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

<u>**Introduction:**</u>

LEA: <u>**Manzanita Elementary School District**</u>   Contact (Name, Title, Email, Phone Number): <u>**Michelle Sanchez, Principal/Superintendent msanchez@mesd.net, 530-846-5594**</u>
LCAP Year: <u>**2015**</u>

The Manzanita School District is a rural, K-8, single-school district of 280 students. A strategic planning team consisting of board members, certificated and classified staff, parents, community members and student completed an exhaustive strategic planning process to set a new direction with a bold mission statement. They carefully developed community beliefs as a foundation and then set specific objectives and action plans necessary for students, parents, and staff to be successful in fulfilling the stated mission of the school which is, **"Manzanita Elementary School, an innovative K-8 single-school district in an agricultural setting, graduates confident, responsible, entrepreneurial learners with strong academic and personal life skills, who are empowered to direct their own futures; we accomplish this through engaging, dynamic instruction delivered within a safe and caring environment using relevant technologies and a rigorous curriculum in a student-centered partnership with family, community, and a passionate, extraordinary staff."**

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?

Involvement Process (2015-16)	Impact on LCAP (2015-16)
1. On February 6, 2015, the staff reviewed the existing Strategic Plan and LCAP and discussed progress we have made on meeting each goal. They provided input as to next steps and needs related to those goals. 2. On February 11, 2015 the mid-year progress of Strategic Plan and LCAP goals was shared at the Manzanita School Board Meeting. 3. On March 4, 2015 the mid-year progress of the Strategic Plan and LCAP goals was shared at a School Site Council meeting. The Site Council consists of parents (including an EL representative), teachers, classified, administration, a student, and members of our bargaining unit. Site Council members provided input related to the goals and budget for the 2015-16 LCAP. 4. On March 24, 2015, the administration held an open forum discuss the LCAP and to generate needs, wants and concerns of the migrant EL population. 5. On March 26, 2015, the administration held an open forum for all parents of Manzanita students and the community to discuss progress toward meeting LCAP goals and to provide a forum for community input to gather recommended wants and needs from the various stakeholder groups.	1-2. In analyzing the LCAP goals from last year, we noticed that most of the goals were actually action steps, and that half of those goals had been met and the other half were in progress, but need to continue. We are also in the process of updating our Strategic Plan. We will be developing more comprehensive goals, and the related actions to support those goals. Some of last year's goals will become actions for our new goals. 3. Members of the Site Council reviewed the mid-year progress report for our LCAP. They discussed the need to continue to provide supplying materials, assessments and technology to support implementation of Common Core and College/Career Readiness, as well as the need for training for teachers and families in the use of those resources. We also discussed how to increase our use of AVID and other strategies to make a college-focus more widespread in all grades K-8. These ideas have been included in the LCAP. 4. Our EL families discussed the importance of academic support for their students, particularly in the area of reading, and requested that we continue to be support those needs. They also requested that more parent classes be held at Manzanita to support the parents in technological skills so they could support their children, as well as increased opportunities for parents to learn English. Needs and ideas expressed included: continued support in Technology and Google Docs training for parents-in Spanish, re-establishing a monthly or bi-monthly EL parent advisory group, increased outreach and strategies to increase participation of EL parents in school functions, increased programs and support to helping EL students and parents understand the requirements to be ready for high school, and the continuation of Rosetta Stone for Spanish Speaking parents. These ideas were added to the LCAP. 5. Input received will be compiled and trends analyzed. Input includes elective types of experiences (languages, etc.), additional work place/job shadow and college visits, and support for English Learners. We will include the input from this data in the creation of actions and services to support our LCAP goals.

6. At the April 8, 2015 Board meeting, a public forum was held, during the board meeting, to review the updated proposed LCAP plan.	6. Our involvement process and impact, as well as the annual update were discussed. Additionally, ideas and input on actions to support new goals were discussed, as well as the budget align to support with the LCAP goals.
7. On April 24-25, 2015, the Strategic Planning Team met to review our current plan and make recommendations LCAP proposed goals, action steps and budget. Our Strategic Planning Team included Board members, teachers (including members of our bargaining unit), administrators, classified staff, parents, students and community members.	7. Good dialogue from our cross-stakeholder group resulted in changes to our Strategic Plan and LCAP actions. In particular, the group expressed the need for more specific measures to be created and used to measure progress toward student's achieving 21st century entrepreneurial skills and the need to address the digital divide between students and adults. These ideas have been added into the LCAP.
8. At the May 13, 2015 Board meeting, a public forum was held, during the board meeting, to review the updated proposed LCAP plan.	8. The revised LCAP "draft" was reviewed. No comments were made.
9. May 20, 2015, the School Site Council reviewed the revisions made to the plan since the last meeting.	9. School Site Council had a good dialogue about the action steps related to each goal. The group discussed additional strategies and ideas to increase outreach to our English Learner families. Several ideas, including using a Voice Whisper system, using translated social media and creating EL parent liaisons were added as action steps based upon this input.
10. May 29, 2015, the Manzanita Teachers Association (MTA) reviewed the Local Control Funding Formula and the Local Control Accountability Plan updated report.	10. MTA discussed changes to the LCAP goals and action steps. There was good discussion related to specific actions and their alignment to our Strategic Plan, as well as to our mission. No additional suggestions were made.
11. On June 3, 2015, Board Meeting: LCAP and 2015/16 Budget public hearings.	11. Public hearing held on both the LCAP budget for the 2015/16 school year. No comments were made.
12. On June 17, 2015, Board Meeting - LCAP and 2015/165 Budget Adoption.	12. LCAP and 2015/16 Budget adopted by MESD School Board.
Annual Update: (2014-15)	**Annual Update: (2014-15)**
1. On August 13, 2014, the Board reviewed the existing Strategic Plan and LCAP goals and discussed the instructional focus areas and professional development plans for the year. 2. On August 20, 2014, the staff reviewed the existing Strategic Plan and LCAP goals and discussed the instructional focus areas and professional development plans for the year. 3. On September 3, 2015, the administration held an open forum for all parents of	In looking at both our Strategic Plan and LCAP, we identified the major areas of focus for instruction this year. This analysis showed the overlap between our goals, actions and services into three overarching categories. These categories have provided the professional development and instructional focus for the year, as well as the ability to better collect data on steps we have taken, as well as next steps for growth. Specific activities were shared at the Board meetings, parent meetings and school site council meetings in the

Manzanita students and the community to review LCAP goals and to provide professional development on a part of the plan to support student success in the classroom. 4. On September 10, 2014, the Board reviewed information related to use of curricular materials and technology to discuss progress toward meeting Strategic Plan and LCAP goals. 5. On October 15, 2014 a progress of Strategic Plan and LCAP goals was shared at a School Site Council meeting. Site Council members provided input related to the goals and articulated needs related to technology professional development. 6. On November 12, 2014 the Board reviewed data and evaluated progress toward goals. Data reviewed included iReady and trimester assessment data, CST Science scores, attendance data, CELDT trend data, and perception data from teachers related to professional development and technology needs.	left-hand column in order to gauge progress toward meeting goals, as well as to gather input from stakeholder groups on the effectiveness of programs and strategies, as well as to gather input about areas of strength, areas for growth and best next steps to increase our effectiveness in classroom instruction, student achievement, and parental/family engagement and involvement.

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).

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	All students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Less than 100% of students are performing at grade level standards as determined by district and state measures.	
Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	Priority 2 • All staff will increase by one level in the stages of the CCSS Stages of implementation Rubric Self Survey • 100% of staff will attend CCSS trainings on ELA/ELD. • Our district will score an "exemplary" on at least three out of six areas on the CCSS ELD Implementation Survey. Priority 4 • Increase the reading performance of students grades K-3, as measured by iReady and trimester reading assessments and the math performance of students grades K-8 on iReady math assessments • Increase the number of students by 1% that score at a level 3 or 4 on the SBAC summative assessments. (2015-16 will be baseline scores)--Data available to assess growth in Fall 2017, including data for LEA, subgroup and school levels. • Academic Performance Index : Multiple measure replacement for the API is under development • Collaborate with local high schools to articulate eligibility criteria to determine whether 8th grade students are prepared to enter a college and career ready pathways. • English Proficiency – Each year we will measure the progress of our EL population using CELDT results. Our measureable outcome is that their language proficiency level will increase by 1(one) for each school year. • Increase our EL reclassification rate to 15% (trend has been between 13% and 14%) • Share of students that pass AP exams with 3 or higher. (Not relevant since we are a K-8 district) • Share of student determined to be prepared for college by the EAP. (Not relevant since we are a K-8 district)

Priority 7
- 100% of students are placed in grade level appropriate course offerings as identified by student schedules.
- 100% of students will have access to a visual and/or performing arts class throughout the year.
- 100% of middle school students will have access to a Career Exploratory courses at least once per trimester.

Priority 8
- 100% of students will continue to be eligible for enrollment in an A-G four-year academic plan.
- The percent of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test.
- Percent of students involved in sports or extra-curricular activities will increase by 2%
- Percent of students involved in sports or extra-curricular activities will increase by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development and appropriate resources in the following areas: a. Common Core implementation b. ELA/ELD Framework c. AVID Elementary d. Technology Integration e. Effective Instruction, including best practices for English Learners and students from poverty	School-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a.$6500 CCSS Implementation (texts and PD) b. $2500 S&C (consultant) c. $6300 S&C (PD) d. $2500 S&C (consultant) e.$2500 S&C (PD)
Increase implementation of programs to support student success and increase college/career readiness: a. Intervention program b. ELD program c. Digital literacy and technology integration d. AVID program	School-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a.$13,000 S&C (reading specialist and aide time) b. $2500 S&C (materials) c. $2500 S&C

e. VAPA opportunities f. Extended learning opportunities (field trips, college visits, job shadows, etc.) g. After-school support			(PD) d. $6500 S&C (PD) e. $3600 S&C (teacher) f. $1000 LCFF base (transportation) g. $2520 S&C (additional ASP support)
Increase access to technology by upgrading hardware and software for classrooms and purchasing additional student devices. a. Chromebooks and iPads b. Printers c. Projectors	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C a. $8350 (technology) b. $2800 (printers) c. $3600 (projectors)
Provide staff instructional support, including coaching, in technology, digital literacy, and CCSS ELA/ELD implementation. a. Release time for technology lead b. Consultant/coach for ELD c. Reading/ELA consultant	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C a. $36,000 (teacher) b. $5,000 (consultant) c. $10,000 (reading specialist)
Provide release time and professional development for grade level collaboration in scoring and analysis of SBAC interim assessments, use of SBAC Digital Library resources, as well as other CCSS-aligned assessment resources.	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 2 $1400 (subs)

Explore AVID Excel Program for English Learners as a possible addition to AVID program use to better support the needs of EL student population.	School-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
Certificated staff will provide ELD support to English Learners and implement structures and strategies from ELA/ELD Framework into their instructional routine.	School-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $846,582 (teacher salaries)
Classified staff will provide reading and academic support, including translations, for English Learners and Low Income students utilizing research-based strategies and resources geared toward the learning needs of these student subgroups.	School-wide	_ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 1 $9890 (aides)
Utilize iReady and other local measures to monitor the academic progress of low income students and English Learners on local and state measures and provide additional support and enrichment based upon data.	School-wide	_ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $10,000 (iReady costs)
Monitor EL academic progress on CELDT to identify students who are at-risk of becoming long-term English Learners and provide support in achieving language goals.	School-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $1510 (ELD Coordinator)

| Identify students that are close to meeting reclassification criteria and provide academic support opportunities that provide enrichment to EL students that are near reclassification (iReady extra lessons, participation in GATE, extended learning opportunities, etc). | School-wide | _ALL

OR:
__Low Income pupils _X_English Learners
__Foster Youth _X_Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | S&C
$1510
(ELD Coordinator) |

<div align="center">LCAP Year 2: 2016-17</div>

Expected Annual Measurable Outcomes:	**Priority 2** - All staff will increase by one level in the stages of the CCSS Stages of implementation Rubric Self Survey 100% of staff will attend CCSS trainings on ELA/ELD. - Our district will score an "exemplary" on at least three out of six areas on the CCSS ELD Implementation Survey. **Priority 4** - Increase the reading performance of students grades K-3, as measured by iReady and trimester reading assessments and the math performance of students grades K-8 on iReady math assessments - Increase the number of students by 1% that score at a level 3 or 4 on the SBAC summative assessments. (2015-16 will be baseline scores)--Data available to assess growth in Fall 2017, including data for LEA, subgroup and school levels. - Academic Performance Index : Multiple measure replacement for the API is under development - Collaborate with local high schools to articulate eligibility criteria to determine whether 8th grade students are prepared to enter a college and career ready pathways. - English Proficiency – Each year we will measure the progress of our EL population using CELDT results. Our measureable outcome is that their language proficiency level will increase by 1(one) for each school year. - Increase our EL reclassification rate to 15% (trend has been between 13% and 14%) - Share of students that pass AP exams with 3 or higher. (Not relevant since we are a K-8 district) - Share of student determined to be prepared for college by the EAP. (Not relevant since we are a K-8 district)

Priority 7
- 100% of students are placed in grade level appropriate course offerings as identified by student schedules.
- 100% of students will have access to a visual and/or performing arts class throughout the year.
- 100% of middle school students will have access to a Career Exploratory courses at least once per trimester.

Priority 8
- 100% of students will continue to be eligible for enrollment in an A-G four-year academic plan.
- The percent of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test.
- Percent of students involved in sports or extra-curricular activities will increase by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for students to explore personal interests or careers with: • Online courses • Blended Learning models • Virtual field trips and job shadows	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $600
a. Provide professional development in the following areas: b. Common Core implementation c. ELA/ELD Framework d. AVID e. Technology Integration f. Digital Literacy g. Effective Instruction, including best practices for English Learners	School-wide	XALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a.$6500 CCSS Implementation (texts and PD) b. $2500 S&C (consultant) c. $6300 S&C (PD) d. $2500 S&C (consultant) e.$2500 S&C (PD)

Increase implementation of programs to support student success and increase college/career readiness:
  a. Intervention program
  b. ELD program
  c. Digital literacy activities
  d. AVID program
  e. VAPA opportunities
  f. Extended learning opportunities
  g. After-school support
	School-wide	X_ALL
		-- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a.$13,000 S&C (reading specialist and aide time)
			b. $2500 S&C (materials)
			c. $2500 S&C (PD)
			d. $6500 S&C (PD)
			e. $3600 S&C (teacher)
			f. $1000 LCFF base (transportation)
			g. $2520 S&C (additional ASP support)

Increase access to technology by upgrading hardware and software for classrooms and purchasing additional student devices
  a. Chromebooks and iPads
  b. Printers
  c. Projectors
	School-wide	X_ALL
		-- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			S&C
			a. $8350 (technology)
			b. $2800 (printers)
			c. $3600 (projectors)

Provide staff instructional support in technology, digital literacy, and CCSS ELA/ELD implementation.	School-wide	X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C a. $36,000 (teacher) b. $5,000 (consultant) c. $10,000 (reading specialist)

Provide release time and professional development for grade level collaboration in scoring and analysis of SBAC interim assessments, as well as other CCSS aligned assessments.	School-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 2 $1400 (subs)

Provide professional development in the following areas:
   a. Common Core implementation
   b. ELA/ELD Framework
   c. AVID
   d. Technology Integration
	School-wide	_X_ALL
		--- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a.$6500 CCSS Implementation (texts and PD)
			b. $2500 S&C (consultant)
			c. $6300 S&C (PD)
			d. $2500 S&C (consultant)

Provide training in effective teaching practices in English language acquisition (including AVID Summer Institute). Training includes opportunities for teachers to work collaboratively in small groups to develop lessons, analyze student work, and evaluate student progress.	School-wide	_ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 1 $1500 (subs)
Explore AVID Excel Program for English Learners as a possible addition to AVID program use to better support the needs of EL student population.	School-wide	_ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
Certificated staff will provide ELD support to English Learners and implement structures and strategies from ELA/ELD Framework into their instructional routine.	School-wide	_ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $846,582 (teacher salaries)

Classified staff will provide reading and academic support, including translations, for English Learners and Low Income students utilizing research-based strategies and resources geared toward the learning needs of these student subgroups.	School-wide	_ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 1 $9890 (aides)
Utilize iReady and other local measures to monitor the academic progress of low income students and English Learners on local and state measures and provide additional support and enrichment based upon data.	School-wide	_ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $10,000 (iReady program costs)
Monitor EL academic progress on CELDT to identify students who are at-risk of becoming long-term English Learners and provide support in achieving language goals.	School-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $1510 (ELD Coordinator)
Identify students that are close to meeting reclassification criteria and provide academic support opportunities that provide enrichment to EL students that are near reclassification (iReady extra lessons, participation in GATE, extended learning opportunities, etc).	School-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $1510 (ELD Coordinator)

	LCAP Year 3: 2017-18
Expected Annual Measurable Outcomes:	**Priority 2** • All staff will increase by one level in the stages of the CCSS Stages of implementation Rubric Self Survey • 100% of staff will attend CCSS trainings on ELA/ELD. • Our district will score an "exemplary" on at least three out of six areas on the CCSS ELD Implementation Survey. **Priority 4** • Increase the reading performance of students grades K-3, as measured by iReady and trimester reading assessments and the math performance of students grades K-8 on iReady math assessments • Increase the number of students by 1% that score at a level 3 or 4 on the SBAC summative assessments. (2015-16 will be baseline scores)--Data available to assess growth in Fall 2017, including data for LEA, subgroup and school levels. • Academic Performance Index : Multiple measure replacement for the API is under development • Collaborate with local high schools to articulate eligibility criteria to determine whether 8th grade students are prepared to enter a college and career ready pathways. • English Proficiency – Each year we will measure the progress of our EL population using CELDT results. Our measureable outcome is that their language proficiency level will increase by 1(one) for each school year. • Increase our EL reclassification rate to 15% (trend has been between 13% and 14%) • Share of students that pass AP exams with 3 or higher. (Not relevant since we are a K-8 district) • Share of student determined to be prepared for college by the EAP. (Not relevant since we are a K-8 district) **Priority 7** • 100% of students are placed in grade level appropriate course offerings as identified by student schedules. • 100% of students will have access to a visual and/or performing arts class throughout the year. • 100% of middle school students will have access to a Career Exploratory courses at least once per trimester.

Priority 8
- 100% of students will continue to be eligible for enrollment in an A-G four-year academic plan.
- The percent of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test.
- Percent of students involved in sports or extra-curricular activities will increase by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate extended learning opportunities • Online courses • Blended Learning models	School-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
Provide professional development in the following areas: • Common Core implementation • ELA/ELD Framework • AVID • Technology Integration • Digital Literacy • Effective Instruction, including best practices for English Learners	School-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a.$6500 CCSS Implementation (texts and PD) b. $2500 S&C (consultant) c. $6300 S&C (PD) d. $2500 S&C (consultant) e.$2500 S&C (PD)
Increase implementation of programs to support student success and increase college/career readiness: • Intervention program • ELD program • Digital literacy activities • AVID program • VAPA opportunities	School-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a.$13,000 S&C (reading specialist and aide time) b. $2500 S&C (materials) c. $2500 S&C (PD) d. $6500 S&C (PD)

• Extended learning opportunities • After-school support			e. $3600 S&C (teacher) f. $1000 LCFF base (transportation) g. $2520 S&C (additional ASP support)

Increase access to technology by upgrading hardware and software for classrooms and purchasing additional student devices
  a. Chromebooks and iPads
  b. Printers
  c. Projectors
	School-wide	_X_ALL
		-- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			S&C
			a. $8350 (technology)
			b. $2800 (printers)
			c. $3600 (projectors)

Provide instructional support, including coaching, to staff in technology integration, digital literacy, and CCSS ELA/ELD implementation.	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C a. $36,000 (teacher) b. $5,000 (consultant) c. $10,000 (reading specialist)
Provide release time and professional development for grade level collaboration in scoring and analysis of SBAC interim assessments, as well as other CCSS aligned assessments.	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 2 $1400 (subs)

Fund additional teacher to maintain smaller class sizes at K-5 (average 24:1) and to provide additional certificated intervention support.	School-wide	_X_ALL --- OR: __Low Income pupils ___English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $110,918 (teacher salaries)
Provide resources to ensure all students have access to intervention programs to support necessary college and career readiness skills.	School-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $1,000 (materials)

Provide professional development and the appropriate resources in the following areas:
    a. Common Core implementation
    b. ELA/ELD Framework
    c. AVID
    d. Technology Integration
    e. Digital Literacy
	School-wide	_X_ALL
		--- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a.$6500 CCSS Implementation (texts and PD)
			b. $2500 S&C (consultant)
			c. $6300 S&C (PD)
			d. $2500 S&C (consultant)
			e.$2500 S&C (PD)

Provide training in effective teaching practices in English language acquisition and supporting students at-risk of becoming long-term English Learners (including AVID Summer Institute). Training could include opportunities for teachers to work collaboratively in small groups to develop lessons, analyze student work, and evaluate student progress.	School-wide	_ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 1 $1500 (subs)

Explore AVID Excel Program for English Learners as a possible addition to AVID program use to better support the needs of EL student population.	School-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
Certificated staff will provide ELD support to English Learners and implement structures and strategies from ELA/ELD Framework into their instructional routine.	School-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $846,582 (teacher salaries)
Classified staff will provide reading and academic support, including translations, for English Learners and Low Income students utilizing research-based strategies and resources geared toward the learning needs of these student subgroups.	School-wide	_ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 1 $9890 (aides)
Utilize iReady and other local measures to monitor the academic progress of low income students and English Learners on local and state measures and provide additional support and enrichment based upon data.	School-wide	_ALL -- OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $10,000 (iReady costs)
Monitor EL academic progress on CELDT to identify students who are at-risk of becoming long-term English Learners and provide support in achieving language goals.	School-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $1510 (ELD Coordinator)

GOAL:	Manzanita Elementary will engage families in the school community to seek input in decision making and increase attendance at school functions.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Given that less than 100% of families are engaged in all aspects of the school community, we need to increase the amount of stakeholder involvement and engagement in educational activities to increase student achievement and to develop a culture of mutual respect between school and home.	
Goal Applies to:	Schools: ALL	
	Applicable Pupil Subgroups: ALL	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Priority 3: - Increase the percent of parents attending school functions by at least 2% as measured by attendance records (sign in sheets) at school functions. - Increase the percent of EL families participating in ELAC meetings from approximately 15% to 25%. - Increase the number of families who provide input through surveys and other data collection methods. - Increase the number of opportunities for families to provide input on key educational issues at their schools.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase communication to families, including translations, via: a. phone calls b. Edulink c. text messages d. email e. school website f. surveys g. school marquee h. use of appropriate social media	School-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $1000 (Edulink)

Implement additional outreach methods for connecting with school community members.
  a. Quarterly facilitated and translated EL Parent Meetings
  b. School webpage library of student-created tutorial videos, including translated videos
  c. Parent/Community Business Partnership
	School-wide	_X_ALL
		-- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			LCFF Base
			$500 (translators)

Maintain and provide additional activities that connect families and community members to school.
  a. Boosters Club
  b. Site Council
  c. Back to School Night
  d. Christmas Program
  e. Open House
  f. Parent Development Nights
  g. Chicken BBQ
  h. Family Movie Night
  i. Volunteer opportunities
  j. Field trips
  k. Job Shadows and Work Place visits
  l. Parent surveys
  m. Student surveys
	School-wide	_X_ALL
		-- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			S&C
			$2,143 (field trips)

Provide increased translation support (both oral and written) to English Learner families at school meetings and functions to better connect and engage them with our school community.
  a. Language Translation technologies for translations at large school functions
  b. Provide bilingual aide for translation at meetings and other functions
  c. Create cadre of parents to serve as
	School-wide	__ALL
		-- 	
		OR:
		__Low Income pupils _X_English Learners
		__Foster Youth _X_Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			S&C
			a. $1,000 (translation equipment)
			b. $10,576 (bilingual aide)
			c-f. parent volunteers
			g. $0

translators and liaisons to families d. Utilize services of Migrant Ed and Head Start to facilitate and translate meetings e. Create translated social media messaging f. Increase number of hard-copy documents that are translated g. Provide translation link to school website			
Investigate and choose additional resources, strategies and structures to increase number and effectiveness of EL Parent meetings and communication in order to increase participation and connectedness of the EL community to school. a. Provide bilingual aide for translation at meetings and other functions b. Language Translation equipment for translations at large school functions c. Create cadre of parents to serve as translators and liaisons to families d. Utilize services of Migrant Ed and Head Start to facilitate and translate meetings e. Create translated social media messaging f. Increase number of hard-copy documents that are translated g. Provide translation link to school website	School-wide	__ALL --- ----- OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C a.$10,576 (bilingual aide) b.$1000 (translation equipment) c-e. $0 parent volunteers f.$0

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Priority 3: • Increase the percent of parents attending school functions by at least 2% as measured by attendance records (sign in sheets) at school functions. • Increase the percent of EL families participating in ELAC meetings from approximately 15% to 25%. • Increase the number of families who provide input through surveys and other data collection methods. • Increase the number of opportunities for families to provide input on key educational issues at their schools.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures

Increase communication to families via:
  a. phone calls,
  b. Edulink,
  c. text messages,
  d. emails,
  e. school website,
  f. surveys,
  g. school marquee
  h. appropriate social media
	School-wide	_X_ALL
		--- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
				LCFF Base $1000 (Edulink)

Implement additional outreach methods for connecting with school community members.
  a. Quarterly facilitated and translated EL Parent Meetings
  b. School webpage library of student-created tutorial videos, including translated videos
  c. Parent/Community Business Partnership
	School-wide	_X_ALL
		--- 	
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
				LCFF Base $500 (translators)

Maintain and provide additional activities that connect families and community members to school. a. Boosters Club b. Site Council c. Back to School Night d. Christmas Program e. Open House f. Parent Development Nights g. Family Movie Night h. Chicken BBQ i. Volunteer opportunities j. Field trips k. Job Shadows and Work Place visits l. Parent surveys m. Student surveys	School-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $2,143 (field trips)
Provide increased translation support (both oral and written) to English Learner families at school meetings and functions to better connect and engage them with our school community. a. Language translation technologies for translations at large school functions b. Provide bilingual aide to translate meetings c. Create cadre of parents to serve as translators and liaisons to families d. Utilize services of Migrant Ed and Head Start to facilitate and translate meetings e. Create translated social media messaging f. Increase number of hard-copy documents that are translated g. Provide translation link to school website	School-wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C a. $1,000 (translation equipment) b. $10,576 (bilingual aide) c-f. $0 parent volunteers c. no cost

| Implement additional resources, strategies and structures to increase the number and effectiveness of EL Parent meetings and communication in order to increase participation and connectedness of the EL community to school.
a. Language translation technologies for translations at large school functions
b. Provide bilingual aide to translate meetings
c. Create cadre of parents to serve as translators and liaisons to families
d. Utilize services of Migrant Ed and Head Start to facilitate and translate meetings
e. Create translated social media messaging
f. Increase number of hard-copy documents that are translated
g. Provide translation link to school website | School-wide | __ALL

OR:
__Low Income pupils _X_English Learners
__Foster Youth _X_Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | S&C
a.$10,576 (bilingual aide)
b.$1000 (translation equipment)
c-e. $0 parent volunteers
f.$0 |

LCAP Year 3: 2017--18

| Expected Annual Measurable Outcomes: | Priority 3:
• Increase the percent of parents attending school functions by at least 2% as measured by attendance records (sign in sheets) at school functions.
• Increase the percent of EL families participating in ELAC meetings from approximately 15% to 25%.
• Increase the number of families who provide input through surveys and other data collection methods.
• Increase the number of opportunities for families to provide input on key educational issues at their schools. |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase communication to families via: a. phone calls, b. Edulink, c. text messages, d. emails, e. school website, f. surveys, g. school marquee h. use of appropriate social media.	School-wide	__X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $1000 (Edulink)
Implement additional outreach methods for connecting with school community members. a. Quarterly facilitated and translated EL Parent Meetings b. School webpage library of student-created tutorial videos c. Parent/Community Business Partnership	School-wide	__X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $500 (translators)
Maintain and provide additional activities that connect families and community members to school. a. Boosters Club b. Site Council c. Back to School Night d. Christmas Program e. Open House f. Parent Development Nights g. Chicken BBQ h. Family Movie Night i. Volunteer opportunities j. Field trips k. Job Shadows and Work Place visits	School-wide	__X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $2,143 (field trips)

l. Parent surveys m. Student surveys			
Provide increased translation support (both oral and written) to English Learner families at school meetings and functions to better connect and engage them with our school community. a. Voice Whisper technologies for translations at large b. Provide bilingual aide to translate meetings and school functions c. Create cadre of parents to serve as translators and liaisons to families d. Utilize services of Migrant Ed and Head Start to facilitate and translate meetings e. Create translated social media messaging f. Increase number of hard-copy documents that are translated g. Provide translation link to school website	School-wide	__ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C a. $1,000 (translation equipment) b. $10,576 (bilingual aide) c-f. $0 parent volunteers g. $0

Implement additional resources, strategies and structures to increase number and effectiveness of EL Parent meetings and communication in order to increase participation and connectedness of the EL community to school.
   a. Language translation equipment for translations at large school functions
   b. Provide bilingual aide to translate meetings
   c. Create cadre of parents to serve as translators and liaisons to families
   d. Utilize services of Migrant Ed and Head Start to facilitate and translate meetings
   e. Create translated social media messaging
   f. Increase number of hard-copy documents that are translated
   g. Provide translation link to school website
	School-wide	__ALL
		--- 	
		OR:
		__Low Income pupils _X_English Learners
		__Foster Youth _X_Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			S&C
			a. $1,000 (translation equipment)
			b. $10,576 (bilingual aide)
			c-f. $0 parent volunteers
			g. $0

GOAL:	We will ensure all students, staff and community will have access to a safe and caring environment with clean, well maintained facilities, standards-aligned instructional materials and highly qualified staff.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	The needs of our school community include maintaining and improving our school facilities, increasing enrollment and attendance with the needs of our community in mind and improving and supporting positive behavior support systems.

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

LCAP Year 1: 2015-16		

Expected Annual Measurable Outcomes:	Priority 1 • Maintain 100% exemplary/good overall facilities rating as measured by the FIT report. • Maintain 100% compliance of student accessibility of State Standards aligned instructional materials as measured by • William's review or district self-assessment. • Maintain 0% of teachers being inappropriately assigned. Priority 5 • Student attendance rates will increase • Reduce chronic absenteeism by 1%. • Maintain 0% middle school dropout rates • **High school dropout rates - Not relevant since we are a K-8 district** • **High school graduation rates - Not relevant since we are a K-8 district** Priority 6 • Reduce the suspension rates by 2% • Maintain 0% expulsion rates • Increase feeling of safety as measured by Parent/Student Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct a needs assessment of physical facilities in order to prioritize needs and costs to both modernization and new facilities projects planned, including technology infrastructure.	School-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $500 (consultant)
Pilot CCSS-aligned math materials for grades K-5 and purchase CCSS-aligned math material for grades 6-8, including support materials for English Learners.	School-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Implementation $8,000 (texts)
Research CCSS-aligned instructional materials in ELA/ELD for grades K-8.	School-wide	X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Implementation $500 (materials)
Research CCSS-aligned, research-based instructional materials and resources to support ELD instruction for grades K-8.	School-wide	_ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Implementation $500 (materials)
Provide professional development and appropriate resources in: a. Conscious Discipline b. Digital Citizenship c. Safe use of social media, including cyber-	School-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Title 2 $1500 (subs)

bullying and bullying d. Systematic Playground Supervision e. Effective Classroom Management f. Cultural Proficiency g. Framework for Understanding Poverty		__Other Subgroups:(Specify)_____	
Provide physical education, music, Exploratory, GATE and other personalized, enrichment opportunities to develop well-rounded, engaged students.	School-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $42,040 (salaries)
Explore attendance patterns and alternative calendar structures or personalized learning structures to maximize daily and monthly attendance that support family needs.	School-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
Analyze effectiveness of current intervention program including assessments, scheduling and resources to support students in attaining CCSS expectations and implement changes based upon needs identified in data.	School-wide	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $10,000 (reading specialist)
Analyze effectiveness of current ELD program including assessments, scheduling and resources to support English Learners in attaining CCSS expectations, including specific emphasis on long-term English Learners.	School-wide	__ALL --- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 1 $5,000 (consultant)

Fund additional maintenance/custodial time during breaks to clean and maintain existing facilities, including technology infrastructure, to provide a safe and engaging environment for learning.	School-wide	_X_ALL -- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $2,000 (custodial time)

	LCAP Year 2: 2016-17		

Expected Annual Measurable Outcomes:	Priority 1 • Maintain 100% exemplary/good overall facilities rating as measured by the FIT report. • Maintain 100% compliance of student accessibility of State Standards aligned instructional materials as measured by • William's review or district self-assessment. • Maintain 0% of teachers being inappropriately assigned. Priority 5 • Student attendance rates will increase • Reduce chronic absenteeism by 1%. • Maintain 0% middle school dropout rates • **High school dropout rates - Not relevant since we are a K-8 district** • **High school graduation rates - Not relevant since we are a K-8 district** Priority 6 • Reduce the suspension rates by 2% • Maintain 0% expulsion rates • Increase feeling of safety as measured by Parent/Student Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analyze data from needs assessment of facilities in order to prioritize needs and costs to both modernization and new facilities projects planned.	School-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Implementation $500 (subs)
Analyze effectiveness of piloted CCSS-aligned math materials for grades K-5, including support to English Learners and students needing extra support or enrichment. Use data from analysis to decide upon final adoption.	School-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Implementation $500 (subs)
Pilot CCSS-aligned instructional materials in ELA for grades K-8.	School-wide	_X_ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Implementation $1500 (materials)
Pilot CCSS-aligned, research-based instructional materials and resources to support ELD instruction for grades K-8.	School-wide	_ALL -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Implementation $1500 (materials)

Provide professional development and appropriate resources in: • Conscious Discipline • Digital Citizenship • Safe use of social media, including cyber-bullying and bullying • Systematic Playground Supervision • Effective Classroom Management • Cultural Proficiency • Framework for Understanding Poverty	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 2 $1500 (subs)
Provide physical education, music, Exploratory, GATE and other personalized, enrichment opportunities to develop well-rounded, engaged students.	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $42,040 (teacher salaries)
Explore attendance patterns and alternative calendar structures or personalized learning structures to maximize daily and monthly attendance that support family needs.	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
Analyze effectiveness of current intervention program including assessments, scheduling and resources to support students in attaining CCSS expectations and implement changes based upon needs identified in data.	School-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	S&C $10,000 (reading specialist)

		__Other Subgroups:(Specify)_____	
Analyze effectiveness of current ELD program including assessments, scheduling and resources to support English Learners in attaining CCSS expectations, including specific emphasis on long-term English Learners and implement changes based upon needs identified in data.	School-wide	__ALL --- -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 1 $5,000 (consultant)
Fund additional maintenance/custodial time during breaks to clean and maintain existing facilities, including technology infrastructure, to provide a safe and engaging environment for learning.	School-wide	_X_ALL --- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $2,000 (custodial time)

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Priority 1 • Maintain 100% exemplary/good overall facilities rating as measured by the FIT report. • Maintain 100% compliance of student accessibility of State Standards aligned instructional materials as measured by • William's review or district self-assessment. • Maintain 0% of teachers being inappropriately assigned. Priority 5 • Student attendance rates will increase • Reduce chronic absenteeism by 1%. • Maintain 0% middle school dropout rates • **High school dropout rates - Not relevant since we are a K-8 district**

	• **High school graduation rates - Not relevant since we are a K-8 district** Priority 6 • Reduce the suspension rates by 2% • Maintain 0% expulsion rates • Increase feeling of safety as measured by Parent/Student Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct a needs assessment of facilities in order to prioritize needs and costs to both modernization and new facilities projects planned.	School-wide	_X_ ALL --- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $500 (admin time)
Purchase CCSS-aligned math materials for grades K-5.	School-wide	_X_ ALL --- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Implementation $12,000 (texts)
Choose CCSS-aligned instructional materials in ELA to pilot for grades K-8, including ELD.	School-wide	_X_ ALL --- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	CCSS Implementation $500 (materials)
Provide professional development in: • Conscious Discipline • Digital Citizenship • Safe use of social media, including cyber-bullying and bullying • Systematic Playground Supervision	School-wide	_X_ ALL --- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 2 $1500 (subs)

• Effective Classroom Management			
Provide physical education, music, Exploratory, GATE and other personalized, enrichment opportunities to develop well-rounded, engaged students.	School-wide	_X_ALL -- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $42,040 (teacher salaries)
Research personalized learning structures to maximize daily and monthly attendance that support family needs.	School-wide	_X_ ALL -- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$0
Implement ELD program including assessments, scheduling and resources to support English Learners in attaining CCSS expectations, including specific emphasis on long-term English Learners.	School-wide	__ALL -- -- OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	S&C $1500 (ELD coor) REAP $13,000 (aides)
Fund additional maintenance/custodial time during breaks to clean and maintain existing facilities, including technology infrastructure, to provide a safe and engaging environment for learning.	School-wide	_X_ ALL -- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base $2000 (custodial time)

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	Common core, standards-aligned instructional material access will be provided to all students. (Committee Added)	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5__ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All, LI, EL	

Expected Annual Measurable Outcomes:	*Common core instructional materials will be accessible in the area of mathematics and ELA to 60 % of the students. *Pupil suspension rates will decrease by 5%. *Pupil expulsion rates will remain at 0%. *All Williams Act Criteria will be met.	Actual Annual Measurable Outcomes:	*All students have common core math and ELA materials in middle school. In K-5, teachers are utilizing supplemental materials to support current texts as well as digital resources, we do not yet have textbooks in math or ELA. All lessons are CCSS aligned. *Suspension rates decreased by 1%. *Expulsion rates remained at 0%. *All Williams Act criteria were met.

LCAP Year: 2014-15

Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Computers will be purchased and State adopted curricula will be acquired to enable all students to access standards-aligned instructional materials.		$25000 - LCFF Base;	Chromebooks have been purchased for grades 3-8 with plans to purchase Chromebook carts for grade 2. All students in grades K-1 also have computers and iPads available in their classrooms. Curricular materials aligned to CCSS have been acquired and are in use, though no formal adoption has yet been made.		$29600 - LCFF Base;
Scope of	Districtwide		Scope of	Districtwide	

service:			service:		
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
For Low Income (LI) Students: (A) K-3 Classes will be decreased below 24:1, (B) PE Specialist will provide PE to K-8 grade students; (C) Music Specialist will provide Music and choral to 1-4 grade students; (D) Professional Development provided to staff in i-Ready; (E) Additional After School Teaching Support; (F) AVID Program and Training; (G) GATE Program provided		(A) Supplemental-$88,047; (B) Supplemental-$24,800; (C) Supplemental-$4,186; (D) Supplemental-$6,164; (E) Supplemental-$1,500; (F) Supplemental-$5,876; (G) Supplemental-$,1384	(A) Kindergarten, 2nd and 3rd grade classes are at 24:1; 1st grade is at 26. (B) PE Specialist has been provided. (C) Music Specialist has been provided at grades 1-4. (D) Teachers have participated in PD for iReady. (E) Additional after school teaching support is available. (F) AVID program is being used, with a focus on organization at all grade levels. Four people attended the summer institute last year and some training has been provided to all staff during this year. Additional staff are scheduled to attend the summer institute this year. (G) GATE program is provided.		(A) Supplemental-$88,047; (B) Supplemental-$24,800; (C) Supplemental-$4,186; (D) Supplemental-$6,164; (E) Supplemental-$1,500; (F) Supplemental-$5,876; (G) Supplemental-$,1384
Scope of service:	LEA-wide because the LI students are 48% of the student		Scope of service:	LEA-wide because the LI students are 48% of the student	

population**.**			population**.**	
__ALL			__ALL	
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: (A) K-3 Classes will be decreased below 24:1, (B) PE Specialist will provide PE to K-8 grade students; (C) Music Specialist will provide Music and choral to 1-4 grade students; (D) Professional Development provided to staff in i-Ready; (E) Additional After School Teaching Support; (F) AVID Program and Training; (G) GATE Program provided	(A) Supplemental-$88,047; (B) Supplemental-$24,800; (C) Supplemental-$4,186; (D) Supplemental-$6,164; (E) Supplemental-$1,500; (F) Supplemental-$5,876; (G) Supplemental-$,1384		(A) Kindergarten, 2nd and 3rd grade classes are at 24:1; 1st grade is at 26. (B) PE Specialist has been provided. (C) Music Specialist has been provided at grades 1-4. (D) Teachers have participated in PD for iReady. (E) Additional after school teaching support is available. (F) AVID program is being used, with a focus on organization at all grade levels. Four people attended the summer institute last year and some training has been provided to all staff during this year. Additional staff are scheduled to attend the summer institute this year. (G) GATE program is provided.	(A) Supplemental-$88,047; (B) Supplemental-$24,800; (C) Supplemental-$4,186; (D) Supplemental-$6,164; (E) Supplemental-$1,500; (F) Supplemental-$5,876; (G) Supplemental-$,1384
Scope of service:	English Learners		Scope of service:	English Learners	
__ALL			__ALL	

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Much of this goal was accomplished this year as it is currently written. We will continue to implement and expand upon many of these actions under our new goal: "All students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway." We plan to purchase additional Chromebooks for grade 2, will pilot math materials in grades K-5 and will continue to utilize the math materials in grades 6-8 for another year. We did focus on organization across our grade levels and had some use of AVID Elementary Weekly. We need to be more explicit in our consistent use of the AVID Weekly resources and create common, grade-level rubrics to measure organization across the grade levels to support all learners. Four staff attended AVID last summer; this summer an additional four staff members will attend the AVID Summer Institute. We do need to provide more professional development for our classified staff in order to give them a greater knowledge base in working with our students, especially our English Learners and Low Income students who struggle. We will also gain more professional development in the area of ELA/ELD and focus on shifting our instructional practices to better support students with the rigor and expectations of the Common Core standards.

Original GOAL from prior year LCAP:	Assessments, aligning with common core academic and performance based standards, will be researched, developed and implemented to ensure students are meeting common core standards (SP#11) & (Committee Added)	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All, LI, EL

Expected Annual Measurable Outcomes:	Assessments aligned with Common Core academic and performance-based standards will be implemented	Actual Annual Measurable Outcomes:	Assessments, aligning with common core academic and performance based standards, continue to be RESEARCHED, to ensure students are meeting common core standards. We are piloting iReady in all grade levels this year and have data from three administrations in both math and ELA to assess student progress toward meeting state content standards.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assessments, aligning with common core academic and performance based standards, will be researched, developed and implemented to ensure students are meeting common core standards (SP#11) & (Committee Added)	$1000 - LCFF Base; $8,000 - Title II	We are utilizing iReady in both math and ELA. The items in the iReady assessment bank are aligned to the Common Core Standards. The SBAC Interim Assessments were administered to all students in grades 3-8 in both math and ELA in March. We continue to explore common core assessment resources, including the SBAC released questions to guide us in designing classroom assessments.	$22,678 for iReady program $1000 - LCFF Base; $8,000 - Title II

			Assessments and report cards are aligned with common core, or at least our understanding of CCSS pre-SBAC assessment. We are further ahead in math than in ELA.	
Scope of service:	Districtwide		Scope of service:	Districtwide	

_X_ALL

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

_X_ALL

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

For Low Income (LI) Students: (H) i-Ready Diagnostic and Assessment will be piloted; (I) Staff will provide school-wide assessments.	(H) Supplemental-$10,000; (I) Supplemental-$3,376	(H) iReady is being used in all grade levels for both math and ELA. (I) School-wide assessments include iReady, writing, SBAC Interims, and reading assessments.	(H) Supplemental-$22,678; (I) Supplemental-$3,376

| Scope of service: | LEA-wide because the LI students are 48% of the student population. | | Scope of service: | LEA-wide because the LI students are 48% of the student population. | |

__ALL

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

__ALL

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

For English learners: (H) i-Ready Diagnostic and Assessment will be piloted; (I) Staff will provide schoolwide assessments	(H) Supplemental-$10,000; (I) Supplemental-$3,376	(H) iReady is being used in all grade levels for both math and ELA. (I) School-wide assessments include iReady, writing, SBAC Interims, and reading assessments.	(H) Supplemental-$22,678; (I) Supplemental-$3,376

Scope of service:	English Learners		Scope of service:	English Learners	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Much of this goal was accomplished this year. We utilized iReady in grades 1-8, and in one Kindergarten class. Teachers found the use of the iReady lessons to be useful, especially in differentiating instruction for all students. They saw growth in diagnostic scores in the three trimesters the assessments were administered. Kindergarten assessments were quite time consuming and the program was not used for instruction. We will analyze and compare that data with other data points to see if it is a useful program in Kindergarten. We will continue to use it for both assessment and instruction in grades 1-8. In addition, we administered the SBAC Interims in grades 3-8. We found the Interim administration to be valuable. However, the hand scoring process is quite time-consuming. The process of hand-scoring is a very valuable collaborative activity, both in understanding the standards and expectations of the assessment, but also in looking at student results and monitoring student progress and modifying instructional practices. Because of the value in the hand-scoring process, we will build into our schedule an administration of the Interim Assessment with a release day for each grade level team to meet and score items, discuss student results and collaboratively create lessons. We will also correlate the Interim Assessment results with our iReady results. We will continue and expand upon much of what we started by making this goal part of the action steps in our new goal "All students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway."

Original GOAL from prior year LCAP:	Appropriate reading intervention resources will be researched, developed and implemented to ensure students are meeting common core standards (SP#8)		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All, LI, EL	

Expected Annual Measurable Outcomes:	Appropriate reading intervention resources will be RESEARCHED to ensure students are meeting common core standards. (A)Performance on standardized tests will be baseline; (B) Share of ELs that become English Proficient will increase 5%; (C) Reclassification rate will increase 5%.	Actual Annual Measurable Outcomes:	Appropriate reading intervention resources are being RESEARCHED to ensure students are meeting common core standards. (A) Performance on standardized tests is baseline. (B), (C) Re-designation and reclassification is currently in progress.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Current student intervention will be provided through instructional aides while additional support programs are research, developed and implemented.	$21,700 - Title I; $16,500 - REAP	Reading intervention is provided to students using instructional aides at the K-3 levels. Some support is provided at grades 4-8, though not as extensively. Teachers are doing much reading and research around intervention and discussion about what we have and what we need with regards to intervention is taking place, especially as we look more deeply at the expectations of CCSS.	$19,811 - Title I; $20,307 - REAP
Scope of service:	Districtwide	Scope of service:	Districtwide
_X_ALL		_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For low income (LI): (J) Certificated Staff will provide reading intervention support; (K) Instructional Aide Support will provide reading intervention support; (L) Library Aide will provide reading resources.	(J) Supplemental-$21,345; (K) Supplemental-$21,173; (L) Supplemental-$5,802	(J) Certificated Staff does provide reading intervention support. (K) Instructional Aide Support does provide reading intervention support; (L) Library Aide does provide reading resources.	(J) Supplemental-$21,345; (K) Supplemental-$23,890; (L) Supplemental-$5,778
Scope of service: LEA-wide because the LI students are 48% of the student population.		**Scope of service:** LEA-wide because the LI students are 48% of the student population.	
__ALL OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For English learners: (J) Certificated Staff will provide reading intervention support; (K) Instructional Aide Support will provide reading intervention support; (L) Library Aide will provide reading resources.	(J) Supplemental-$21,345; (K) Supplemental-$21,173; (L) Supplemental-$5,802	(J) Certificated Staff does provide reading intervention support. (K) Instructional Aide Support does provide reading intervention support; (L) Library Aide does provide reading resources.	(J) Supplemental-$21,345; (K) Supplemental-$23,890; (L) Supplemental-$5,778

Scope of service:	English Learners		Scope of service:	English Learners	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We did begin work in this goal but will continue to look more closely at how we support students who are struggling in the area of reading. We do offer reading intervention primarily to our K-3 students. Though effective, we believe we may need to look more closely at our assessments to see if we are using the right assessments to diagnose student needs and whether our current intervention programs and structures best support students in the rigors of CCSS. Additionally, we need to create more support for our grades 4-8 students and look more closely at how we are supporting our English Learners. We will be contracting with a reading specialist to help us analyze our current reading assessments, resources and scheduling structures and modifying our current intervention program based upon that analysis. In addition, we will be contracting with a consultant to provide more professional development in the ELA/ELD Framework, explore additional resources and supports for working with English Learners and investigating additional ways to provide support to our English Learners in our scheduling. Our goals , All students will achieve 21st Century Skills and be prepared to successfully transition to a high school college and career readiness pathway." and "We will ensure all students, staff and community will have access to a safe and caring environment with clean, well maintained facilities, standards-aligned instructional materials and highly qualified staff." Will allow us to continue and expand upon the actions we started with this goal.

Original GOAL from prior year LCAP:	Manzanita Families (Parents) will receive training to enable them to understand and support their children in technological and Internet-based applications. (Committee Added)	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5_X_ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All, LI, EL

Expected Annual Measurable Outcomes:	20 % of all Manzanita Families (Parents) will receive training in technological and Internet-based application to enable them to understand and support their children. 20 % of EL Manzanita Families (Parents) will receive training in technological and Internet-based application to enable them to understand and support their children. 20 % of LI Manzanita Families (Parents) will receive training in technological and Internet-based application to enable them to understand and support their children. (A) School attendance rates will increase by 2% from previous school year; (B) Chronic absenteeism rates will remain at 0%; (C) Middle school dropout rates will remain at 0%;	Actual Annual Measurable Outcomes:	No school-wide training has yet occurred, though plans are under way. Some training did take place at our middles school transition meeting as students introduced their parents to the use of a Google Form. Additionally, parents had opportunities at Open House to view student work on computers. Some parents participated in the Hour of Code and have helped the students create iMovie trailers and other projects. Parents are interacting with students at home on projects they have in Google Drive. (A) Attendance rates decreased from the prior year. (B) Chronic absenteeism rates remain at 0%; (C) Middle school dropout rates remain at 0%;

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers will provide technology assignments to work with parents each trimester.	Base	Technology assignments for parents each trimester have not yet been created or provided.	$0

Scope of service: Districtwide			**Scope of service:** Districtwide	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For Low Income Students: (M) Translation will be provided during training (N) Staff to instruct Manzanita Tech Team to implement training; (O) Stipends for Google training for staff	(M) Supplemental-$1,000; (N) Supplemental-$3,200; (O) Supplemental-14,000		(M)Translation is provided during trainings and meetings. (N) Staff will instruct Manzanita Tech Team to implement training. (O) Stipends for Google training have been provided to staff. Due to Google certifications being unavailable to staff from Google between April and June, we will continue to offer stipends to teachers through September to allow time once Google has re-opened their certifications.	(M) Supplemental-$10,169; (N) Supplemental-$3,200; (O) Supplemental-$2,500
Scope of service: LEA-wide because the LI students are 48% of the student population.			**Scope of service:** LEA-wide because the LI students are 48% of the student population.	
__ALL			__ALL	
OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
(M)Translation will be provided during training	(M) Supplemental-		(M)Translation will be provided during training	(M) Supplemental-

(N) Staff to instruct Manzanita Tech Team to implement training; (O) Stipends for Google training for staff	$1,000; (N) Supplemental-$3,200; (O) Supplemental-14,000	(N) Staff to instruct Manzanita Tech Team to implement training; (O) Stipends for Google training have been provided to staff	$10,169; (N) Supplemental-$3,200; (O) Supplemental-$2,500
Scope of service: Schoolwide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Schoolwide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_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?	We will continue to work on this goal by making it more specific action steps within our new goal, "Manzanita Elementary will engage families in the school community to seek input in decision making and increase attendance at school functions." We will provide training to our parents, particularly in the area of technology. We will allocate additional time to release time for our lead technology teacher to enable her to support staff and families, including the creation of a library of video support resources for our school website. We will also explore more effective ways to provide this support to our English Learner families by expanding our resources for translations, both written and oral.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 207,903

The LCFF Targeted Supplemental & Concentration Grant Funding for the Manzanita Elementary School District is $207,903 for the 2015/16 School Year. We plan to meet our expenditure requirement through a combination of increased and improved services.

Because Manzanita is a single-school district, the district is spending the supplemental funding in a school-wide manner. The percentage of unduplicated pupils is 49%. For these reasons, School-wide increased and improved services will be the most effective method of delivering services and providing support to students.

For school-wide usage, the following law applies:

• Manzanita Elementary School has an enrollment of unduplicated pupils in excess of 40 percent of the school's total enrollment in the fiscal year for which an LCAP is adopted (or in the prior year) and thus may expend supplemental grant funds on a school-wide basis. The following two criteria shall be met:

• (A) Identify in the LCAP those services that are being provided school-wide.

• (B) Describe in the LCAP how such services are directed toward meeting the district/school goals for its unduplicated pupils in the state priority areas.

1. 2015/16 School Year: Manzanita Elementary using these Supplemental Funds in each LCAP Year.

(A), K-5 Classes will be decreased below 25:1, $80,197, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(B), PE Specialist will provide PE to K-8 grade students and provide release time for a technology support teacher , $33,879, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(C), Music Specialist will provide Music and choral to 1-4 grade students, $4,186, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(D), Professional Development and instructional support will be provided to staff in the ELA/ELD Framework, $5,000, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(E), Additional After School Teaching Support will be provided, $2,520, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(F), AVID Program and Training, $5,876, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(G), GATE Program provided, $4,186, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(H), i-Ready Diagnostic and Assessment will be used to diagnose student needs and provide differentiated instructional support, $10,000, 2-Implementation of State Standards; 7-Course Access

(I), Staff will provide school-wide assessments, $3,684, 2-Implementation of State Standards; 7-Course Access

(J), Certificated Staff will provide reading intervention support, $21,345, 4-Pupil achievement

(K), Instructional Aides will provide reading intervention support, $21,173, 4-Pupil achievement

(L), Library Aide will provide reading resources, $5,802, 4-Pupil achievement

(M), Translation will be provided during meetings and parent trainings, $10,576 3-Parent Involvement; 8-Other pupil outcomes; 5-School Culture

(N), Staff will receive coaching and instructional support from a reading specialist, $10,000, 3-Parent Involvement; 8-Other pupil outcomes; 5-School Culture

(O), Purchase additional technology to support student learning needs in the classroom and intervention, $7850, 2-Implementation of State Standards, 4-Pupil achievement

Total expenditures for Supplemental and Concentration funding is 207,903

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.

11.30   %

The LCFF Target Supplemental & Concentration Grant Funding is

- $207,903 of Supplemental Funding for the 2015/16 School Year,

- The Minimum Proportionality Percentage is 11.30%

Our unduplicated count is _49__% so we will be improving or increasing the educational program for all students To provide increased or improved services for low-income, English Learner and Foster Youth students, we will provide the following services for our unduplicated students:

(A), K-5 Classes will be decreased below 25:1, $80,197, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(B), PE Specialist will provide PE to K-8 grade students and provide release time for a technology support teacher , $33,879, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(C), Music Specialist will provide Music and choral to 1-4 grade students, $4,186, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(D), Professional Development and instructional support will be provided to staff in the ELA/ELD Framework, $5,000, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(E), Analyze effectiveness of current ELD program including assessments, scheduling and resources to support English Learners in attaining CCSS expectations, including specific emphasis on long-term English Learners. 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(F), AVID Program and Training, including exploration of the AVID EXCEL program for English Learners, $5,876, 1-Basic; 7-Course Access, 8-Other pupil outcomes; 6-School Climate

(G), Provide additional technologies to support translated parent communication (language translation equipment), $1,000 1-Basic; 7-Course Access, 3-Parent Involvement;

8-Other pupil outcomes; 5-School Culture

(H), i-Ready Diagnostic and Assessment will be used to diagnose student needs and provide differentiated instructional support, $10,000, 2-Implementation of State Standards; 7-Course Access

(I), Certificated Staff will Implement ELD program including assessments, scheduling and resources to support English Learners, $21,345, 4-Pupil achievement

(J), Instructional Aides will provide reading intervention and ELD support, $21,173, 4-Pupil achievement

(K), Translation will be provided during meetings and parent trainings, $10,576 3-Parent Involvement; 8-Other pupil outcomes; 5-School Culture

(L Staff will receive coaching and instructional support from a reading specialist and ELD consultant, $10,000, 3-Parent Involvement; 8-Other pupil outcomes; 5-School Culture

(O), Purchase additional technology to support student learning needs in the classroom and intervention, including translation capabilities when appropriate, $7850, 2-Implementation of State Standards, 4-Pupil achievement

(P) Pilot CCSS-aligned, research-based instructional materials and resources to support ELD instruction for grades K-8, $1500, 2-Implementation of State Standards, 4-Pupil achievement

(Q) Implement additional resources, strategies and structures to increase number and effectiveness of EL Parent meetings and communication in order to increase participation and connectedness of the EL community to school, $11,576, 3-Parent Involvement; 8-Other pupil outcomes; 5-School Culture

(R) Monitor EL academic progress on CELDT to identify students who are at-risk of becoming long-term English Learners and provide support in achieving language goals, $1510, 4-Pupil achievement

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).

8-22-14 [California Department of Education]