier 1, 2, and 3 interventions will be identified at MCCS@CV. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 72% of K-8 students are scoring proficient or advanced on ELA STAR (Interim SBAC data). EOY assessment in 5th grade indicates 58% students proficient in fractions. MCCS@CV is developing a focus with ongoing formative assessments to drive instruction. Learning technology has been established as a way to support personalized learning. 	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
All teachers will establish the use of formative assessments to monitor student progress toward CCSS. Data will be used to guide differentiated instruction and intervention services.	Formative assessments will be identified and a schedule established based on grade levels. Teachers will meet to	K-6 teachers developed formative assessments for all CCSS aligned math units. Selected EOY assessments were used to monitor student progress in reading. District writing benchmarks were used to monitor student progress in K-6. Data was entered into EADMS.	\$23,449.00	

<p>MCCS@CV will identify and implement a model of tiered interventions that support struggling students. This may be a learning center model, collaborative classes, UDL, or other. An emphasis on early intervention and prevention will be developed.</p>	<p>review and monitor student progress. Basic Funds – Shortened Wed. A bank of formative assessments will be identified and used districtwide. Basic Funds Ed Services- \$15,000</p> <p>Rti will be established at each school site. Training will be provided. Teacher release time and consultants will be paid. Basic Funds – shortened Wed. Supplemental</p>	<p>MCCS@CV focused on progress monitoring, data collection, and instructional refinements. MCCS@CV looks at schedules and personnel to support students both within the classrooms and in intervention settings.</p>	<p>\$49,644.00 Supplemental Funds</p>
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<p>Class size will be reduced by 1 student in grades 4-12. K-3 class sizes will be reduced to an average of 24:1.</p>		<p>Funds Ed Services - \$16,969</p> <p>Staffing will be based on 1 student less in gr. 4-12 for 2014-15 (negotiated item). Estimated 9.8 FTE will be added to existing staff. Suppl. Funds \$793,968 ongoing cost.</p>	<p>Class sizes in 2014-15 school year were as follows:</p> <ul style="list-style-type: none"> • Gr. 4-6: 24:1 • Gr. 7-8: 28.6:1 	<p>\$525,215.00 Suppl. Funds \$972,467.00 Parcel Tax Funds</p>
<p>Scope of service:</p>	<p>Districtwide</p>		<p>Scope of service:</p>	<p>Districtwide</p>
<p><input checked="" type="checkbox"/> ALL</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>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>Supplementary instructional resources that support struggling students to reach mastery of CCSS will be purchased.</p>		<p>Teachers will identify instructional resources including online and text based materials.</p>	<p>A variety of supplemental materials were purchased to provide intervention and support to struggling students.</p>	<p>\$27,527.00 Supplemental Funds</p>

<p>ELL, SED, FY, and SWD students will be provided extended year programs in order to increase learning time.</p>	<p>Students K-12 will attend a 4-5 week summer school designed to accelerate growth in order to close achievement gap. Suppl. Funds \$80,000 Title I Funds - \$50,000</p>	<p>Summer school was provided to all struggling students in grades K-6. 2 classes at each grade level was offered at elementary.</p>	<p>\$150,000.00 Supplementar y Funds \$50,000.00 Title1</p>
<p>Students at MCCS@CV will be provided supplemental foundational Spanish at 2-6 and Spanish Language Instruction at 7/8.</p>	<p>A Spanish teacher will be hired. MCEF Funds</p>	<p>A Spanish teacher was hired to provide Spanish language instruction at 7/8 and Foundational Spanish at 2-6.</p>	<p>MCEF Funds</p>
<p>All elementary and secondary ELL students will participate in directed and integrated ELD instruction daily aligned to NG-ELD standards. Academic language will be identified in each CCSS aligned unit.</p>	<p>BIA supports "push-in". Teachers trained in ELD methods and strategies. Teacher release time will be paid. Suppl. Funds – site based</p>	<p>MCCS@CV has a BIA to support student progress. Teachers met in PLN and PD Wed. afternoons to collaborate on academic language development across the curriculum. ELL student progress was monitored throughout the year.</p>	<p>\$1,050,000.00 Supplemental Funds</p>

7/8 ELL students will participate in directed and integrated ELD instruction daily aligned to the NG-ELD standards.		allocations \$845,757 Restricted Lottery and Common Core Funds (2 nd round if funded)	BIA did "push in" support to ELL's in the classroom (K-8).	
Scope of service:	MCCS@CV		Scope of service:	MCCS@CV
<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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		All outcomes in Goal 4 were met. Data indicates a persistent achievement gap between our White, ELL, SED, and Special Ed. Students. IN 2015-16 Goal 4 will be combined with Goals 2 and 3 in order to provide greater focus on the academic achievement of our identified subgroups as well as promoting college/career readiness for all students.		

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:	\$85,818.00
MCCS@CV will use their supplemental funds to provide additional counseling support for targeted subgroup students. These groups include ELL, SED, FY, and Special Education.	

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.

3.31%	%
The guidance counselor services will be expanded to better serve students in the targeted subgroups.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

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

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

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]