

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

**Introduction:**

**LEA: Mark West Union School District (San Miguel Charter School) Contact (Name, Title, Email, 707-524-2970): Ronald Calloway, Superintendent, [rcalloway@mwusd.org](mailto:rcalloway@mwusd.org), Principal: Nicole Lamare**

**LCAP Year: 2015-16**

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

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

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

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Numerous meetings were held with various stakeholder groups, including students at each of the District schools. No written comments from either the Parent Advisory Committee or the DELAC (District English Learner Advisory Committee) were submitted to the Superintendent. Additionally, the Superintendent received no written comments from any of members of the Mark West Union School District community.</p> <p>The School Site Councils (SSC) from each District school, which formed the Parent Advisory Group for the District, and the DELAC was provided with an overview of the LCAP and the associated funding (base, supplemental, and concentration grants). Each of the groups were advised that the LCAP requires stakeholder representation from each of the significant subgroups in a district. The stakeholder groups were also provided with information on spending priorities aimed to help improve the academic performance of the various subgroups of students in each of the schools. Additionally, the stakeholder groups were provided with updates regarding the District’s efforts in attaining each of the LCAP goals. Comments and suggestions were solicited from each of the stakeholder groups. They were also advised that any questions, comments or suggestions could also be provided to the District Superintendent in writing.</p> <p>This same information was shared with during the Public Input Meeting conducted with the Mark West Board Union School District Board of Trustees on March 10, 2015. Similar information was shared with each of the District’s Student Councils. However, specific budget information was not shared since seemed to be more than was necessary meeting with</p>	<p>Stakeholder parents asked about the use of supplementary and concentration funds. Parents were provided with information regarding the use of the funds and the intent to use these funds to support those student subgroups who generated the funding. Examples of how these funds supported students were provided by principals. The examples included reading specialists, additional instructional materials, and before/after school tutoring. Stakeholder parents indicated that they felt the district and schools were adequately addressing the needs of their students. Stakeholders also felt that the LCAP was being appropriately implemented and that it was a work in progress. They felt that the teachers had done a commendable job of implementing the new state standards. SSC members noted that the school’s Single Plan for Student Improvement was reflective of the LCAP.</p> <p>The students from the Student Councils felt that some school upgrades were needed. In particular they felt that additional P.E. equipment was needed, playground lines needed to be repainted, and new classroom furniture was needed. Additional laptops for full class activities was also seen as a need. Students reported that school</p>

the students. When meeting with the students groups, they were allowed to brainstorm any ways that they felt their school experience could be improved. They were also asked about their perceptions of the school climate.

The proposed 2015-18 LCAP goals were distributed to the stakeholder audience for review. A review of the goals indicated that there would be four District goals in the new LCAP as opposed to the twelve goals in the current LCAP. The stakeholders group agreed that the new goals were more streamlined. A question arose regarding how realistic it was in Goal B to have ten percent of the EL students reclassified each year. It was explained that this was a realistic goal and could change over time depending on the number of new EL students enrolling in the district. Trustee Saal inquired about the online assessment tools. He was advised that the district is looking to using OARS (Online Assessment Reporting System). Teachers will use this system as an assessment tool for students. The system will be a secure system for teachers and administrators and parents/students will not have access to the system. Regarding Goal D (Parent Involvement) each site will manage their parent volunteering. Additionally common core night, tech night, math night programs will be held for parents during the school year. A question from the DELAC was brought forward regarding changes to services for EL students. It was explained to DELAC parents that services won't change based on the new LCAP. Board members expressed a desire to have more parent involvement. The Board members were interested in how more parent involvement can be encouraged by the sites and staff. Adjusting meeting times to accommodate working parents or others who aren't available in evenings was suggested. An explanation of how the district funds will be included in the specific LCAP categories was provided.

A second Public Input Meeting, conducted with the Mark West Union School District Trustees, was held on May 26, 2015.

DELAC parents were presented with the final draft of the 2015-18 LCAP for discussion and comment on May 20, 2015.

A Public Hearing conducted by the Mark West Union District Trustees was held on June 9, 2015.

generally feels very comfortable and safe and that it is fun to see friends, but is also educational. Some students felt that better food from the hot lunch program should be provided. For instance, they felt that the pizza tasted fake and since food is warmed up in plastic, chemicals can get into the food.

The teachers' association was very much in favor of modifying the LCAP to reduce the number of goals from twelve to four. The group generally felt that by reducing the number of goals that the LCAP would be easier to follow and implement. Teachers also felt that they were making good progress towards fully implementing the new Common Core Standards.

Based on discussions with key stakeholders and a review of the 2014-15 goals, the stakeholders felt that the 2015-16 goals should be reduced from twelve to four key goals. The groups involved felt that the LCAP would be clearer, more easily understood and followed. All state priorities are covered in the four new goals. Actions and services from 2014-15 are continued into 2015-16, with the exception that the District will focus more on mathematics curriculum and assessments as it implements a newly adopted, Common Core Standards-based mathematics program.

The Mark West Union School District Trustees approved the 2015-18 LCAP on June 11, 2015.

**Annual Update: 2014-15 LCAP**

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

District English Learners Advisory Committee: November 17, 2014

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

Riebli School Site Council meeting: December 8, 2014

The SSC was presented with a brief review of the LCAP goals and the outcomes that were available to date. SSC members were advised that they could comment on any aspect of the LCAP and make any recommendations for changes or improvements. SSC members were also advised that they would have opportunities for additional input at the public meeting in March and again prior to the Board of Education approving the LCAP in June.

Mark West School Site Council meeting: December 9, 2014

The SSC was presented with a brief review of the LCAP goals and the outcomes that were available to date. SSC members were advised that they could comment on any aspect of the LCAP and make any recommendations for changes or improvements. SSC members were also

**Annual Update: 2014-15 LCAP**

Input from each of the stakeholder meetings is provided along with the impact on the LCAP development 2015-18.

A DELAC parent asked if the supplementary and concentration funds needed to be used for the students who generated the funding. Parents were informed that the money should be used to support EL student success in school. The DELAC parents requested examples of how these students are helped with these funds and the principals gave examples of how these funds are used at their schools. The examples included reading specialists, additional instructional materials, and before/after school tutoring. Parents were asked whether or not they felt that additional school-related issues and needs impacting EL students needed to be addressed. The DELAC parents indicated that they felt the district and schools were adequately addressing EL student needs.

The Riebli SSC members felt that the LCAP was being appropriately implemented and that it was a work in progress. SSC members felt that the teachers had done a commendable job of implementing the new state standards. The SSC members also noted that the school's Single Plan for Student Improvement was reflective of the LCAP.

The Mark West SSC members felt that the LCAP was being appropriately implemented and that it was a work in progress. SSC members felt that the teachers had done a commendable job of implementing the new state standards.

advised that they would have opportunities for additional input at the public meeting in March and again prior to the Board of Education approving the LCAP in June.

San Miguel School Site Council meeting: January 12, 2015

The SSC was presented with a brief review of the LCAP goals and the outcomes that were available to date. SSC members were advised that they could comment on any aspect of the LCAP and make any recommendations for changes or improvements. SSC members were also advised that they would have opportunities for additional input at the public meeting in March and again prior to the Board of Education approving the LCAP in June.

San Miguel Student Council: January 27, 2015

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

Mark West Student Council: February 5, 2015

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

The San Miguel SSC members felt that the LCAP was being appropriately implemented and that it was a work in progress. SSC members felt that the teachers had done a commendable job of implementing the new state standards.

The students felt that since San Miguel is an older school that upgrades needed to occur. In particular they felt that additional P.E. equipment was needed, playground lines needed to be repainted, and new classroom furniture was needed. Additional laptops for full class activities was also seen as a need. Need at least one laptop for every two students to share. Students feel that the school environment is sometimes gloomy and cold and students need to be inside prior to the start of the school day. (Note: This may reflect the current weather and the fact that it was overcast and foggy during the days prior to this meeting.)

The Mark West students indicated that they found technology to be very beneficial. Technology provides for access to materials at school and at home and will be very helpful in high school and college. Technology also makes learning more fun. It also makes students feel closer to each other as they help and support other students. The students also said that teachers make sure that you "get it" in class before moving on. Students reported that the school generally feels very comfortable and safe and that it is fun to see friends, but is also educational. The Mark West students also felt very welcome at school and because there is no bullying at school, they generally feel like there was nothing to worry about. Students did feel like it would be nice to have more extracurricular activities, such as P.E. and art. The students also indicated that they would like

Riebli Student Council: February 10, 2015

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

Mark West Faculty Association Leadership Meeting: January 12, 2015

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

Mark West Union School District Board of Trustees Meeting: March 10, 2015

The Board of Trustees held a Public Meeting regarding the proposed 2015-18 LCAP. The Superintendent explained the LCAP process and the need to approve the previous year's plan according to actual expenditures and actions/services provided. Additionally, the next year's plan must be reviewed and approved by the Board as well. The district consultant assisting with the LCAP development reported about his meetings with site councils and student councils for each site. It was noted that each group stated that campus culture was great and the students enjoyed the new technology items and the access to these items. A major need heard

better food. For instance, the pizza tastes fake and since the food is warmed up in plastic, chemicals can get into the food.

The students generally felt good about technology but felt that the computers and the network are sometimes slow. The students would also like to access the computer lab more frequently. Students indicated that they like to work in groups because others in the group help to generate different ideas. Other students like the idea of working with a partner because some students do not always talk up in groups. Students also said that they love school and seeing their friends. The students stated that their biggest area of concern had to do with the recess and lunch break. They felt that the yard supervisors were not consistent in how they interpreted the rules. They also felt that some yard supervisors yell at students even when they are close enough to speak in a regular voice.

The teacher association was very much in favor of modifying the LCAP to reduce the number of goals from twelve to four. The group generally felt that by reducing the number of goals that the LCAP would be easier to follow and implement. Teachers also felt that they were making good progress towards fully implementing the new Common Core Standards. The teachers' association was also still very interested in the professional development days provided by the district and addressed in the LCAP.

Based on discussions with key stakeholders (Mark West Faculty Association, Mark West DELAC, Mark West SSC, Riebli SSC, San Miguel SSC, Mark West Student Council, Riebli Student Council, San Miguel Student Council) which included a review of the 2014-15 goals, the 2015-18 goals were reduced from twelve to four. The decision to reduce the number of goals was shared with the Mark West Union School District Board of Trustees, who supported the reduction, during the Public Meeting held on March 10, 2015. All state priorities are covered in the four new goals. Actions and

from parents during last year's stakeholder meeting was the need for parent access to information along with the importance of a counseling program. Both of these concerns were addressed during the year with the addition of a full time counselor and several Parent Information nights such as Math Night, Common Core Night and Technology Night. The proposed 2015-18 LCAP goals were distributed to the stakeholder audience for review. A review of the goals indicated that there would be four District goals in the new LCAP as opposed to the twelve goals in the current LCAP. The stakeholders group agreed that the new goals were more streamlined. A question arose regarding how realistic it was in Goal B to have ten percent of the EL students reclassified each year. It was explained that this was a realistic goal and could change over time depending on the number of new EL students enrolling in the district. Trustee Saal inquired about the online assessment tools. He was advised that the district is looking to using OARS (Online Assessment Reporting System). Teachers will use this system as an assessment tool for students. The system will be a secure system for teachers and administrators and parents/students will not have access to the system. Regarding Goal D (Parent Involvement) each site will manage their parent volunteering. Additionally common core night, tech night, math night programs will be held for parents during the school year. A question from the DELAC was brought forward regarding changes to services for EL students. It was explained to DELAC parents that services won't change based on the new LCAP. Board members expressed a desire to have more parent involvement. The Board members were interested in how more parent involvement can be encouraged by the sites and staff. Adjusting meeting times to accommodate working parents or others who aren't available in evenings was suggested. An explanation of how the district funds will be included in the specific LCAP categories was provided.

services from 2014-15 are continued into 2015-16, with the exception that the District will focus more on mathematics curriculum and assessments as it implements a newly adopted, Common Core Standards-based mathematics program.

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

### **Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year

that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

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

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

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

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual 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:	<b>Goal II-A: Basic Services</b> Create a positive, focused and safe learning environment and culture for all students.  Physical facilities and a safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided in order to meet the academic, physical, social and emotional needs of all students.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Based on the Annual Facilities Inspection Report, Students need clean, safe and well maintained facilities.  Students need fully credentialed teachers.  Student achievement data gathered through teachers’ classroom observations and regularly reviewed in teacher Co-op groups indicate that students need to continue to improve listening and speaking skills. During ELAC meetings, parents expressed concerns regarding in-class opportunities for their children to orally participate in class.  Students need access to quality standards-aligned instructional materials.			
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups:	All
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	The Annual Facilities Inspection Report will reflect clean, safe and functional facilities and will show all district facilities to be within the “Good Repair” category of the report.  The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that all teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.  In order to ensure that teachers are fully and appropriately credentialed, new teachers will be supported through BTSA.  The Annual Report to the governing board regarding Sufficiency of Instructional Materials, as required by the Williams Act, will indicate that MWUSD students are being provided with high quality standards-aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education.  Baseline assessment data, based on formal and informal benchmark assessments and other tests, will be established during the 2015-16 school year.			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	

<p>School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>Contribution into the Routine Restricted Maintenance Account (RRM) resource 8150 at 3% of general fund expenditures will be made each year. Currently an excess of ~\$115,000 above actual expenditures in this account will be contributed and used for other facilities maintenance needs.</p> <p>Budget updates will be prepared by Period 2 attendance to see if Basic Aid Supplemental Funding will be forthcoming, if so approximately 1/3 of the funds will be set aside for one-time Fund 40 (facilities).</p>
<p>The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400)</p> <p>The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$329,096 + benefits.</p>
<p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400)</p> <p>The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$329,096 + benefits.</p>
<p>A full range of classes will be maintained.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400)</p> <p>The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$329,096 + benefits.</p>
<p><b>LCAP Year 2: 2016-17</b></p>			

Expected Annual Measurable Outcomes:	<p>The Annual Facilities Inspection Report will reflect clean, safe and functional facilities and will show all district facilities to be within the “Good Repair” category of the report.</p> <p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that all teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.</p> <p>In order to ensure that teachers are fully and appropriately credentialed, new teachers will be supported through BTSA.</p>
--------------------------------------	--

Expected Annual Measurable Outcomes:	<p>In order to ensure that teachers are fully and appropriately credentialed, new teachers will be supported through BTSA.</p> <p>The Annual Report to the governing board regarding Sufficiency of Instructional Materials, as required by the Williams Act, will indicate that MWUSD students are being provided with high quality standards-aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education.</p> <p>Baseline assessment data, based on formal and informal benchmark assessments and other tests and established during the 2015-16 school year, will be utilized to evaluate progress.</p>
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.	LEA-wide	<u><input checked="" type="checkbox"/></u> 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)_____	Contribution into the Routine Restricted Maintenance Account (RRM) resource 8150 at 3% of general fund expenditures will be made each year. Currently an excess of ~\$115,000 above actual expenditures in this account will be contributed and used for other facilities maintenance needs. Budget updates will be prepared by Period 2 attendance to see if Basic Aid Supplemental Funding will be forthcoming, if so approximately 1/3 of the funds will be set aside for one-time Fund 40 (facilities).
The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.	LEA-wide	<u><input checked="" type="checkbox"/></u> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$335,678 + benefits.

<p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$335,678 + benefits.</p>
<p>A full range of classes will be maintained.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$335,678 + benefits.</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>			

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>The Annual Facilities Inspection Report will reflect clean, safe and functional facilities and will show all district facilities to be within the “Good Repair” category of the report.</p> <p>The annual Declaration of Need, submitted to the local governing board, and the SARC will verify that all teachers are highly qualified, as well as fully and appropriately credentialed, with no miss-assignments.</p> <p>In order to ensure that teachers are fully and appropriately credentialed, new teachers will be supported through BTSA.</p> <p>The Annual Report to the governing board regarding Sufficiency of Instructional Materials, as required by the Williams Act, will indicate that MWUSD students are being provided with high quality standards-aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education.</p> <p>Baseline assessment data, based on formal and informal benchmark assessments and other tests and established during the 2015-16 school year, will be utilized to evaluate progress.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in “good repair”.	LEA-wide	<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) _____	Contribution into the Routine Restricted Maintenance Account (RRM) resource 8150 at 3% of general fund expenditures will be made each year. Currently an excess of ~\$115,000 above actual expenditures in this account will be contributed and used for other facilities maintenance needs. Budget updates will be prepared by Period 2 attendance to see if Basic Aid Supplemental Funding will be forthcoming, if so approximately 1/3 of the funds will be set aside for one-time Fund 40 (facilities).
The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.	LEA-wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$342,392 + benefits.
The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.	LEA-wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$342,392 + benefits.
A full range of classes will be maintained.	LEA-wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$342,392 + benefits.

GOAL:	<p><b>Goal II-B: Teaching Practices</b>          Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards.</p> <p>Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.</p>	<p>Related State and/or Local Priorities:          1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__          COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Identified Need :	<p>Teachers need training in the Common Core Standards (CCS) as indicated by site level professional development records.</p> <p>Teachers need to provide students with access to Common Core Standards through CCS lessons.</p> <p>Teacher developed local assessments and student achievement data from the Standardized Testing and Reporting (STAR) results, indicate that students need to improve reading skills and maintain mathematics skills.</p> <p>Teachers need to focus instruction on the use of text in defending and supporting analytical arguments, as required by the Standards Based Assessment Consortium (SBAC).</p>	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All
<b>LCAP Year 1: 2015-16</b>		

<p>Expected Annual Measurable Outcomes:</p>	<p>District records will indicate that all teachers have participated in professional development in Writing/Language Arts pertaining to the Common Core State Standards (CCSS), as well as in the areas of mathematics and technology. The district will continue to support Beginning Teachers through the BTSA program.</p>
	<p>Teachers focused on mathematics during the 2014-15 year as the district prepared to adopt a standards-based mathematics program. Based on discussions with key stakeholders on January 12, 2015, it was determined that mathematics would be the focus for 2015-16 as the District implements a new standards-based mathematics program.</p>
	<p>A minimum of 33% of the teachers will be fully trained in effective instructional practices, including peer review/ feedback and effective instructional practices.</p>
	<p>Teachers will continue to present lesson development plans to the District’s Common Core Committee for review and approval. Lessons in the core subject areas, approved by the Common Core Committee, will continue to be developed in the core subject areas. At least 60% of the revised lessons will be aligned with CCSS and will be shared with and utilized by all teachers. Teacher planning proposals and approved lessons will be maintained at each school site.</p>
	<p>Writing samples, based on Common Core State Standards, will be collected district-wide. Writing rubrics will be developed with the help and support of District teachers.</p>
	<p>At least 60% of the instructional materials and instructional lessons in the core curriculum will be aligned with the Common Core State Standards.</p>
	<p>The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard). Students will exhibit a 5% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.</p>
<p>K-3 students will exhibit a 10% overall improvement on their DIBELS or other assessment scores.</p>	
<p>The number of EL students reclassified will increase by a minimum of 10%.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Mathematics will continue to be a focus for the district as a new mathematics program is adopted and implemented. New teachers will continued to be supported through the BTSA program.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>Supported by all teacher salaries:            03-0122/1400-0-1110-1000-11xx-122-0100            \$1,223,094 +benefits            BTSA management code - \$10,724            2 Professional Development Days            01-3010-0-1110-1000-xxxx-122-CORE \$9,126            03-0122-0-1110-1000-1130-122-CORE \$6,000 +</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)_____	benefits
Teachers will continue to develop and present lesson development plans to the District’s Common Core Committee for review and approval, with an emphasis on mathematics. Approved plans will be developed into Reading/Language Arts, Mathematics, History/Social Science and Science lessons which will be shared with and utilized by all teachers. Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	LEA-wide	<input checked="" type="checkbox"/> ALL	03-0122-0-1110-1000-xxxx-122-PD \$2,852
		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)_____	
Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.	LEA-wide	<input checked="" type="checkbox"/> ALL	03-1100-0-1110-1000-xxxx-122-ASMT \$10,926
		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)_____	
District teachers will continue to implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions. The District will continue its investigation of the feasibility of an online assessment reporting system.	LEA-wide	<input checked="" type="checkbox"/> ALL	01-4203-0-4850-1110-1000-xxxx-120/121-0000 \$12,435
		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)_____	
Teacher developed writing samples, based on CCSS, will be administered and baseline performance will be established.	LEA-wide	<input checked="" type="checkbox"/> ALL	Included in above
		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)_____	

Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.	LEA-wide	<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)_____	Technology Integration Support Teacher (TIST): 03-0122-0-1110-1000-1100-122-CORE \$12,385+benefits Computer Techs:03-1100-0-1110-2430-2200-122-2430 - \$5,700+benefits Tech Mentor: 03-0122-0-1110-1000-1130-122-TECH-\$1,500+benefits P.E., Arts funded by PTA-budget from PTA is forthcoming:01-0340-0-1110-1000-xxxx-122-4896/FIT
The Mathematics Assessment Resource Service (MARS) will be reevaluated in the context of the new standards-based mathematics adoption.	LEA-wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in management code ASMT above
District technology resources will continue to be utilized to support and enrich student learning for all students.	LEA-wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Above Tech plus 01-0000-0-0000-7200-2900-120-2430-\$35,430+benefits
Baseline performance indicators on the Smarter Balanced assessments will be established.	LEA-wide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
The District will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets.	LEA-wide	<input type="checkbox"/> ALL	EL support 03-0122-0-4850-1000-xxxx-122-EIA-\$11,257

OR:  
 \_\_Low Income pupils X English Learners  
 \_\_Foster Youth X Redesignated fluent English proficient \_\_Other Subgroups:(Specify) \_\_\_\_\_

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>District records will indicate that all teachers have participated in professional development in Writing/Language Arts pertaining to the Common Core State Standards (CCSS), as well as in the areas of mathematics and technology.</p> <p>The District will continue to implement and refine the new standards-based mathematics program.</p> <p>A minimum of 66% of the teachers will be fully trained in effective instructional practices, including peer review/ feedback and effective instructional practices.</p> <p>Teachers will continue to present lesson development plans to the District’s Common Core Committee for review and approval. Lessons in the core subject areas, approved by the Common Core Committee, will continue to be developed in the core subject areas. At least 80% of the revised lessons will be aligned with CCSS and will be shared with and utilized by all teachers. Teacher planning proposals and approved lessons will be maintained at each school site.</p> <p>Writing samples, based on Common Core State Standards, will continue to be collected district-wide. Writing rubrics, developed during the 2015-16 school year, will continue to be refined with the help and support of District teachers.</p> <p>At least 80% of the instructional materials and instructional lessons in the core curriculum will be aligned with the Common Core State Standards.</p> <p>The initial administration of the Smarter Balanced Assessments, which will generate a student report, occurred in the spring, 2015. The initial student performance report established the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard). Students will exhibit a 5% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.</p> <p>K-3 students will exhibit a 10% overall improvement on their DIBELS or other assessment scores.</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>The number of EL students reclassified will increase by a minimum of 10%.</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. New teachers will continued to be supported through the BTSA program.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p>	<p>Supported by all teacher salaries:            03-0122-0-1110-1000-11xx-122-0100            \$1,247,556 +benefits            BTSA management code - \$10,724</p>

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2 Professional Development Days 01-3010-0-1110-1000-xxxx-122-CORE \$9,126 03-0122-0-1110-1000-1130-122-CORE \$6,000 +
Teachers will continue to develop and present lesson development plans to the District’s Common Core Committee for review and approval, with an emphasis on mathematics. Approved plans will be developed into Reading/Language Arts, Mathematics, History/Social Science and Science lessons which will be shared with and utilized by all teachers. Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	LEA-wide	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	03-0122-0-1110-1000-xxxx-122-PD \$2,852
Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.	LEA-wide	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	03-1100-0-1110-1000-xxxx-122-ASMT \$10,926
District teachers will continue to implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions. The District will continue its investigation of the feasibility of an online assessment reporting system.	LEA-wide	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	01-4203-0-4850-1110-1000-xxxx-120/121-0000 \$12,435
Teacher developed writing samples, based on CCSS, will be administered and baseline performance will be established.	LEA-wide	<u>X</u> ALL	Included in above

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No TIST Computer Techs:03-1100-0-1110-2430-2200-122-2430 - \$5,814+benefits Tech Mentor: 03-0122-0-1110-1000-1130-122-TECH-\$1,500+benefits P.E., Arts funded by PTA-budget from PTA is forthcoming:01-0340-0-1110-1000-xxxx-122-4896/FIT
The Mathematics Assessment Resource Service (MARS) will be reevaluated in the context of the new standards-based mathematics adoption.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Included in management code ASMT above
District technology resources will continue to be utilized to support and enrich student learning for all students.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Above Tech plus 01-0000-0-0000-7200-2900-120-2430-\$36,139+benefits
Baseline performance indicators on the Smarter Balanced assessments will be established.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost.
The District will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets.	LEA-wide	<u>  </u> ALL	EL support 03-0122-0-4850-1000-2100-122-EIA- \$11,482

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

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:

District records will indicate that all teachers have participated in professional development in Writing/Language Arts pertaining to the Common Core State Standards (CCSS), as well as in the areas of mathematics and technology.

The District will continue to implement and refine the new standards-based mathematics program.

One hundred percent of the teachers will be fully trained in effective instructional practices, including peer review/ feedback and effective instructional practices.

Teachers will continue to present lesson development plans to the District’s Common Core Committee for review and approval. Lessons in the core subject areas, approved by the Common Core Committee, will continue to be developed in the core subject areas. One hundred percent of the revised lessons will be aligned with CCSS and will be shared with and utilized by all teachers. Teacher planning proposals and approved lessons will be maintained at each school site.

Writing samples, based on Common Core State Standards, will continue to be collected district-wide. Writing rubrics, developed during the 2015-16 school year, will continue to be refined with the help and support of District teachers.

One hundred percent of the instructional materials and instructional lessons in the core curriculum will be aligned with the Common Core State Standards.

The initial administration of the Smarter Balanced Assessments, which will generate a student report, occurred in the spring, 2015. The initial student performance report established the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard). Students will exhibit a 5% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.

K-3 students will exhibit a 10% overall improvement on their DIBELS or other assessment scores.

The number of EL students reclassified will increase by a minimum of 10%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. New teachers will continued to be supported through the BTSA program.</p>	LEA-wide	<p><u>X</u> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Supported by all teacher salaries:  03-0122-0-1110-1000-11xx-122-0100  \$1,272,507 +benefits  BTSA management code - \$10,724</p> <p>2 Professional Development Days  01-3010-0-1110-1000-xxxx-122-CORE \$9,126  03-0122-0-1110-1000-1130-122-CORE \$6,000 +</p>
<p>Teachers will continue to develop and present lesson development plans to the District's Common Core Committee for review and approval, with an emphasis on mathematics. Approved plans will be developed into Reading/Language Arts, Mathematics, History/Social Science and Science lessons which will be shared with and utilized by all teachers. Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.</p>	LEA-wide	<p><u>X</u> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>03-0122-0-1110-1000-xxxx-122-PD  \$2,852</p>
<p>Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth.</p>	LEA-wide	<p><u>X</u> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>03-1100-0-1110-1000-xxxx-122-ASMT  \$10,926</p>

District teachers will continue to implement student engagement strategies based on Tanya Ward Singer training sessions. Strategies from Singer training sessions will be used to support English language students. Collaborative conversations will continue as a key aspect of the Singer training sessions. The District will continue its investigation of the feasibility of an online assessment reporting system.	LEA-wide	<input checked="" type="checkbox"/> ALL	01-4203-0-4850-1110-1000-xxxx-0122-0000 \$12,435
		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)_____	
Teacher developed writing samples, based on CCSS, will be administered and baseline performance will be established. Through the core curriculum, established programs will provide students with direct experiences in technology, physical education and the visual and performing arts.	LEA-wide	<input checked="" type="checkbox"/> ALL	Included in above
		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)_____	
Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.	LEA-wide	<input checked="" type="checkbox"/> ALL	No TIST Computer Techs:03-1100-0-1110-2430-2200-122-2430 - \$5,930+benefits Tech Mentor: 03-0122-0-1110-1000-1130-122-TECH-\$1,500+benefits P.E., Arts funded by PTA-budget from PTA is forthcoming:01-0340-0-1110-1000-xxxx-122-4896/FIT
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
The Mathematics Assessment Resource Service (MARS) will be reevaluated in the context of the new standards-based mathematics adoption.	LEA-wide	<input checked="" type="checkbox"/> ALL	Included in management ASMT above

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
District technology resources will continue to be utilized to support and enrich student learning for all students.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Above Tech plus 01-0000-0-0000-7200-2900-120-2430-\$36,861+benefits
Established baseline performance indicators on the Smarter Balanced assessments will be utilized to determine appropriate progress.	LEA-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost.
The District will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets.	LEA-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	EL support 03-0122-0-4850-1000-xxxx-122-EIA- \$11,712

<b>GOAL:</b>	<b>Goal II-C: Students</b> Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>X</u> 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	<p>The District Suspension Database, as reported in the School Accountability Report Card (SARC), tracks student suspensions. Students need to be in school in order to access needed instructional programs. The suspension rate for 2013-14 was 0.018 (25 students). There were no expulsions. Middle school and high school drop-out rates are not applicable. High school graduation rates are not applicable.</p> <p>The suspension rate for 2013-14 was 0.018 (25 students). There were no expulsions. School Attendance rates for P2 were 96.99% ADA. Chronic Absenteeism rates were 4.7%. Middle school and high school drop-out rates and support programs are not applicable. High school graduation rates are not applicable.</p> <p>Student achievement data from the Standardized Testing and Reporting (STAR) results, as well as teacher developed local assessments, indicate that students need to improve reading skills. Based on the 2013 API reports, MWUSD students met all participation rates for the district as a whole and for each significant subgroup (Hispanic/Latino, White, Socio-economically Disadvantage &amp; English Learner). Although the English Language Arts (ELA) proficiency target was not met, MWUSD students scored 63.1% proficient in ELA. EL students met the Annual Measurable Achievement Objective (AMAO) #1 (Percent of EL students making annual progress in English) at 57.5%. AMAO #2 (Percent of students attaining English Proficient level on CELDT) was met by having 26.8% of EL students scoring proficient. EL students did not attain AMAO #3 (Annual Yearly Progress, EL students scoring proficient or above), since 39.3% scored proficient. Of the 197 EL students, 7 were reclassified since the last census, a rate of .036% (7 students).</p> <p>The following areas are not applicable:</p> <ul style="list-style-type: none"> <li>• Percentage of students who have completed A-D requirements</li> <li>• Number of Career Technical Education (CTE) classes</li> <li>• Percentage of students that have passed an AP test with a 3 or higher</li> <li>• Percentage of students who passed the Early Assessment Program.</li> </ul> <p>The writing component of the Standards Based Assessment Consortium (SBAC) requires the use of text in defending and supporting analytical arguments. Teachers need to better focus instruction in this area in order for students to meet this new standards requirement. Student achievement data gathered through teachers' classroom observations and reviewed in teacher Co-op groups indicates that students need to continue to improve listening and speaking skills. During ELAC meetings parents expressed concerns regarding in-class opportunities for their children to orally participate in class.</p> <p>Student achievement data from the Standardized Testing and Reporting (STAR) results, as well as teacher developed local assessments, indicate that students need to maintain mathematics skills.</p> <p>Based on the 2013 API reports, MWUSD students met all participation rates for the district as a whole and for each significant subgroup (Hispanic/Latino, White, Socio-economically Disadvantage &amp; English Learner). The mathematics proficiency target was met through Safe Harbor as MWUSD students scored 68.3% proficient in Mathematics.</p>	

Identified Need :	The California Healthy Kids Survey (CHKS) and the 5 <sup>th</sup> Grade Physical Fitness Assessment, indicate that students need support to fully develop physically, socially and emotionally, as evidenced by student surveys indicating that 60% of students report perceived assets at school. The fifth grade physical fitness test results indicate that 70% or more of the students tested scored within the Healthy Fitness Zone in five of the six tests administered. Areas needing improvement are Aerobic Capacity and Body Composition, with students 4.9% and 23.9%, respectively, needing to improve their health risk.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<p>The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate.</p> <p>Information from the previous California Healthy Kids Survey (CHKS) indicates that 65% of students reported perceived assets at school. (CHKS) will provide additional information regarding the students’ physical, social and emotional health during the 2015-16 school year. In the area of “Needs Improvement/ Health Risk” on the Fifth grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category. School attendance rates at P2 will be maintained at or better than 97.03%. Chronic absenteeism rates will be reduced to 4.5%.</p> <p>Since STAR is no longer utilized in California, baseline performance indicators on the SBAC reading assessments will be established. The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard). Students will exhibit a 5% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.</p> <p>K-3 students will exhibit a 10% overall improvement on their DIBELS scores.</p> <p>The number of EL students reclassified will increase by a minimum of 10%.</p> <p>CCSS based benchmark assessments and other tests in language arts and mathematics, both formal and informal, will be developed through the teacher Co-op groups to assess student growth. CCSS and SBAC assessments will be administered. Baseline performance indicators will be established for local and state assessments.</p> <p>Baseline performance indicators on the Smarter Balanced writing assessments will be established. Writing samples, based on Common Core standards, will be administered and baseline performance will be established.</p> <p>The Mathematics Assessment Resource Service (MARS) will be reevaluated in the context of the new standards-based mathematics adoption.</p>		
--------------------------------------	---	--	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Established Behavioral Goals will be maintained at the appropriate school site. The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Support curricula, including Tool Box, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being supporting unduplicated pupil count. Zones of Regulation will continue to be used in all special education classes. Suspension and expulsion records will be maintained at the District Office. Established Behavioral Goals will be maintained at the appropriate school site.</p>	LEA-wide	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u> English Learners</p> <p><u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000-0-0000-7150-2400-190-7120 \$41,615+ben</p> <p>Counselor- 03-0122-1110-3110-xxxx-122-COUN <b>\$14,589</b></p> <p>Add Counseling Supervision of Interns: 01-0000-1110-3110-5839-120-LEA \$7,000</p>
<p>The District will continue to support the National School Lunch Program. Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. Students at Mark West and San Miguel will be supported by a full time Title I reading teacher. Riebli students will be supported by a half-time District funded reading teacher. Low Income and Foster Youth students will also be given priority for instructional support programs, including student tutorials before and after school and reading teacher support and blended services during the school day. During Blended Services (RTI – Response To Intervention) time all classroom teachers provide 30 minutes of targeted instruction to support academic growth of unduplicated students 4 days per week. Instructional Assistants will continue to provide support in the Blended Services (RTI) model. Additional intervention support will include individual and group counseling sessions, as well as parental consultations. An additional increase in Psychologist FTE will continue to be provided to support unduplicated students. Based on student success rates, programs will be added and/or revised to better meet student needs. RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will continue to provide direct instruction through RTI to unduplicated students. Increase Nurse time to serve unduplicated students.</p>	LEA-wide	<p><u> X </u> ALL</p> <p>OR:</p> <p><u> X </u> Low Income pupils <u> X </u> English Learners</p> <p><u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Contribution to Cafeteria Fund 13 to support Free and Reduced students: 01-0000-0-0000-9300-7616-120-SUPP \$38,500</p> <p>School code: 122 Title One (Res 3010 object 1100 \$58k +benefits). Support during Blended Services/RTI during morning Core Curriculum offering (Regular Ed –Fund 01/03, resource 0122/1400 objects 1100/3xxx, management 0100 total \$1.528m x 5.3% or <b>\$80,978</b>, Instructional Assistants: resource 1100, obj 2***/3**2, management SUPP <b>\$20,299</b> for Unduplicated. Other EL support –management EIA- <b>\$11,257</b>. Special Ed teacher salary/benefits-RSP-Res 6500, Function 1120 objects 1xxx,3xx1,mgmt. SUPP-<b>\$47,846</b>, obj Res. 3310,2xxx,3xx2, mgmt. SUPP-<b>\$18,352</b>. SDC-resource 6500,Function 1110 obj 1xxx-3xx1, mgmt. SUPP -<b>\$43,450</b>, Res. 3310 obj 2xxx,3xx2, mgmt.. SUPP-<b>\$31,834</b> Speech res. 6500, Function 3150, obj 1xxx,3xx1, mgmt.. SUPP-<b>\$13,408</b></p> <p>Psych increase (RTI model supported by Spec Ed encroachment from general fund) 01-6500-5770-3110-xxxx-120-SUPP \$61,245 x 1/3 for each school site =<b>\$20,415</b></p> <p>Nurse: 03-0122-1110-3140-xxxx-122-SUPP <b>\$8,830</b></p>

<p>English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies. ELL and RFEP students will be given priority for instructional support programs, including student tutorials before and after school and reading teacher support and Blended Services (RTI) during the school day. Additional intervention support will include individual and group counseling sessions, as well as parental consultations. In order to ensure continued academic progress, ELL and RFEP students will receive support from para-educators and teachers who have been provided with professional development intended to address language acquisition and provide teachers with appropriate instructional strategies. Based on student success rates, programs will be added and/or revised to better meet student needs.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>EL support 03-0122-0-4850-1000-2100-122-EIA (\$0 funds not counted twice)</p> <p>5.3% of daily teacher cost – see above (\$0 funds not counted twice)</p> <p>Other Interventions:  Management code SITE, school 122  : \$10,267</p>
---	-----------------	---	---

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate.</p> <p>Information from the previous California Healthy Kids Survey (CHKS) indicates that 65% of students reported perceived assets at school. (CHKS) will provide additional information regarding the students’ physical, social and emotional health during the 2015-16 school year. In the area of “Needs Improvement/ Health Risk” on the Fifth grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category. School attendance rates at P2 will be maintained at or better than 97.03%. Chronic absenteeism rates will be reduced to 4.5%.</p> <p>Since STAR is no longer utilized in California, baseline performance indicators on the SBAC reading assessments will be established. The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard). Students will exhibit a 5% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.</p> <p>K-3 students will exhibit a 10% overall improvement on their DIBELS scores.</p> <p>The number of EL students reclassified will increase by a minimum of 10 %.</p> <p>CCSS based benchmark assessments and other tests in language arts and mathematics, both formal and informal, will be developed through the teacher Co-op groups to assess student growth. CCSS and SBAC assessments will be administered. Baseline performance indicators will be established for local and state assessments.</p>
--	--

Expected Annual Measurable Outcomes:	Baseline performance indicators on the Smarter Balanced writing assessments will be established. Writing samples, based on Common Core standards, will be administered and baseline performance will be established.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Established Behavioral Goals will be maintained at the appropriate school site. The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Support curricula, including Tool Box, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being. Zones of Regulation will continue to be used in all special education classes. Suspension and expulsion records will be maintained at the District Office. Established Behavioral Goals will be maintained at the appropriate school site.</p>	LEA-wide	<p><u>X</u> ALL</p> <p>OR:</p> <p><u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient <u>  </u> Other  Subgroups:(Specify)_____</p>	<p>SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst.  01-0000-0-0000-7150-2400-190-7120  \$42,447+ben</p> <p>Counselor-  03-0122-1110-3110-xxxx-122-COUN  <b>\$14,881</b></p> <p>Add Counseling Supervision of Interns:  01-0000-1110-3110-5839-120-LEA  \$7,000</p>
<p>The District will continue to support the National School Lunch Program. Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. Students at Mark West and San Miguel will be supported by a full time Title I reading teacher. Riebli students will be supported by a half-time District funded reading teacher. Low Income and Foster Youth students will also be given priority for instructional support programs, including student tutorials before and after school and reading teacher support and blended services during the school day. Additional intervention support will include individual and group counseling sessions, as well as parental consultations. Based on student success rates, programs will be added and/or revised to better meet student needs. RSP teacher, SDC teacher, Speech Teacher , RSP Instructional Assistant, and SDC Instructional Assistant will continue to provide direct instruction through RTI to unduplicated students.</p> <p>Increase Nurse time to serve unduplicated students.</p>	LEA-wide	<u>  </u> ALL	<p>Contribution to Cafeteria Fund 13 to support Free and Reduced students:  01-0000-0-0000-9300-7616-120-SUPP \$38,500</p> <p>School code: 122  Title One (Res 3010 object 1100 \$59k +benefits). Support during Blended Services during morning Core Curriculum offering (Regular Ed –Fund 01, resource 0122/1400 objects 1100/3xxx, management 0100 total \$1.558m x 5.3% or <b>\$82,597</b> Instructional Assistants: resource 1100, obj 2***/3**2, management SUPP <b>\$20,705</b> for Unduplicated. Other EL support –management EIA- <b>\$11,482</b>. Special Ed teacher salary/benefits-RSP-Res 6500, objects 1xxx,3xx1,mgmt. SUPP-<b>\$48,803</b>, obj Res. 3310,2xxx,3xx2, mgmt. SUPP- <b>\$18,719</b>. SDC-resource 6500, obj 1xxx-3xx1, mgmt. SUPP -<b>\$44,319</b>, Res. 3310 obj 2xxx,3xx2, mgmt.. SUPP-<b>\$32,471</b> Speech res. 6500, obj 1xxx,3xx1, mgmt.. SUPP- <b>\$13,676</b></p> <p>Nurse: 03-0122-1110-3140-xxxx-122-SUPP <b>\$9,007</b></p>



**Expected Annual Measurable Outcomes:**

Since STAR is no longer utilized in California, baseline performance indicators on the SBAC reading assessments will be established. The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard). Students will exhibit a 5% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.

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

The number of EL students reclassified will increase by a minimum of 10%.

CCSS based benchmark assessments and other tests in language arts and mathematics, both formal and informal, will be developed through the teacher Co-op groups to assess student growth. CCSS and SBAC assessments will be administered. Baseline performance indicators will be established for local and state assessments.

Baseline performance indicators on the Smarter Balanced writing assessments will be established. Writing samples, based on Common Core standards, will be administered and baseline performance will be established.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Established Behavioral Goals will be maintained at the appropriate school site. The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC. Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment. Support curricula, including Tool Box, BEST and Second Step, will continue to be used in order to maintain positive student behavior and emotional well-being. Zones of Regulation will continue to be used in all special education classes. Suspension and expulsion records will be maintained at the District Office. Established Behavioral Goals will be maintained at the appropriate school site.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000-0-0000-7150-2400-190-7120 \$43,296+ben</p> <p>Counselor- 03-0122-1110-3110-xxxx-122-COUN <b>\$15,178</b></p> <p>Add Counseling Supervision of Interns: 01-0000-1110-3110-5839-120-LEA \$7,000</p>

<p>The District will continue to support the National School Lunch Program. Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers. Students at Mark West and San Miguel will be supported by a full time Title I reading teacher. Riebli students will be supported by a half-time District funded reading teacher. Low Income and Foster Youth students will also be given priority for instructional support programs, including student tutorials before and after school and reading teacher support and blended services during the school day. During Blended Services (RTI) time all classroom teachers provide 30 minutes of targeted instruction to support academic growth of unduplicated students 4 days per week. Instructional Assistants will continue to provide support in the Blended Services (RTI) model. Additional intervention support will include individual and group counseling sessions, as well as parental consultations. An additional increase in Psychologist FTE will continue to be provided to support unduplicated students. Based on student success rates, programs will be added and/or revised to better meet student needs. RSP teacher, SDC teacher, Speech Teacher , RSP Instructional Assistant, and SDC Instructional Assistant will continue to provide direct instruction through RTI to unduplicated students. Increase Nurse time to serve unduplicated students.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:  <u>X</u> Low Income pupils <u>X</u> English Learners  <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other  Subgroups:(Specify) _____</p>	<p>Contribution to Cafeteria Fund 13 to support Free and Reduced students:  01-0000-0-0000-9300-7616-120-SUPP \$38,500</p> <p>School code 122  Title One (Res 3010 object 1100 \$60k +benefits). Support during Blended Services during morning Core Curriculum offering (Regular Ed –Fund 01, resource 0122/1400 objects 1100/3xxx, management 0100 total \$1.589m x 5.3% or \$84,249 Instructional Assistants: resource 1100, obj 2***/3**2, management SUPP \$21,119 for Unduplicated. Other EL support –management EIA- \$11,712. Special Ed teacher salary/benefits-RSP-Res 6500, objects 1xxx,3xx1,mgmt. SUPP-\$49,779, obj Res. 3310,2xxx,3xx2, mgmt. SUPP-\$19,093.  SDC-resource 6500, obj 1xxx-3xx1, mgmt. SUPP -\$45,205, Res. 3310 obj 2xxx,3xx2, mgmt.. SUPP-\$33,120  Speech res. 6500, obj 1xxx,3xx1, mgmt.. SUPP-\$13,950  Nurse: 03-0122-1110-3140-xxxx-122-SUPP \$9,187</p>
<p>English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instruction strategies. ELL and RFEP students will be given priority for instructional support programs, including student tutorials before and after school and reading teacher support and Blended Services (RTI) during the school day. Additional intervention support will include individual and group counseling sessions, as well as parental consultations. In order to ensure continued academic progress, ELL and RFEP students will receive support from para-educators and teachers who have been provided with professional development intended to address language acquisition and provide teachers with appropriate instructional strategies. Based on</p>	<p>LEA-wide</p>	<p><u>__</u> ALL</p>	<p>EL support 03-0122-0-4850-1000-2100-120/121-EIA (\$0 funds not counted twice)  5.3% of daily teacher cost – see above (\$0 funds not counted twice)</p> <p>Psych increase (supported by Spec Ed encroachment from general fund)  01-6500-5770-3110-xxxx-120-SUPP \$63,719 x 1/3 for each school site = \$21,240</p> <p>Other Interventions:  Management code SITE, school 122 \$10,267</p>

student success rates, programs will be added and/or revised to better meet student needs.

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

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

<b>Identified Need :</b>	Students need parents who are involved and committed to their children’s academic, physical and emotional growth. Parent comments during parent/teacher conferences, as well as during formal and informal consultations, indicate a desire by parents to be well informed and involved in their children’s education. Parent participation logs and a parent survey will be developed and maintained by principals.
--------------------------	--

<b>Goal Applies to:</b>	Schools:	All			
	Applicable Pupil Subgroups:	All			

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. An electronic parent survey will be utilized to further solicit and assess parent needs. Baseline data pertaining to parent participation and input will be established during the 2014-15 school year. During the 2014-15 school year, forty-four parents participated in the Common Core Night and twenty parents participated in the Technology Night. Fifteen parents took the online Smarter Balanced sample assessments. Participation logs will reflect a 10% increase in the number of parents participating at District training and informational events.
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	LEA-wide	<input checked="" type="checkbox"/> ALL	03-0122-0-1110-1000-1142-122-PD \$2,852
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	01-4203-0-4850-1000-xxxx-122-0000 \$3,168

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. An electronic parent survey will be utilized to further solicit and assess parent needs. Baseline data pertaining to parent participation and input will be established during the 2014-15 school year. During the 2014-15 school year, forty-four parents participated in the Common Core Night and twenty parents participated in the Technology Night. Fifteen parents took the online Smarter Balanced sample assessments. Participation logs will reflect a 10% increase in the number of parents participating at District training and informational events.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	LEA-wide	<u>X</u> ALL	03-0122-0-1110-1000-1142-122-PD \$2,852
		OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	01-4203-0-4850-1000-xxxx-122-0000 \$3,168

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Parent participation logs, maintained at all schools, will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. An electronic parent survey will be utilized to further solicit and assess parent needs. Baseline data pertaining to parent participation and input will be established during the 2014-15 school year. During the 2014-15 school year, forty-four parents participated in the Common Core Night and twenty parents participated in the Technology Night. Fifteen parents took the online Smarter Balanced sample assessments. Participation logs will reflect a 10% increase in the number of parents participating at District training and informational events.</p>
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	LEA-wide	<u>X</u> ALL	03-0122-0-1110-1000-1142-122-PD \$2,852
		OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	01-4203-0-4850-1000-xxxx-122-0000 \$3,168

## 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?

Original GOAL from prior year LCAP:	<b>II-A)</b> Maintain school facilities in a manner that ensures they are clean, safe and functional as described in Education Code Section 17002.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	The Annual Facilities Inspection Report will reflect clean, safe and functional facilities and will show all district facilities to be within the "Good Repair" category of the report.	Actual Annual Measurable Outcomes:	The Annual Facilities Inspection Report will reflect clean, safe and functional facilities and will show all district facilities to be within the "Good Repair" category of the report.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
School facilities are inspected and evaluated through the Annual Facilities Inspection Report.	The district will continue to provide contributions from the General Fund (01 Resource 0000) to the Deferred Maintenance Fund (14) in order to address areas of concern. Budgeted amount: \$40,000	School facilities were inspected and found to be in "Good Repair". The Annual Facilities Inspection Report was approved by the Mark West Board of Education in January, 2015. Due to revenues received from Basic Aid Supplemental beginning in 2012-13, Fund 40 has been created as a Special Reserve for Capital Outlay to address Facilities Master Plan projects., funds previously 'reserved' in Fund 01 plus a portion of estimated 14-15 revenues have been transferred to Fund 40 for these purposes.	Transfer of \$40,000 Fund 01 8091 to Fund 14 obj 8091 Deferred Maintenance -complete. Total transfer into Fund 40 for future facilities needs -\$1,405,254
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <input type="checkbox"/> Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<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)_____		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 <input type="checkbox"/> Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to annually inspect and evaluate all school facilities with the goal of maintain all facilities in "Good Repair".		

Original GOAL from prior year LCAP:	<b>II-B)</b> Minimize the number of student suspensions and expulsions, while maintaining a safe learning environment.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	---

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

Expected Annual Measurable Outcomes:	<p>The District Suspension Database, maintained at the District Office, will track all suspensions and expulsions. The results will annually be reported in the SARC.</p> <p>Positive school-wide behavior support systems emphasizing counseling services will be implemented to promote a safe school environment.</p> <p>Support curricula, such as Tool Box, BEST and Second Step, may also be implemented.</p> <p>Through these positive steps, the district will reduce suspensions by 8% (reduction of 2 students) and maintain a “0” expulsion rate.</p> <p>Middle school and high school drop-out rates are not applicable. High school graduation rates are not applicable.</p>	Actual Annual Measurable Outcomes:	<p>The District Suspension Database, maintained at the District Office, tracked all suspensions and expulsions. Forty-seven students were suspended in 2013-14. Based on a review of the current (January, 2015) suspension rates, 2014-15 suspension rates are on target to remain constant when compared to 2013-14 suspension rates.</p> <p>One FTE counselor was hired for the 2014-15 school year. With the assistance of the new counselor, positive school-wide behavior support systems were developed.</p> <p>Support curricula, BEST and Second Step, were implemented during the 2014-15 school year.</p> <p>Through these positive steps, the district maintained the suspension rate when 2013-14 is compared to 2014-15. The district will continue with the programs in this area with the goal of reducing the suspensions by 8% (reduction of 2 students) while maintaining a “0” expulsion rate.</p> <p>There were no expulsions during 2014-15.</p>
--------------------------------------	---	------------------------------------	--

**LCAP Year: 2014-15**

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Suspension and expulsion records will be maintained at the District Office. Established Behavioral Goals will be maintained at the appropriate school site.	The district General Funds 01/03 provides annually for office site and Supt’ Exec Asst. salary and benefits to maintain records (see object 2400 for office salaries). Instructional materials costs (Resource 1100-\$37,200. Res 6300-\$7,260) are also budgeted districtwide.	<p>Suspension and expulsion records were maintained by the District Office. Principals were able to access these records which allowed them to on reducing and/or maintaining suspensions and expulsions.</p> <p>Additionally, the district began the process of using the Riverside County Office of Education Needs Assessment Tool (NAT) to document assessment trends, suspensions, expulsions etc. This tool is expected to assist administrators in reducing and/or maintaining suspensions and expulsions.</p>	The district General Funds 01 provides annually for office site and Supt’ Exec Asst. salary and benefits to maintain records (see object 2400 management 7120, 5300, sch 122 for office salaries). Instructional materials costs (Resource 1100, obj. 43xx-, sch 122 \$17066. Res 6300-\$4387) estimated expenditures

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Based on the maintenance and/or reduction of student suspensions and expulsions, the District will continue to closely monitor suspensions and expulsions through the District database. Additionally, the District will continue with school level counseling services and the use of BEST and Second Step in order to maintain positive student behavior and emotional well-being. The District will reduce suspensions by 8% (2 students) and maintain “0” expulsions.</p> <p>This 2014-15 goal will be included in <b>Goal II-C: Students</b> (Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.)</p>			

Original GOAL from prior year LCAP:	II-C) Provide highly qualified, credentialed and appropriately assigned teaching staff.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	By utilizing the District Certificated Database, the Human Resources Office will ensure that all teachers are highly qualified and fully credentialed. The district will ensure that all MWUSD teachers, new and continuing, remain HQT with no miss-assignments.		Actual Annual Measurable Outcomes:	Based on the District Certificated Database, the Human Resources Office all teachers were highly qualified and appropriately credentialed for their teaching assignment.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Human Resources Office ensures that all teachers are fully and appropriately credentialed for their teaching assignment. Principals monitor teacher assignments. The annual Declaration of Need, submitted to the local governing board, and the SARC verify complete and appropriate credentialing.	The district General Funds 01,03 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability.	Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment. Human Resources results were reported in the SARC (December, 2014), indicating that all district teachers were appropriately credentialed and assigned. The appropriately credentialed and assigned teachers provided all students with access to a standards-based curriculum.		The district General Funds 01 provides annually to fund Superintendent’s role as Human Resources supervisor (Function 7150, object 1300), Principals as monitors(Function 2700, object 1300), and District Office HR position (Function 7200, object 2400) The District has an interest in keeping and attracting highly qualified instructional staff while maintaining fiscal stability. These salaries total \$314,763+ benefits

Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u>X</u> ALL		<u>X</u> 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?		<p>The Human Resources Office will continue to monitor all district teachers to ensure that they are highly qualified, fully credentialed and placed in an appropriate teaching assignment. The appropriate assignment of all fully credentialed teachers will continue to provide all students with access to a standards-based curriculum.</p> <p>This 2014-15 goal will be included in <b>Goal II-B: Teaching Practices</b> (Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards.)</p>	

Original GOAL from prior year LCAP:	<b>II-D)</b> Provide teaching staff with training in effective instructional practices ensuring student access to and understanding of the Common Core Standards.		Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Teachers will be trained in CCS and effective instructional practices. Site level professional development records will track professional training in both CCS and effective instructional practices in order to develop teachers' proficiency in these areas.  Utilize BTSA Program support for year 1 and 2 teachers.	Actual Annual Measurable Outcomes:	Teachers were trained in Common Core Math Standards and effective instructional practices. Site level professional development records tracked professional training in both CCS and effective instructional practices.  The District utilized BTSA Program support for year 1 and 2 teachers. Three District teachers participated in the BTSA program.
Expected Annual Measurable Outcomes:	All district teachers will participate in CCSS professional development in the areas of mathematics and technology.	Actual Annual Measurable Outcomes:	All district teachers participated in CCSS professional development in the areas of mathematics and technology, as evidenced by professional development sign in sheets maintained by the District.
<b>LCAP Year: 2014-15</b>			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
<p>All teachers will be trained in the Common Core Standards. A minimum of 33% of the teachers will be fully trained in effective instructional practices, including peer review and feedback. Professional development records will be maintained by each school.</p>		<p>Gate funding is provided for all sites (Management GATE - \$32,172), BTSA funds for Support Providers/ Participating Teachers include (Management BTSA- \$16,224). The district general fund's Common Core (CORE-carryover balance needs to be spent in 2014-15) and Title II (Resource 4035-\$26,500) provide funds for training.</p>	<p>All district teachers participated in professional development in the Common Core Math Standards. Two district level math trainings and two district level technology trainings were provided. Teachers focused on mathematics during the 2014-15 year as the district prepares to adopt a standards-based mathematics program for 2015-16. Individual teachers attended SCOE professional development on ELD Hi-Impact Common Core and the EL Leadership Conference. A Technology Integration Support Teacher (TIST) has been employed this year to support teachers in the classroom with technology use and professional development in implementing the Common Core Standards. Based on the professional development provided, teachers have developed and implemented lessons integrating technology into the Common Core instruction. This implementation is evidenced by administrative observations.</p>		<p>Common Core Fund 03 resource 7405 object 1130/1142-\$11,527 (+ benefits) for prof dev days and object 1100 - \$11,595 (+ benefits) for TIST. Object 5xxx \$2,718 All other activity budgets as noted in 'Planned Action /Budgeted Expenditures' section apply: Fund 01: Gate funding is provided for all sites (Management GATE - \$32,172), BTSA funds for Support Providers/ Participating Teachers include (Management BTSA- \$16,224), and Title II (Resource 4035-\$26,500) provide funds for training. EL prof dev. Funded by resource 4203, obj 5200 + release time obj 1142 + benefits.</p>
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>Training in the Common Core Standards will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Mathematics will continue to be a focus for the district as a new mathematics program is adopted and implemented. Teacher participation in the training sessions will be monitored by District maintained professional development sign-in sheets.</p> <p>This 2014-15 goal will be included in <b>Goal II-B: Teaching Practices</b> (Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.</p>			

Original GOAL from prior year LCAP:	<b>II-E) Establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science.</b>		Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Teachers will continue to present lesson development plans to the District's Common Core Committee for review and approval. Lessons in the core subject areas, approved by the Common Core Committee, will continue to be developed in the core subject areas. At least 60% of the revised lessons will be aligned with CCSS and will be shared with and utilized by all teachers. Teacher planning proposals and approved lessons will be maintained at each school site.		Actual Annual Measurable Outcomes:	Based on the current Common Core Standards mathematics adoption, the District, in consultation with district teachers, determined that the 2014-15 focus should be on mathematics.	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Teachers will present lesson development plans to the District's Common Core Committee for review and approval. Approved plans will be developed into Reading/Language Arts, Mathematics, History/Social Science and Science lessons which will be shared with and utilized by all teachers. Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.		Funding Source: General Funds 01/03 regular education teacher salary and benefits (includes Education Protection Act EPA funds. Objects 1100, 3xx1, Schools 121,122,123. Management code 0100. Special Ed teacher salary and benefits (Resource 6500, Objects 1100-3xx1. Schools 121, 122, 123. Common Core funds (Resource 7405-any carryover funds).	Based on the current Common Core Standards mathematics adoption, the District, in consultation with district teachers, determined that the 2014-15 focus should be on mathematics. In further discussions with key stakeholders on January 12, 2015, it was also determined that mathematics would be the focus for 2015-16 as the District adopts a new standards-based mathematics program.		All remaining CCSS funds in resource 7405 will be spent on Math Adoption curriculum (~\$33k). Common Core professional development was provided through common core funds resources 7405-\$11,527+ben. and Title One funds for this Title One school resource 3010, all objects 113x, 3xxx, school 122 -\$7,505 + ben
Scope of service:	School-wide		Scope of service:	School-wide	
<u>X</u> ALL			<u>X</u> 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 checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teachers will continue to develop and present lesson plans to the District's Common Core Committee for review and approval, with an emphasis on mathematics. At least 60% of the revised lessons will be aligned with Common Core State Standards and will be shared with and utilized by all teachers. Teacher planning proposals and approved lessons will be maintained at each school site.				

Original GOAL from prior year LCAP:	<b>II-F)</b> Students will be provided with standards-aligned curricular materials in mathematics, science, history-social science, English language arts and, as appropriate, English language development.		Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	The Annual Report to the governing board regarding Sufficiency of Instructional Materials, as required by the Williams Act, will indicate that MWUSD students are being provided with quality standards-aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education. Additionally, at least 60% of the instructional materials will have been aligned with the CCSS. The district will continue to purchase Chrome Books and I-pads in order to provide greater student access and use.		Actual Annual Measurable Outcomes:	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September, 2014. The report indicated district-wide sufficiency of instructional materials.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services
MWUSD students, including significant subgroups and special education, are provided with high quality, standards-aligned instructional materials.		The district general fund provides funds for new and replacement instructional materials using restricted lottery (Res 6300. School 121-\$3120, school 122-\$3200, school 123-\$4060), lottery (Res 1100. School 121 \$10,200, school 122-\$11,900, school 123-\$13,100), flexibility block grant funds (Res 0910, obj. 4110-\$40,499 split for all sites), site budgets (obj. 4341-\$2,000 each site) and for technology materials as reserved in Fund 17 for our 7-year Technology Expenditure Plan \$1M.		The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September, 2014. The report indicated district-wide sufficiency of instructional materials. On-going professional development in mathematics was provided as part of the mathematics adoption process. Chrome Books and I-pads were extensively used throughout the District.
Scope of service:	LEA-wide			Scope of service:
<u>X</u> ALL				<u>X</u> ALL
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____				OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will continue to ensure Sufficiency of Instructional Materials, as required by the Williams Act and described in the state curriculum frameworks and adopted by the California State Board of Education. The District will continue to align instructional materials with the Common Core State Standards. Chrome Books and I-pads will continue to be used throughout the District.			

Original GOAL from prior year LCAP:	<p><b>II-G)</b> Design programs to meet the physical, social and emotional needs of all students and articulated from Kindergarten through grade six. The programs will be developed with the support of the counselor, music teacher, art docents and P.E. instructors in conjunction with the District’s Wellness Policy. Additionally, a program support matrix will be maintained at each school site indicating increased student support. Increase attendance rates each year-close the gap by 5%. Decrease chronic absenteeism rates by 5% each year. Provide access to full range of classes for all students and additional support for unduplicated count pupils– English, math, social studies, science, visual &amp; performing arts, library, PE.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <u>X</u> 2__ 3__ 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u></p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
-------------------------------------	--	---

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

Expected Annual Measurable Outcomes:	<p>Through the core curriculum, programs for Kindergarten through sixth grade students will be refined and expanded to provide students with direct experiences in technology, physical education and the visual and performing arts. Additionally, programs will be established to address students’ social and emotional development. CHKS student surveys will reflect 65% of students reporting perceived assets at school. In the area of “Needs Improvement/ Health Risk” on the Fifth grade Physical Fitness Test, students will exhibit a 10% decline, from the previous year, in the number of students falling within this category. School attendance rates on P2 97.03%. Chronic absenteeism rates - 4.5%. Maintain full range of classes.</p>	Actual Annual Measurable Outcomes:	<p>Through the core curriculum, programs for Kindergarten through sixth grade students were refined and expanded to provide students with direct experiences in technology, physical education and the visual and performing arts. Programs were also established to address students’ social and emotional development.</p>
--------------------------------------	--	------------------------------------	--

**LCAP Year: 2014-15**

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>Through the core curriculum, programs will be established to provide students with direct experiences in technology, physical education and the visual and performing arts.</p>	<p>Funding Source: General Funds 01/03 for Nurse (Function 3140), Fund 17 for Technology Plan reserves (~\$1M), Site PTA’s, Mark West Education Foundation-miscellaneous funds in fundraiser resources 0340/0345.</p>	<p>Second Step and Tool Box have been implemented at all schools. Zones of Regulation has been implemented in all special education classes. District schools have developed and implemented additional student support programs, for example, a full time counselor and 2 interns at each site-Counselor has implemented new programs to support unduplicated pupil count (management COUN). The California Healthy Kids Survey (CHKS) will provide additional information regarding the students’ physical, social and emotional health during the 2015-16 school year. Student meetings at each of the district’s schools indicated that students enjoy school, their teachers and their friends and feel safe while at school. An additional increase in Psychologist FTE was provided to support unduplicated students. San Miguel Elementary hired a certificated PE teacher to support student’s physical needs TK-6<sup>th</sup> grades, each class receives 30 min. PE session focused on strength, balance, flexibility, cardio funded by site PTA (FIT management), Mark West Ed Foundation supports PE growth through ZUMBA classes for TK-2 grades (ZUMB management) both school site 121. San Miguel School participates in Safe Routes to School programs-pedestrian safety, bicycle safety, Walk and Roll to school.</p>	<p>School code: 122 Management code COUN-<b>\$13,327</b></p> <p>PTA for PE- resource 0340, school 122, mgmt. FIT-\$4896</p> <p>MWEF for ZUMBA resource 0345, school 122, mgmt. ZUMB-\$779</p>

Scope of service:	School-wide	Scope of service:	School-wide
<u>X</u> ALL		<u>X</u> 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 checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Second Step and Tool Box will continue to be used at all schools. Zones of Regulation will continue to be used in all special education classes. Additional student support programs will continue to be refined and implemented at all district schools. CHKS will reflect 65% of students reporting perceived assets at school.	

Original GOAL from prior year LCAP:	<b>II-H)</b> Each school will establish parent training and informational events and/or activities.	Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

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

Expected Annual Measurable Outcomes:	Parent participation logs will indicate the level of parental involvement in training and informational opportunities designed to assist them in effectively supporting their children’s learning, including access to the Smarter Balanced sample assessments. An electronic parent survey will be developed to further solicit and assess parent needs. Baseline data pertaining to parent participation and input will be established during the 2014-15 school year.	Actual Annual Measurable Outcomes:	Parent participation logs were maintained at all schools. Parents were provided with training and information in the Common Core Standards and Night and available District technology. Parents were also encouraged to participate in the Bright Bytes survey.
--------------------------------------	--	------------------------------------	---

**LCAP Year: 2014-15**

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	Funding source: Teacher account (obj. 1130-\$4,000) for Extra Services Contracts, Title III (Res. 4203-\$8,333).	Parent participation logs were maintained at all schools. Thirty percent of the District parents participated in the Bright Bytes survey indicating their support for their schools and programs. Forty-four parents participated in the Common Core Night and twenty parents participated in the Technology Night. Fifteen parents took the online Smarter Balanced sample assessments.	No costs associated with parent nights as they were staffed with administrators, babysitting was provided free of charge
Scope of service:	School-wide	Scope of service:	School-wide
<u>X</u> ALL		<u>X</u> 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? 	Parent training and informational opportunities designed to assist them in effectively supporting their children’s learning, will continue to be offered throughout the school year. Participation logs will reflect a 10% increase in the number of parents participating at District training and informational events.	

Original GOAL from prior year LCAP:	<b>II-I) Students will be provided with daily sequential, standards-aligned reading instruction.</b>	Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ 4__ <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Since STAR is no longer utilized in California, baseline performance indicators on the SBAC reading assessments will be established. K-3 students will exhibit a 10% overall improvement on their DIBELS scores. The District will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets. The number of EL students reclassified will increase by a minimum of 10%. Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth. In addition, the District will use technological resources designed to support and enrich student learning to meet the needs of intervention and advance students.	Actual Annual Measurable Outcomes:	Since STAR is no longer utilized in California, baseline performance indicators on the Smarter Balanced Assessments have not yet been established.

LCAP Year: 2014-15

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
<p>Students will be provided with high quality reading instruction, reading specialist support and access to extended day and extended year instruction support. Baseline performance indicators on the Smarter Balanced Common Core reading assessments will be established. Blended Services (RTI) model will be provided to support students.</p>	<p>Funding source: Title One (Res 3010, schools 121/122, objects 1xxx,3xx1), Riebli .50 fte Reading teacher (Management READ, objects 1xxx,3xx1), support during Blended Services (RTI) during morning Core Curriculum offering (Regular Ed – Funds 01/03, objects 1xxx, 3xx1, management 0100 and Special Ed teacher salary/benefits – Res 6500, objects 1xxx,3xx1), K-1 para-educators (Funds 01/03 Management 7395, object 2xxx,3xx2), and part of SBAC Initiative rolled out in 2014-15 by COE – no expense.</p>	<p>Since STAR is no longer utilized in California, baseline performance indicators on the Smarter Balanced Assessments have not yet been established. The initial administration of the Smarter Balanced Assessments, which will generate a student report, will occur in the spring, 2015. The initial student performance report will establish the number of students scoring in each of the four performance levels (Below Standard, Near Standard, At Standard, Above Standard). During Blended Services time all classroom teachers provided 30 minutes of targeted instruction to support academic growth of unduplicated students 4 days per week (=5.3% of annual time). Instructional Assistants provided support in the Blended Services model also allows classroom teacher to serve EL, FR/Red and Foster separately. RSP teacher, SDC teacher, RSP Instructional Assistant, and SDC Instructional Assistant provided direct instruction to unduplicated students through the RTI model. RSP teacher serves students direct instruction to EL/F/R serve students from 8:30am-12:45pm 4 days/wk = 40.4% of annual time, serves EL/F/R math groups 7.7% of annual time or approximate 48% of total time supported by LCFF funds towards encroachment in special ed , RSP Instructional Assistant supported by Supp/Con funds, SDC teacher serves students direct instruction to EL/F/R students. Additional intervention support will include individual and group counseling sessions, as well as parental consultations. An additional increase in Psychologist FTE will continue to be provided to support unduplicated students. Based on student success rates, programs will be added and/or revised to better meet student needs. RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will continue to provide direct instruction through RTI model to unduplicated students. Increase Nurse time to serve unduplicated students. English Language Learner (ELL) students were provided with the following additional services (EIA management): English Language Development (ELD) paraprofessional support, a Double-dip of Blended Services with push in model from ELD teacher for 30 minutes/day, 4 days/week, and extended day for Math and Language Arts support (see 5.3% of annual teacher time above) Hired other Intervention/homework Club certificated and classified and instructional materials to support EL/F/R/Foster (SITE)</p>	<p>School code 122 Title One (Res 3010 object 1100 \$57k +benefits). Support during Blended Services during morning Core Curriculum offering (Regular Ed –Fund 03, resource 0122/1400 objects 1100/3xxx, management 0100 total \$1.483m x 5.3% or \$78,631, Instructional Assistants: resource 1100, obj 2***/3**2, management 7395 \$18,663 for Unduplicated. Other EL support –management EIA-\$10,427. Special Ed teacher salary/benefits-RSP-Res 6500, Function 1120,objects 1xxx,3xx1,mgmt. 2200-\$46,053, obj Res. 3310, Function 1120, 2xxx,3xx2, mgmt. 2420-\$13,749. SDC-resource 6500, Function 1110, obj 1xxx-3xx1, mgmt. 2100 -\$42,588, Res. 3310, Function 1110, obj 2xxx,3xx2, mgmt.. 2100-\$31,428 Speech res. 6500,Function 3150, obj 1xxx,3xx1, mgmt.. 2350-\$16,288</p> <p>Management code SITE , school 122 - \$10,111</p> <p>SBAC Initiative rolled out in 14-15 by COE – no expense.</p>
<p><u>X</u>_ALL</p>		<p><u>X</u>ALL</p>	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		K-3 students will exhibit a 10% overall improvement on their DIBELS scores. The District will continue to provide appropriate instruction for EL students in order for them to meet the AMAO targets. The number of EL students reclassified will increase by a minimum of 10%. Students will exhibit a 5% improvement in the number of students in the At Standard (Level 3) and the Above Standard (Level 4) performance levels.	

Original GOAL from prior year LCAP:	<b>II-J)</b> Students will be provided with daily writing experiences with an emphasis on non-fiction writing.		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Writing samples, based on CCSS, will be administered and baseline performance will be established. Baseline performance indicators on the SBAC writing assessments will be established.		Actual Annual Measurable Outcomes:	Writing samples, based on expository writing, were collected district-wide.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
Students will be provided with daily writing experiences with an emphasis on non-fiction writing. Writing samples, based on Common Core standards, will be administered and baseline performance will be established. Baseline performance indicators on the Smarter Balanced writing assessments will be established.		Funding sources: same as for Goal II-I.	Writing samples, based on expository writing, were collected district-wide. Writing rubrics are in the process of being developed with the help and support of District teachers.	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Writing samples, based on Common Core State Standards, will be developed and administered. Baseline performance indicators on the SBAC writing assessments will also be established. Students will be provided with daily writing experiences with an emphasis on non-fiction writing.		

Original GOAL from prior year LCAP:	<b>II-K)</b> Students will be provided with daily activities in listening and speaking in order to prepare students to participate effectively in a range of conversations and collaborations with diverse partners.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>X</u> 5__ <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Benchmark assessments and other tests, both formal and informal, will be developed through the teacher Co-op groups to assess student growth. Baseline assessment data will be established during the 2014-15 school year.	Actual Annual Measurable Outcomes:	Teachers have implemented Tanya Ward Singer based engagement strategies. Tanya Ward Singer training has assisted teachers in supporting English Learner students.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Benchmark assessments and other tests, both formal and informal, will be developed to assess student growth. Baseline assessment data will be established.		Funding source: Funds 01, 03, Management DIBL - \$10,461 each site and DIBL materials (Res 6300)~ \$1,700 each site.	The District has begun the feasibility of an on-line assessment reporting system. Collaborative conversations, a key aspect of the Tanya Ward Singer strategies, will continue.	Resource 4203, obj 5839-\$10,150
Scope of service:	School-wide		Scope of service:	School-wide
<u>X</u> ALL			<u>X</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____			OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to collect baseline strategies and utilize the Tanya Ward Singer strategies. Continue with the investigation of the feasibility of an on-line assessment reporting system.			

Original GOAL from prior year LCAP:	<b>II-L)</b> Students will be provided with daily sequential, standards-aligned mathematics instruction.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Since STAR is no longer utilized in California, baseline performance indicators on the SBAC mathematics assessments will be established. Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth. Sixty percent of students will perform at or above the proficiency level on a Mathematics Assessment Resource Service (MARS) task. District technology resources will utilized to support and enrich student learning for all students.	Actual Annual Measurable Outcomes:	Mathematics training was provided for all teachers. Mathematics assessments were not established, as the district focused on teacher training and the adoption of a new standards aligned mathematics program.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures	

<p>Benchmark assessments and teacher developed tests, both formal and informal, will be used to assess student growth. Sixty percent of students will perform at or above the proficiency level on a Mathematics Assessment Resource Service (MARS) task. Baseline performance indicators on the Smarter Balanced assessment will be established.</p>	<p>Funding source: Part of new SBAC Initiative, no funds necessary.</p>	<p>Mathematics training was provided for all District teachers. A process to evaluate the usefulness of the Mathematics Assessment Resource Service (MARS) with the new standards based mathematics adoption was initiated.</p> <p>During Blended Services time all classroom teachers provided 30 minutes of targeted instruction to support academic growth of unduplicated students 4 days per week (=5.3% of annual time). Instructional Assistants provided support in the Blended Services model also allows classroom teacher to serve EL, FR/Red and Foster through RTI.</p> <p>RSP teacher, SDC teacher, RSP Instructional Assistant, and SDC Instructional Assistant provided direct instruction to unduplicated students through the RTI model. RSP teacher serves students direct instruction to EL/F/R serve students from 8:30am-12:45pm 4 days/wk = 40.4% of annual time, serves EL/F/R math groups 7.7% of annual time or approximate 48% of total time supported by LCFF funds towards encroachment in special ed , RSP Instructional Assistant supported by Supp/Con funds, SDC teacher serves students direct instruction to EL/F/R students. Additional intervention support will include individual and group counseling sessions, as well as parental consultations. An additional increase in Psychologist FTE will continue to be provided to support unduplicated students. Based on student success rates, programs will be added and/or revised to better meet student needs. RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will continue to provide direct instruction through RTI model to unduplicated students. Increase Nurse time to serve unduplicated students. English Language Learner (ELL) students were provided with the following additional services (EIA management): English Language Development (ELD) paraprofessional support, a Double-dip of Blended Services with push in model from ELD teacher for 30 minutes/day, 4 days/week, and extended day for Math and Language Arts support (see 5.3% of annual teacher time above)</p>	<p>Math Instruction expenditures same as in sections II-I, II-J for all teacher instruction costs as well as targeted instruction provided by instructional assistants and support staff. Supplemental and Concentration Grant funds will not be counted in section again (see above \$ in Reading Section II-I).</p>
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-wide</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 checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Based on discussions with key stakeholders and a review of the 2014-15 goals, the 2015-16 goals have been clustered into four key goals. All state priorities are covered in the four new goals. Actions and services from 2014-15 are continued into 2015-16, with the exception that the District will focus more on mathematics curriculum and assessments as it implements a newly adopted, Common Core Standards-based mathematics program.</p>		

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.

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

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:	\$200,067 (actual from above)*
San Miguel Elementary Charter School has a 35.67% unduplicated student percentage. These funds will be used to support a reading teacher, individual and group direct instruction, psych support, nurse support, counselor support, before and after school interventions.	
In section s above, the yellow highlighted amounts reflect funds spent on Unduplicated Count Students over and above all other students.	

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

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

6.34	%	% To Be Determined when May REVISE is calculated
To achieve this minimum proportionality, we are providing increased Counseling, Psychologist and Nursing services, Before and After School programs, additional direct instruction to support Low Income, Foster Youth, ELL and RFEP students. The staffing cost of these services provides an increase in services to these students when compared to the cost of staffing for all students.		

\*The MPP percentage and dollar amount above have been calculated using a 45% GAP percentage increase in the Local Control Funding Formula calculator. CDE guidance notes that the percentage used in the LCAP should match the percentage estimated at May Revise time which is 53.08%. Any impact on the MPP due to differences in GAP percentage increases or decreases will be shared with the district's stakeholders during the 2015-16 school year when communicating the annual updates to the LCAP. For the Mark West District's LCAP, there is no affect due to the change in GAP percentages used because the district is funded at TARGET. Any increase in the GAP percentage will not affect the MPP calculation in 2015-2016 (or the annual update or 2 subsequent years).

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

**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).