

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

### **Introduction:**

**LEA:** Mountain Union Elementary School Dist.    **Contact:** Kenneth C. Hood, Superintendent/Principal, kenhood@shastalink.k12.ca.us, 530-337-6214

**LCAP Year:** 2015-2016

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

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

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

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

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

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

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

## **State Priorities**

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

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

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

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

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

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

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

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

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p><b>Parent Advisory Committee</b> is now contained within our School Site Council. Parents were also involved in the process as we sent a letter describing the LCAP to all households in the district. Put letter in appendix. 3 School Site Council members are parents who saw the LCAP reviewed and discussed at the following 9 SSC meetings: 9-14-14, 10-2-14, 11-6-14, 12-3-14, 1-9-15, 2-5-15, 3-5-15, 5-7-15, and 6-4-15. At Back to School Night, 9-3-14 and Open House Night, 5-6-15, Surveys were given to parents to give input for suggestions and comments meant for input into the LCAP. We created and sent out our School/Parent Compact to outline our procedures and policies for parent input and participation in our district. Finally we held a Title 1 information meeting on 2-27-15, that sought input and explained the School/Parent Compact.</p> <p><b>Students</b> were asked verbally for input while addressing classes and at Student Council Meetings.</p> <p><b>LEA personnel</b> of both bargaining units, CTA and Teamsters are represented on the School Site Council and were invited to give input for the LCAP goals.</p> <p><b>Foster youth</b> became an input item for the 2015-16 LCAP due to the fact that one family in our district enrolled two foster youth in the middle of the 2014-15 school year. The family of these two youths and our district are putting together a team of LEA staff and stakeholders connected to these youths. In the next school-year they will address concerns and form a plan for the students success at school, both socially and academically.</p> <p><b>English Language Learners:</b> We gained a student this year who had some ELL education in the past. This is our only ELL. We are forming a team to plan and discuss what approach would be best practice and lead to academic success for this student.</p> <p><b>Stakeholders</b> were invited to participate in Board Meetings and School Site Council Meetings through our weekly bulletin. The Lions Club (through a sitting SSC member) and The Veterans of Foreign Wars (through an employee who is a member) were brought into the LCAP process. Many grandparents received our weekly bulletins which contained LCAP process information.</p>	<p>New Goal: Put together a team to make a plan for success socially and academically for Foster Youth at our school.</p> <p>New Goal: Put together a team to make a plan for success socially and academically for English Language Learners at our school.</p> <p>Link to Montgomery Creek Elementary School website containing full LCAP for public viewing: <a href="http://mcs-shastacoe-ca.schoolloop.com/">http://mcs-shastacoe-ca.schoolloop.com/</a></p>

<p>both quantitative and qualitative data/metrics, were made available to stakeholders. Math and ELD academic data, plus other data related to the state priorities was used by the LEA as useful information in the LCAP goal setting process. The information was made available at parent conferences, faculty meetings, Board of Trustee meetings, SARC and on the School's website.</p> <p>Changes were made in the LCAP, prior to adoption, as a result of written comments and verbal feedback received by the LEA through SSC meetings, Board of Trustee meetings and suggestions and comments from parents and stakeholders.</p> <p>There was engagement with representatives of parents and guardians of pupils (as identified in Education Code section 42238.01) see information above.</p>	<p>The impact of our involvement process has created a common goal among stakeholders, parents, students, LEA staff and faculty. Surveys show that the district's goals are in line with the feedback and suggestions we solicited and received during the 2014-15 school-year.</p>
<p><b>Annual Update:</b> The annual update to this year's LCAP document had stakeholder involvement at the School Site Council meeting on May 7<sup>th</sup> as reflected in the minutes of that meeting. The Board of Trustees meeting on June 18 contained the study of the LCAP and the annual update. Meetings held to develop new LCAP began with progress/implementation on our 2014-15 LCAP. All stakeholders as identified in the section above were involved in the update discussions.</p>	<p><b>Annual Update:</b> The impact on the LCAP from input gained by involving the stakeholders in the LCAP process has been small. During the next year we will seek to improve the exposure of the LCAP goals by simplifying the format into a document that can be more readily understood by the stakeholders. Also, the School Site Council, parents who come to Back to School Night and Open House and those who read our weekly bulletins will be solicited for comment on LCAP goals with more effort on the school's part. This can be accomplished by the addition of an LCAP booth, posters and flyers at school events.</p>

## 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:	Goal 1. By Spring 2017 student outcomes will improve.	Related State and/or Local Priorities: <input checked="" type="checkbox"/> 1_X <input type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_X <input checked="" type="checkbox"/> 4_X <input type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_X <input type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_X COE only: <input type="checkbox"/> 9_ <input type="checkbox"/> 10_ Local : Specify _____	
Identified Need :	Priority 4. Curriculum based measurement and district assessments identified need to improve student outcomes in Math and ELA/ELD. Priority 6. A low suspension rate needs to be maintained.		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Students will have a curriculum that is to the California State Standards (CALIFORNIA STATE STANDARDS) and taught by FULLY CREDENTIALED TEACHERS.</li> <li>2. Students will see periodic testing, outside of the classroom, school-wide, in Math and ELA/ELD done with Aimsweb.</li> <li>3. Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.</li> <li>4. Students will see the scores of the lowest 50% in Math, and ELA improve by 5% above the previous year.</li> <li>5. Students will continue to experience small class sizes.</li> <li>6. (Priority 3. Parental Involvement) 2014-15 Metric; The number of parents attending conferences related to student achievement will remain above 90%.</li> <li>7. (Priority 8. Other Student Outcomes )2014-15 Metric; Math annual score, averaged per grade level will show improvement above previous year (see appendix for math data taken June 2015).</li> <li>8. Treasures CBM assessment reading scores, averaged per grade level, will improve by 2% over the previous year (see appendix for reading data taken June 2015).</li> <li>9. (Priority 6. School Climate): Suspension rate will be below 5%.</li> <li>10. Priority 6. School Climate):Maintain 0% Expulsion rate.</li> <li>11. (Priority 4. Student Achievement) API not applicable in 2015-16.</li> <li>12. ELL progress will be monitored and maintained. We will work to reclassify our only EL student.</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. K-8 Math and ELA academic data will be</b>	LEA Wide	ALL	

***generated on a scheduled basis.***

1.a. Purchase Aimsweb for Math and ELA assessment.

1.b. Hire and train Assessment Facilitator.

***2. District K-8 Math and ELA academic data will be used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.***

2.a. Train teachers in how to use data to monitor the academic achievement of their students.

***3. Academic interventions will be applied and monitored through the use of the data generated.***

3.a. Teachers and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews.

3.b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students. Resource Teacher will work 3 hours per week doing after-school interventions.

3.c. Hire a tutor for Math and ELA

3.d. Purchase CALIFORNIA STATE STANDARDS aligned Academic intervention supplemental materials.

***4. Class sizes will remain small and well supported***

4.a. Maintain a fourth teacher to keep class sizes small.

4.b. Maintain paraprofessionals in classrooms to aid in individualized instruction

***5. Student achievement goals will be based on data generated.***

5.a. Students will conference with teachers to understand data and help set their own goals.

5.b. Parents will be invited to conference with teacher and student to understand data and help set goals.

***6. ELL progress will be monitored and maintained.***

6.a. We will work to reclassify our only EL student by giving CELDT test.

OR:

Low Income pupils

English Learners

Foster Youth

Redesignated fluent English proficient

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

1.a) One year cost for Aimsweb \$700. Res: 0200 Obj: 5801

1.b) \$3,000. Res: 0000, 0200 Obj: 2210, 3000s

2.a) Sub fees \$4,000. Res: 0000, 0200 Obj: 1112, 3000s

3.a) Extra Hours \$3,200. Res: 0000, 0200 Obj: 1115, 3000s

3.b) Resource Teacher \$4,000 Res: 0200 Obj: 1110, 3000s

3.c) Tutor \$4,000 Res: 0200 Obj: 2110, 3000s

3.d) Various \$3,000. Res: 0000 Obj: 4310  
\$2,000. Res: 0000 Obj: 5801

4.a) One teacher \$50,000 Res: 0200 Obj: 1110, 3000s

4.b) Paraprofessionals \$30,000 Res: 0000 Obj: 2000s, 3000s

5.a) No added cost

5.b) No added cost

6.a) No added cost

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Students will have a curriculum that is to the California State Standards (CALIFORNIA STATE STANDARDS) and taught by FULLY CREDENTIALED TEACHERS.</li> <li>2. Students will see periodic testing, outside of the classroom, school-wide, in Math and ELA/ELD done with Aimsweb.</li> <li>3. Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.</li> <li>4. Students will see the scores of the lowest 50% in Math, and ELA improve by 5% above the previous year.</li> <li>5. Students will continue to experience small class sizes.</li> <li>6. Priority 3. Parental Involvement 2014-15 Metric; The number of parents attending conferences related to student achievement will remain above 90%.</li> <li>7. Priority 8. Student Achievement 2014-15 Metric; Math annual score, averaged per grade level will show improvement above previous year.</li> <li>8. Treasures CBM assessment reading scores, averaged per grade level, will improve by 2% over the previous year.</li> <li>9. Priority 6. School Climate: Suspension rate will be below 5%.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1. K-8 Math and ELA academic data will be</b>	LEA Wide	<u>ALL</u>	

***generated on a scheduled basis.***

1.a. Purchase Aimsweb for Math and ELA assessment.

1.b. Hire and train Assessment Facilitator.

***2. District K-8 Math and ELA academic data will be used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.***

2.a. Train teachers in how to use data to monitor the academic achievement of their students.

***3. Academic interventions will be applied and monitored through the use of the data generated.***

3.a. Teachers and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews.

3.b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students. Resource Teacher will work 3 hours per week doing after-school interventions.

3.c. Hire a tutor for Math and ELA

3.d. Purchase CALIFORNIA STATE STANDARDS aligned Academic intervention supplemental materials.

***4. Class sizes will remain small.***

4.a. Maintain a fourth teacher to keep class sizes small.

4.b. Maintain paraprofessionals in classrooms to aid in individualized instruction

***5. Student achievement goals will be based on data generated.***

5.a. Students will conference with teachers to understand data and help set their own goals.

5.b. Parents will be invited to conference with teacher and student to understand data and help set goals.

OR:

Low Income pupils

English Learners

Foster Youth

Redesignated fluent English proficient

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

1.a) One year cost for Aimsweb \$700. Res: 0200 Obj: 5801

1.b) \$3,000. Res: 0000, 0200 Obj: 2210, 3000s

2.a) Sub fees \$4,000. Res: 0000, 0200 Obj: 1112, 3000s

3.a) Extra Hours \$3,200. Res: 0000, 0200 Obj: 1115, 3000s

3.b) Resource Teacher \$4,000 Res: 0200 Obj: 1110, 3000s

3.c) Tutor \$4,000 Res: 0200 Obj: 2110, 3000s

3.d) Various \$3,000. Res: 0000 Obj: 4310  
\$2,000. Res: 0000 Obj: 5801

4.a) One teacher \$50,000 Res: 0200 Obj: 1110, 3000s

4.b) Paraprofessionals \$30,000 Res: 0000 Obj: 2000s, 3000s

5.a) No added cost

5.b) No added cost

### LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Students will have a curriculum that is to the California State Standards (CALIFORNIA STATE STANDARDS) and taught by FULLY CREDENTIALED TEACHERS.</li> <li>2. Students will see periodic testing, outside of the classroom, school-wide, in Math and ELA/ELD done with Aimsweb.</li> <li>3. Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.</li> <li>4. Students will see the scores of the lowest 50% in Math, and ELA improve by 5% above the previous year.</li> <li>5. Students will continue to experience small class sizes.</li> <li>6. Priority 3. Parental Involvement 2014-15 Metric; The number of parents attending conferences related to student achievement will remain above 90%.</li> <li>7. Priority 8. Student Achievement 2014-15 Metric; Math annual score, averaged per grade level will show improvement above previous year .</li> <li>8. Treasures CBM assessment reading scores, averaged per grade level, will improve by 2% over the previous year.</li> <li>9. Priority 6. School Climate: Suspension rate will be below 5%.</li> </ol>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1. K-8 Math and ELA academic data will be generated on a scheduled basis.</b></p> <p>1.a. Purchase Aimsweb for Math and ELA assessment.</p> <p>1.b. Hire and train Assessment Facilitator. Additional time for assessment.</p> <p><b>2. District K-8 Math and ELA academic data will be used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.</b></p> <p>2.a. Train teachers in how to use data to monitor the academic achievement of their students.</p>		<u>ALL</u> <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other <u>Subgroups:(Specify)</u> <hr/>	1.a) One year cost for Aimsweb \$700. Res: 0200 Obj: 5801  1.b) \$3,000. Res: 0000, 0200 Obj: 2210, 3000s  2.a) Sub fees \$4,000. Res: 0000, 0200 Obj: 1112, 3000s

<p><b>3. Academic interventions will be applied and monitored through the use of the data generated.</b></p> <p>3.a. Teachers and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews.</p> <p>3.b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students. Resource Teacher will work 3 hours per week doing after-school interventions.</p> <p>3.c. Hire a tutor for Math and ELA</p> <p>3.d. Purchase CALIFORNIA STATE STANDARDS aligned Academic intervention supplemental materials and related supplies and services.</p> <p><b>4. Class sizes will remain small.</b></p> <p>4.a. Maintain a fourth teacher to keep class sizes small.</p> <p>4.b. Maintain paraprofessionals in classrooms to aid in individualized instruction</p> <p><b>5. Student achievement goals will be based on data generated.</b></p> <p>5.a. Students will conference with teachers to understand data and help set their own goals.</p> <p>5.b. Parents will be invited to conference with teacher and student to understand data and help set goals.</p>		<p>3.a) Extra Hours \$3,200. Res: 0000, 0200 Obj: 1115, 3000s</p> <p>3.b) Resource Teacher \$4,000 Res: 0200 Obj: 1110, 3000s</p> <p>3.c) Tutor \$4,000 Res: 0200 Obj: 2110, 3000s</p> <p>3.d) Various \$3,000. Res: 0000 Obj: 4310 \$2,000. Res: 0000 Obj: 5801</p> <p>4.a) One teacher \$50,000 Res: 0200 Obj: 1110, 3000s</p> <p>4.b) Paraprofessionals \$30,000 Res: 0000 Obj: 2000s, 3000s</p> <p>5.a) No added cost</p> <p>5.b) No added cost</p>
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GOAL:	Goal 2. Attendance will improve.	Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	Priority 5. 28% of students are not in attendance for 10 or more days per school year. 10% missed over 20 days of school in 2014-15 Priority 5. 2013-14 Attendance rate is 95% (PowerSchool SIS). Middle school dropout rates = 0.		
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>By June 2016 students will see the school attendance rate remain at 95% as measured by PowerSchool SIS.</li> <li>The students missing 10% or more in daily attendance or are tardy 20% of the time per trimester) will get intervention and attendance goals will be set to improve attendance.</li> <li>Attendance rate will remain at 95% as routine logging and assessment by attendance clerk and Superintendent/Principal will show those who need the most help getting to school.</li> <li>Students will improve attendance as the District provides parent meetings, home visits and other attendance help.</li> <li>Students will see attendance rate remain at or above 95% as emphasis is placed on rewarding positive behavior.</li> <li>(Priority 5. Pupil Engagement. 2014-15 Metric; The students with more than 10% unexcused absences in the previous year will decrease unexcused absences below 10%.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>6. Increased attendance</b> 6.a. Audit of current attendance system. Set benchmarks that cause actions as per goals. 6.b. Attendance Support Person will be assigned, and parent support will be offered. 6.c. By spring 2016 unexcused absences and tardiness will be logged, assessed and a comparison to last year's baseline will be established and published. 6.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.	LEA Wide	<u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____  <u> </u>	6a. 0 6b. \$20,000 partial salary for clerk Res: 0000 Obj: 2000s & 3000s 6c. 0 6d. 0

### LCAP Year 2: 2016-17

<b>Expected Annual Measurable Outcomes:</b> <ul style="list-style-type: none"> <li>• By June 2017 students will see the school attendance rate at or above 95% as measured by PowerSchool SIS.</li> <li>• The students missing 10% or more in daily attendance or are tardy 20% of the time per trimester) will get intervention and attendance goals will be set to improve attendance.</li> <li>• Students will have improved attendance as routine logging and assessment by attendance clerk and Superintendent/Principal will show those who need the most help getting to school.</li> <li>• Students will improve attendance as the District provides parent meetings, home visits and other attendance help.</li> <li>• Students will see less suspension as more emphasis is placed on rewarding positive behavior.</li> <li>• (Priority 4. Student Achievement. 2014-15 Metric; Based on the 20% of the district's students with the lowest attendance there will be a 10% improvement in Aimsweb Math and ELA scores.</li> <li>• (Priority 5. Pupil Engagement. 2014-15 Metric; The students with more than 10% unexcused absences in the previous year will decrease unexcused absences below 10%.</li> </ul>	<p style="text-align: center;"><b>Actions/Services</b></p> <p><b>Scope of Service</b></p> <p><b>Pupils to be served within identified scope of service</b></p> <p><b>Budgeted Expenditures</b></p>		
<p><b>6. Increased attendance</b></p> <p>6.a. Audit of current attendance system. Set benchmarks that cause actions as per goals.</p> <p>6.b. Attendance Support Person will be assigned, and parent support will be offered.</p> <p>6.c. By spring 2017 unexcused absences and tardiness will be logged, assessed and a comparison to last year's baseline will be established and published.</p> <p>6.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.</p>	<p>LEA Wide</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p> <hr/> <p>_____</p>	<p>6a. 0</p> <p>6b. \$21,500 partial salary for clerk Res: 0000 Obj: 2000s &amp; 3000s</p> <p>6c. 0</p> <p>6d. 0</p>

### LCAP Year 3: 2017-18

<b>Expected Annual Measurable Outcomes:</b> <ul style="list-style-type: none"> <li>• By June 2018 students will see the school attendance rate at or above 95% as measured by PowerSchool SIS.</li> <li>• The students missing 10% or more in daily attendance or are tardy 20% of the time per trimester) will get intervention and attendance goals will be set to improve attendance.</li> <li>• Students will have improved attendance as routine logging and assessment by attendance clerk and Superintendent/Principal will show those who need the most help getting to school.</li> <li>• Students will improve attendance as the District provides parent meetings, home visits and other attendance help.</li> <li>• Students will see less suspension as more emphasis is placed on rewarding positive behavior.</li> <li>• (Priority 4. Student Achievement. 2014-15 Metric; Based on the 20% of the district's students with the lowest attendance there will be a 10% improvement in Aimsweb Math and ELA scores.</li> <li>• (Priority 5. Pupil Engagement. 2014-15 Metric; The students with more than 10% unexcused absences in the previous year will decrease unexcused absences below 10%.</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #f2f2f2;"><b>Actions/Services</b></th><th style="text-align: center; background-color: #f2f2f2;"><b>Scope of Service</b></th><th style="text-align: center; background-color: #f2f2f2;"><b>Pupils to be served within identified scope of service</b></th><th style="text-align: center; background-color: #f2f2f2;"><b>Budgeted Expenditures</b></th></tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <b>6. Increased attendance</b>            6.a. Audit of current attendance system. Set benchmarks that cause actions as per goals.            6.b. Attendance Support Person will be assigned, and parent support will be offered.            6.c. By spring 2018 unexcused absences and tardiness will be logged, assessed and a comparison to last year's baseline will be established and published.            6.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.         </td><td style="padding: 5px; text-align: center;">           LEA Wide         </td><td style="padding: 5px;"> <u>ALL</u>  <hr/>           OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other            Subgroups:(Specify)  <hr/> </td><td style="padding: 5px;">           6a. 0             6b. \$23,000 partial salary for clerk Res: 0000 Obj: 2000s &amp; 3000s             6c. 0             6d. 0         </td></tr> </tbody> </table>			<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	<b>6. Increased attendance</b> 6.a. Audit of current attendance system. Set benchmarks that cause actions as per goals. 6.b. Attendance Support Person will be assigned, and parent support will be offered. 6.c. By spring 2018 unexcused absences and tardiness will be logged, assessed and a comparison to last year's baseline will be established and published. 6.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.	LEA Wide	<u>ALL</u> <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	6a. 0  6b. \$23,000 partial salary for clerk Res: 0000 Obj: 2000s & 3000s  6c. 0  6d. 0
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>								
<b>6. Increased attendance</b> 6.a. Audit of current attendance system. Set benchmarks that cause actions as per goals. 6.b. Attendance Support Person will be assigned, and parent support will be offered. 6.c. By spring 2018 unexcused absences and tardiness will be logged, assessed and a comparison to last year's baseline will be established and published. 6.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.	LEA Wide	<u>ALL</u> <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	6a. 0  6b. \$23,000 partial salary for clerk Res: 0000 Obj: 2000s & 3000s  6c. 0  6d. 0								

GOAL:	Goal 3. By Spring 2017 our school will have developed and implemented a plan that will align our instruction and student learning to the California State Standards for Math, ELA/ELD and NGSS.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Priority 2. Teachers rate themselves as less than 50% in knowledge of CALIFORNIA STATE STANDARDS. Priority 4. 50% of district students with lowest attendance score in the 1st quartile in Math and ELA (CBM)	
Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Students will see use of CALIFORNIA STATE STANDARDS as teachers will attend workshops on implementing them in Math, ELA/ELD, and NGSS.</li> <li>Students will use new CALIFORNIA STATE STANDARDS aligned Math curriculum (My Math and CPM)</li> <li>Students will get exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS</li> <li>Students will take the SBAC formative assessments.</li> <li>Students will take the summative SBAC test.</li> <li>50% of students will perform at or above proficient on statewide assessments (SBAC summative and CELDT.)</li> <li>(Priority 2. Implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS) 2014-15 Metric; Teacher knowledge and use of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS as measured by classroom and lesson plan observation and teacher survey will improve by 10% over the previous year.)</li> <li>(Priority 4. Student Achievement. ) Math and ELA/ELD ( Aimsweb or CAASPP) score as calculated per student will improve by 2% when taken in June 2016.</li> <li>Teachers and Principal will assess current ELA/ELD and NGSS curriculum for CALIFORNIA STATE STANDARDS alignment and explore new materials.</li> <li>Because Mountain Union School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass Rate, EAP, High School Dropout Rate, and High School Graduation Rate.</li> <li>A broad course of study offered for all students according to ed. code.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>7. Instruction and student learning aligned to the California State Standards for ELA, Math and Literacy.</b></p> <p>7.a. All students will take the SBAC Assessments with help from test coordinator.</p> <p>7.b. Teachers will attend 2 workshops on implementing the California State Standards.</p> <p>7.c. Use new Math curriculum that aligns with the California State Standards.</p> <p>7.d. Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS - 5 minimum day in-house trainings.</p> <p>7.e. Students in K-8 will have a broad coarse of study which includes foreign language in grades 7 and 8 - Duolingo</p>	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	7.a) 24 hrs per year x 1 PSA at \$12./hr = \$288. Res: 0100 Obj: 2000-3000 7.b) 4 teachers X 2 workshops @ \$200 per.= \$1600. Res: 0100 Obj: 5210 7.c) No added cost 7.d) No added cost 7.e.) No added cost

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<b>LCAP Year 2: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Students will see use of CALIFORNIA STATE STANDARDS as teachers will attend workshops on implementing them in Math, ELA/ELD, and NGSS.</li> <li>• Students will use new CALIFORNIA STATE STANDARDS aligned Math curriculum (My Math and CPM)</li> <li>• Students will get exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS</li> <li>• Students will take the SBAC formative assessments.</li> <li>• Students will take the summative SBAC test.</li> <li>• 50% of students will perform at or above proficient on statewide assessments (SBAC summative and CELDT.)</li> <li>• (Priority 2. CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS Implementation. 2014-15 Metric; Teacher knowledge and use of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS as measured by classroom and lesson plan observation and teacher survey will improve by 10% over the previous year.)</li> <li>• (Priority 4. Student Achievement. Math and ELA/ELD ( Aimsweb or CAASPP) score as calculated per student will improve by 2% when taken in June 2017.</li> <li>• Teachers and Principal will assess current ELA/ELD and NGSS curriculum for CALIFORNIA STATE STANDARDS alignment and explore new materials.</li> <li>• API Not Applicable</li> <li>• A broad course of study offered for all students according to ed. code.</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>7. Instruction and student learning aligned to the California State Standards for ELA, Math and Literacy.</b> <p>7.a. All students will take the SBAC Assessments with help from test coordinator.</p> <p>7.b. Teachers will attend 2 workshops on implementing the California State Standards.</p> <p>7.c. Choose and adopt new ELA/ELD curriculum that aligns with the California State Standards.</p> <p>7.d. Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS - 5 minimum day in-house trainings.</p> <p>7.e. Students in K-8 will have a broad coarse of study which includes foreign language in grades 7 and 8 – Addl Materials</p>	LEA Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<p>7.a) 24 hrs per year x 1 PSA at \$12./hr = \$288.            Res: 0100 Obj: 2000-3000</p> <p>7.b) 4 teachers X 2 workshops @ \$200 per.= \$1600. Res: 0100 Obj: 5210</p> <p>7.c) \$65. X 70 students plus consum \$5000.            Res: 1100 Obj: 4140</p> <p>7.d) No added cost</p> <p>7.e) \$65. X 20 students \$700 Res: 0000 Obj: 4310</p>

### LCAP Year 3: 2017-18

<h3 style="text-align: center;">LCAP Year 3: 2017-18</h3>			
<b>Expected Annual Measurable Outcomes:</b> <ul style="list-style-type: none"> <li>• Students will see use of CALIFORNIA STATE STANDARDS as teachers will attend workshops on implementing them in Math, ELA/ELD, and NGSS.</li> <li>• Students will use new CALIFORNIA STATE STANDARDS aligned Math curriculum (My Math and CPM)</li> <li>• Students will get exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS</li> <li>• Students will take the SBAC formative assessments.</li> <li>• Students will take the summative SBAC test.</li> <li>• 50% of students will perform at or above proficient on statewide assessments (SBAC summative and CELDT.)</li> <li>• (Priority 2. CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS Implementation. 2014-15 Metric; Teacher knowledge and use of CALIFORNIA STATE STANDARDS in Math, ELA/ELD, and NGSS as measured by classroom and lesson plan observation and teacher survey will improve by 10% over the previous year.)</li> <li>• (Priority 4. Student Achievement. Math and ELA/ELD ( Aimsweb or CAASPP) score as calculated per student will improve by 2% when taken in June 2018.</li> <li>• Teachers and Principal will purchase new ELA/ELD and curriculum for CALIFORNIA STATE STANDARDS alignment and explore new materials.</li> <li>• API Not Applicable</li> <li>• A broad course of study offered for all students according to ed. code.</li> </ul>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Teacher training for Math and ELA 2. Tutoring in afternoon.</p> <p><b>7. Instruction and student learning aligned to the California State Standards for ELA, Math and Literacy.</b></p> <p>7.a. All students will take the SBAC Assessments with help from test coordinator.</p> <p>7.b. Teachers will attend 2 workshops on implementing the California State Standards in Math, ELA/ELD and NGSS.</p> <p>7.c. Choose and adopt new NGSS curriculum that aligns with the California State Standards.</p> <p>7.d. Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS - 5 minimum day in-house trainings.</p> <p>7.e. Students in K-8 will have a broad coarse of study which includes foreign language in grades 7 and 8 – Addl Materials</p>	LEA Wide	<u>X_ALL</u> <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <hr/>	<p>7.a) 24 hrs per year x 1 PSA at \$12./hr = \$288. Res: 0100 Obj: 2000-3000</p> <p>7.b) 4 teachers X 2 workshops @ \$200 per.= \$1600. Res: 0100 Obj: 5210</p> <p>7.c) \$65. X 70 students plus consum \$5000. Res: 1100 Obj: 4140</p> <p>7.d) No added cost</p> <p>7.e) \$65. X 20 students \$700 Res: 0000 Obj: 4310</p>

GOAL:	Goal 4. Improve learning conditions and facilities. Increase parent volunteering.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Priority 1. Overall Summary of Facility Conditions as reported in State of California Facility Inspection Tool (FIT) listed as 69 (Poor) Priority 3. Less than 50% of parents available for volunteering actually do so.		
Goal Applies to:	Schools: <input type="checkbox"/> ALL Applicable Pupil Subgroups: <input type="checkbox"/> ALL		
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances.</li> <li>The students will have better heating in one of the three classrooms needing a new heater.</li> <li>Student and staff security in the school will be improved by replacing exterior doors and locks.</li> <li>Students will have improved P.E. lessons on the outdoor physical education area (blacktop). Students will have greater safety and more funds available for student programs and materials as we do improvement of safety and energy efficiency at the school.</li> <li>(Priority 1. Course Access. 2014-15 Metric; Overall Summary of Facility Conditions as reported in FIT will improve by at least 10%</li> <li>(Priority 3. Increase Parental involvement by 10% above previous year. 2014-15 Metric: 44%</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>8. Maintain School Facilities</b> 8.a. School Improvement and Maintenance Plan. See Appendix: 5 Year Plan	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$45,000. Res: 0000, 0100, 9010. Obj: 5630, 6000s  9.a. \$0 9.b. \$0
<b>9. Increase Parent volunteering.</b> 9.a. Add parent volunteering to the School Site Council goals.  9.b. Parent involvement as measured by the percentage of parents and caregivers available for volunteering will increase by 10%			

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances.</li> <li>The students will have better heating in one of the three classrooms needing a new heater.</li> <li>Student and staff security in the school will be improved by replacing exterior doors and locks.</li> <li>Students will have improved P.E. lessons on the outdoor physical education area (blacktop). Students will have greater safety and more funds available for student programs and materials as we do improvement of safety and energy efficiency at the school.</li> <li>(Priority 1. Basic Services. 2014-15 Metric; Overall Summary of Facility Conditions as reported in FIT will improve by at least 10%</li> <li>(Priority 3. Parental involvement, increase by 5% above previous year.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>8. Maintain School Facilities</b> 8.a. School Improvement and Maintenance Plan. See Appendix: 5 Year Plan  <b>9. Increase Parent volunteering.</b> 9.b. Parent involvement as measured by the percentage of parents and caregivers available for volunteering will increase by 10%	LEA Wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$193,000. Res: 0000,0100 Obj: 5630, 6000s  9.b. \$ 0.

<b>LCAP Year 3: 2017-18</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances.</li> <li>The students will have better heating in one of the three classrooms needing a new heater.</li> <li>Student and staff security in the school will be improved by replacing exterior doors and locks.</li> <li>Students will have improved P.E. lessons on the outdoor physical education area (blacktop). Students will have greater safety and more funds available for student programs and materials as we do improvement of safety and energy efficiency at the school.</li> <li>(Priority 1. Basic Services. 2014-15 Metric; Overall Summary of Facility Conditions as reported in FIT will improve by at least 10%</li> <li>(Priority 3. Parental involvement. Increase by 2% above previous year</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>8. Maintain School Facilities</b> 8.a. School Improvement and Maintenance Plan. See Appendix: 5 Year Plan  <b>9. Increase Parent volunteering.</b> 9.b. Parent involvement as measured by the percentage of parents and caregivers available for volunteering will increase by 10%	LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$25,000. Res: 0000, 0100 Obj: 5630, 6000s  9.b. \$0.

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

## **Annual Update**

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

**Guiding Questions:**

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

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

Original GOAL from prior year LCAP:	<p>Goal 1. By Spring 2017 student outcomes will improve in Math and ELA. School climate will improve as suspensions will decrease from an average of the previous 3 yrs.</p> <p>Related State and/or Local Priorities:  <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8            COE only: <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10            Local : Specify _____</p>		
<b>Goal Applies to:</b> Schools: ALL <b>Applicable Pupil Subgroups:</b> ALL			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Students will have a curriculum that is based on the California State Standards (CALIFORNIA STATE STANDARDS) and taught by Highly Qualified Teachers (FULLY CREDENTIALED TEACHERS)</li> <li>2. Students will be part of choosing new Math Program that aligns with CALIFORNIA STATE STANDARDS.</li> <li>3. Students will see periodic testing, outside of the classroom, school-wide, in Math (Aimsweb) and ELA (Treasures CBM).</li> <li>4. Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.</li> <li>5. Student needs will be addressed with academic interventions through the use of the data generated.</li> <li>6. Students will improve achievement by setting goals that are driven by the data generated.</li> <li>7. Student achievement will be improved through the use of targeted intervention and after school tutoring.</li> <li>8. Students will see the scores of the lowest 50% in Math, and ELA improve by 5% above the previous year.</li> <li>9. Students will continue to experience small class sizes.</li> <li>10. (Priority 2. CALIFORNIA STATE STANDARDS Implementation. 2014-15 Metric; Teachers will rate themselves as 50% or more in knowledge of, and use of CALIFORNIA STATE STANDARDS as measured by interviews with classroom teachers and lesson plan observation.)</li> <li>11. (Priority 3. Parental Involvement 2014-15 Metric; The number of parents attending conferences related to student achievement will increase by 10%)</li> <li>12. (Priority 4. Student Achievement 2014-15 Metric; Math annual score, averaged per grade level will improve by 5% above previous year. Treasures CBM assessment reading scores, averaged per grade level, will improve by 2% over the previous year.)</li> <li>13. (Priority 6. School Climate. 2014-15 Metric; Suspension rate will be reduced to below 5%.)</li> <li>14. Review Title 1 survey and insure climate related questions are included.</li> </ol>	<b>Actual Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. ELA curriculum is our only CALIFORNIA STATE STANDARDS aligned. All teachers had necessary credentials on file to be FULLY CREDENTIALED TEACHERS.</li> <li>2. Students had very little contact with choosing New Math Program.</li> <li>3. Aimsweb for Math and Treasures CBM for Reading.</li> <li>4. All teachers used this data (based on Teacher Written Survey)</li> <li>5. Data was used as per Teacher Written Survey and meetings with Intervention Teacher.</li> <li>6. Teachers report that students and teachers met and used data from CBM only.</li> <li>7. Baseline recorded. See Appendix Item 3 and 4</li> <li>8. Baseline recorded. See Appendix Item 3 and 4</li> <li>9. Class sizes were 20 students or less.</li> <li>10. Goal met. 40% of teachers rated knowledge of CALIFORNIA STATE STANDARDS at 50%. 60% of teachers rated knowledge of CALIFORNIA STATE STANDARDS above 50%.</li> <li>11. 82% (60 student's parents attended conferences out of 73 students TK-8)</li> <li>12. See Appendix Item 3 and 4</li> <li>13. 2 suspensions in 2014/15</li> <li>14. Title 1 Survey contained School Climate questions. Put See Appendix Item 2</li> </ol>
	<b>LCAP Year: 2014-15</b>		
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	

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<p><b>1. K-8 Math and ELA academic data will be generated on a scheduled basis.</b></p> <p>1.a. Purchase Aimsweb for Math and ELA assessment. 1.b. Hire and train Assessment Facilitator.</p> <p><b>2. District K-8 Math and ELA academic data will be used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.</b></p> <p>2.a. Train teachers in how to use data to monitor the academic achievement of their students.</p> <p><b>3. Academic interventions will be applied and monitored through the use of the data generated.</b></p> <p>3.a. Teachers, aides and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews.</p> <p>3.b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students. Resource Teacher will work 3 hours per week doing after-school interventions.</p>	<p>1.a) One year cost for Aimsweb \$700. Res: 0200 Obj: 5801 1.b) Approx. 60 hrs per year \$1,000. Res: 0200 Obj: 2210, 3000s</p> <p>2.a) Sub fees \$500. Res: 0200 Obj: 1112, 3000s</p> <p>3.a) Extra Hours \$1200. Res: 0200 Obj: 1115, 3000s</p> <p>3.b) Resource Teacher \$3,500 Res: 0200 Obj: 1110, 3000s</p>	<p>1.a. Aimsweb purchased 1.b Assessment Facilitator worked 65.5 hrs</p> <p>2. District K-8 Math and ELA academic data in the form of Aimsweb Benchmark Math tests, Reading Fluency and Comprehension tests given by Intervention Teacher and CBM from California Treasures was used to monitor the academic achievement school-wide.</p> <p>2.a. Beginning training on how to use Aimsweb data took place. More training is needed to ensure teacher's mastery of Aimsweb. Reading data and CBM from Treasures has been mastered.</p> <p>3. Academic interventions (in-class interventions, Intervention Teacher and Tutor interventions) were based on data collected. 100% of all teachers based interventions on data</p> <p>3.a. Teachers, Aides and Principal met at minimum days and after school. Academic data collected was analyzed. Impact: improved identification of possible academic interventions.</p> <p>3.b. Resource Teacher used academic data collected to target interventions for Special Populations. Resource Teacher did not work 3 hours per week doing after-school interventions.</p>	<p>1.a. \$472 1.b. \$650</p> <p>2.a. \$0. No substitute teachers were needed.</p> <p>3.a. \$0. No extra hours needed</p> <p>3.b.\$15.53. Resource Teacher not available for the allotted extra hours.</p>

<p>3.c. Hire a tutor for Math and ELA</p> <p>3.d. Purchase CALIFORNIA STATE STANDARDS aligned Academic intervention supplemental materials.</p> <p><b>4. Class sizes will remain small.</b></p> <p>4.a. Maintain a fourth teacher to keep class sizes small.</p> <p><b>5. Student achievement goals will be based on data generated.</b></p> <p>5.a. Students will conference with teachers to understand data and help set their own goals.</p> <p>5.b. Parents will be invited to conference with teacher and student to understand data and help set goals.</p>	<p>3.c) Tutor \$3,000 Res: 0200 Obj: 2110, 3000s</p> <p>3.d) Various \$2000. Res: 1100, 3010 Obj: 4310</p> <p>4.a) One teacher \$45,000 Res: 0200 Obj: 1110, 3000s</p> <p>5.a) No added cost</p> <p>5.b) No added cost</p>	<p>3.c. Tutor hired mid year. Impact: 8 students were tutored, 6 of them showed academic improvement as per teacher survey.</p> <p>3.d. Academic intervention supplemental materials were purchased (Connected Reading SRA. Menu Math. Domino Phonics Chunks. Wechsler Individual Achievement Test-Third Edition) Impact: Improved ability to help intervention students as per interview with Intervention Teacher.</p> <p>4.a. Additional teacher maintained</p> <p>5. Student achievement goals were based on data generated. 100% of teachers used data to set goals for students. 75% of teachers went over data with students.</p> <p>5.a. Students went over data to help set academic goals Impact: Student's goals were better linked to academic data as per teacher interviews.</p> <p>5b. Parents conferred with teachers and students to understand data and set goals. Impact: Parents had improved buy-in regarding their student's academic needs as per teacher interview.</p>	<p>3.c. Tutor \$163.62</p> <p>3.d. \$2,195</p> <p>4.a. \$56,365.06</p> <p>5.a. \$0.</p> <p>5.b. \$0.</p>
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Scope of service: <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify) _____			Scope of service: <input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:(Specify) _____	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The wording of the Goal 1 was changed to clarify and state it more simply. The words: "...in Math and ELA. School climate will improve as suspensions will decrease from an average of the previous 3 yrs." Were removed.</p> <p>1.b Assessment Facilitator used Aimsweb for math with successful results. Next year we will use the Assessment Facilitator for Math and ELA assessments. This will expand that employees hours from 60 per year to 120. (cost to go from \$600. in 2014-15 to \$1200. In 2015-16)</p> <p>2.a Training for using data (including Aimsweb) was able to take place on minimum days so no substitute teachers were needed saving \$500.</p> <p>2 Impact: Establishes a baseline for comparison in future years and allows academic planning with regard to each teacher's awareness of student needs prior to and after the grade level he or she teaches.</p> <p>3.a Meetings to go over data with teachers were handled on minimum days creating no added cost, but in 2015-16 there will be more data, this cost, \$1200., can be expected.</p> <p>3.b The Resource Teacher does not want to work extra hours. After school intervention time will expand by using a tutor or tutors.</p>
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Original GOAL from prior year LCAP:	Goal 2. By June 2017 unexcused absences will decrease by 10% school-wide K-8. Tardiness will decrease by 10% school-wide K-8.			Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: ALL Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. By June 2015 students will see the school attendance rate increase from 95 to 96% as measured by PowerSchool SIS.</li> <li>2. The students missing 10% or more in daily attendance or are tardy 20% of the time per trimester) will get intervention and attendance goals will be set to improve attendance.</li> <li>3. Students will have improved attendance as routine logging and assessment by attendance clerk and Superintendent/Principal will show those who need the most help getting to school.</li> <li>4. Students will improve attendance as the District provides parent meetings, home visits and other attendance help.</li> <li>5. Students will see less suspension as more emphasis is placed on rewarding positive behavior.</li> <li>6. (Priority 3. Parental Involvement (2014-15 Metric; In comparison to the previous year the number of parents working with the attendance support staff will grow by 2 parents)</li> <li>7. (Priority 4. Student Achievement. 2014-15 Metric; Based on the 20% of the district's students with the lowest attendance there will be a 10% improvement in Aimsweb Math and ELA scores.</li> <li>8. (Priority 5. Pupil Engagement. 2014-15 Metric; The students with 10 or more absences in the previous year will decrease absenteeism by 20%).</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Attendance rate stayed at 95%</li> <li>2. One family (4 students) fell below the criteria. Intervention attempted.</li> <li>3. Clerk and Superintendent/Principal met weekly.</li> <li>4. Baseline recorded. Attendance support given to one family with 4 students. Baseline: 28 tardies and 22 absences (excused and unexcused)</li> <li>5. Metric: Suspensions in previous year (2013-14) were 2 . Suspensions in 2014-15 were 1. Suspension reduced by 50%</li> <li>6. Baseline recorded. 1 family</li> <li>7. 2013-14 Metric=94 excused absences. 2014-15 Metric=73 excused absences. Final Metric 23% drop in absences. Goal Met</li> <li>8. 4 students had 10 or more absences in 2013-14. 1 student had 10 or more in 2014-15. Reduction of 75%</li> </ol>		
			<b>LCAP Year: 2014-15</b>		
Planned Actions/Services		Actual Actions/Services			Estimated Actual Annual Expenditures
		Budgeted Expenditures			
<b>6. Increased attendance</b> 6.a. Audit of current attendance system. Set benchmarks that cause actions as per goals. 6.b. Attendance Support Person will be assigned,		No added cost	6.a Audit of attendance system took place. Attendance at 95% as per Power School SIS. Additional focus will be put on tardiness in 2015-16.		No added cost

<p>and duties discussed.</p> <p>6.c. By spring 2015 unexcused absences and tardiness will be logged, assessed and a baseline for the year will be established and published.</p> <p>6.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.</p>		<p>6.b Attendance Support Person assigned.</p> <p>6.c Baseline established</p> <p>6.d Stakeholders given verbal survey only.</p>	
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> LEA Wide</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> LEA Wide</p>	
<p>X_ALL</p>		<p>X_ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The wording of the Goal 2 was changed to clarify and state it more simply. It formerly stated: “By June 2017 unexcused absences will decrease by 10% school-wide K-8. Tardiness will decrease by 10% school-wide K-8.”. It now states: “Attendance will improve.”</p> <p>This was removed because it does not directly pertain to the goal: “(Priority 3. Parental Involvement) The number of households that need attendance support will be 2 or less.”</p> <p>6.a Attendance percentage as per Power School SIS stayed static. (95%) Because 13.7% of students were tardy 5 or more times in the 2014/15 school-year, there will also be an emphasis on tardiness in 2015/16 school-year.</p> <p>6.d Stakeholders were not surveyed. I will make this a part of the School Site Council meetings in 2015-16.</p>		

Original GOAL from prior year LCAP:	Goal 3. By Spring 2017 our school will have developed and implemented a plan that will align our instruction and student learning to the California State Standards for ELA, Math and Literacy as measured by observation of teacher's knowledge of CALIFORNIA STATE STANDARDS and use of them in lesson plans and report cards.	Related State and/or Local Priorities:  1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. All students will take the SBAC practice assessments.</li> <li>2. Students will see use of CALIFORNIA STATE STANDARDS as teachers will attend workshops on implementing the California State Standards.</li> <li>3. Students will use new Math curriculum as teachers pilot and adopt new math curriculum that aligns with the California State Standards</li> <li>4. Students will get exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS</li> <li>5. Students will have taken the SBAC formative assessments</li> <li>6. Students will take the summative SBAC test.</li> <li>7. (Priority 2. CALIFORNIA STATE STANDARDS Implementation. 2014-15 Metric; Teacher knowledge and use of Content and Performance Standards as measured by classroom and lesson plan observation and teacher survey will improve by 10% over the previous year.)</li> <li>8. (Priority 4. Student Achievement. 2014-15 Metric; Math Aimsweb score averaged per classroom taken in August 2014, will improve by 5% when taken in June 2015. Reading CBM scores, averaged per classroom, will improve by 2% over the previous year.)</li> </ol>	<b>Actual Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. No students took the SBAC practice assessments.</li> <li>2. Teachers attended at least 2 workshops on implementing the California State Standards. This raised the percentage of knowledge and use of California State Standards: see metric on item 7 below.</li> <li>3. New Math curriculum that aligns with the California State Standards was purchased In first week of June, 2015.</li> <li>4. Students received exposure to CALIFORNIA STATE STANDARDS as Teachers and Principal met and discussed progress of implementation of CALIFORNIA STATE STANDARDS at minimum day faculty meetings.</li> <li>5. Students did not take the SBAC formative assessments. Goal for 2015-16</li> <li>6. 100% of all 3<sup>rd</sup> grade through 8<sup>th</sup> grade students took the summative SBAC test.</li> <li>7. Metric recorded: <b>40% of teachers rated knowledge of CALIFORNIA STATE STANDARDS at 50%. 60% of teachers rated knowledge of CALIFORNIA STATE STANDARDS above 50%.</b></li> <li>8. Incorrectly stated goal. Math scores from Aimsweb did not exist in August 2014. Math baseline metric set in June 2015. <b>See Appendix Item 3 and 4 for baseline.</b></li> </ol>
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**LCAP Year: 2014-15**

Planned Actions/Services	Actual Actions/Services	Estimated Actual Annual Expenditures
Budgeted Expenditures		

<b>7. Instruction and student learning aligned to the California State Standards for ELA, Math and Literacy.</b>  7.a. All students will take the SBAC Assessments with help from test coordinator. 7.b. Teachers will attend 2 workshops on implementing the California State Standards. 7.c. Choose and adopt new curriculum that aligns with the California State Standards. 7.d. Teachers and Principal will meet and discuss progress of implementation of CALIFORNIA STATE STANDARDS - 5 minimum day in-house trainings.  7.e. Provide foreign language curriculum	7.a) 24 hrs per year x 1 PSA at \$12./hr = \$288. Res: 0100 Obj: 2000-3000  7.b) 4 teachers X 2 workshops @ \$200 per.= \$1600. Res: 0100 Obj: 5210  7.c) \$65. X 70 students plus consumables \$5000. Res: 1100 Obj: 4140 7.d) No added cost  .e) No added cost	7. Alignment to CALIFORNIA STATE STANDARDS in ELA, Math and Literacy ongoing.  7.a All students took the SBAC Assessments from grades 3 to 8 <sup>th</sup> . Test coordinator could not be hired. Coordination done by Superintendent/Principal. 7.b Workshops: RSP (3), TK-1 (2), 2-3 (2), 4-5 (2), 6-8 (2). Workshops: Lit. across content, Multi-classroom instruction, Google Classroom Training, Tools for CALIFORNIA STATE STANDARDS classroom. 7.c My Math TK-5 <sup>th</sup> & \$6,427.98,6 <sup>th</sup> -8 <sup>th</sup> CPM \$4,073.21.  7.d. Training Dates: 9-17-14, 9-26-14, 10-1-14, 12-10-14, 1-14-15, 5-20-15  7.e Foreign Language available at neighboring district	7.a \$0. Cost  7.b \$1,913  7.c \$10,501.19  7.d \$0 cost  7.e.\$0. cost
Scope of service:  <input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	LEA Wide	Scope of service:  <input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	LEA Wide

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal 3 was changed in wording. Measurable outcomes ("...as measured by observation of teacher's knowledge of CALIFORNIA STATE STANDARDS and use of them in lesson plans and report cards.") were removed from the goal.</p> <p>7.a The test coordinator from previous year was not able to work. Coordinating of SBAC test had to be done by Superintendent/Principal. In 2015-16 Superintendent/Principal will coordinate SBAC.</p> <p>7.b Teachers attended CALIFORNIA STATE STANDARDS implementation workshops and the \$1600. Budgeted expenditure of \$2,000. would be appropriate for 2015-16 to cover substitutes.</p> <p>7.c Curriculum for CALIFORNIA STATE STANDARDS aligned math was budgeted at \$5,000. With added online services and manipulatives and shipping the total was \$10,501.19</p> <p>Item 8 Incorrectly stated goal. Math scores from Aimsweb did not exist in August 2014. Math baseline metric set in June 2015. <b>See Appendix Item 3 and 4 for baseline.</b></p>
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Original GOAL from prior year LCAP:	Goal 4. Improve learning conditions by repairing, refitting and refurbishing unsafe and/or uneconomic equipment and facilities. Enhancing course access and other student outcomes.		Related State and/or Local Priorities: 1_X 2__ 3_X 4__ 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL		
Expected Annual Measurable Outcomes:	1. Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances. 2. The students will have better heating in one of the three classrooms needing a new heater. 3. Student and staff security in the school will be improved by replacing exterior doors and locks. 4. Students will have improved P.E. lessons on the outdoor physical education area (blacktop). Students will have greater safety and more funds available for student programs and materials as we do improvement of safety and energy efficiency at the school. 5. (Priority 1. Basic Services. 2014-15 Metric; Overall Summary of Facility Conditions as reported in SARC will improve from "Poor" to "Fair") 6. (Priority 3.3. Parental involvement. 2014-15 Metric; The number of parents volunteering and attending meetings will be tabulated for the year and will establish a baseline.)	Actual Annual Measurable Outcomes:	1. The 4 classrooms where teachers and students gather and the Gymnasium had Asbestos abatement and new floors installed. 2. This project will be reconfigured for a unit that costs \$8000., and will be in next year's LCAP 3. Exterior doors were serviced and replacement was moved to 2016-17 school year. 4. Students saw new blacktopped PE area. The full-school lighting renovation gave better illumination, a safer school and less energy costs. 5. 2013-14 SARC lists school at poor. 2014-15 FIT lists district rating at 67 (poor). 6. Parents volunteering baseline: 30 parent volunteers, 9 of them attended meetings. 7. (Priority 7. Course Access 2014-15 Metric; Foreign Language available from neighboring district. No

	<p>7. (Priority 7. Course Access 2014-15 Metric; The students in 7th and 8th grade will have a state approved foreign language class made available to them.)</p> <p>8. (Priority 8. Other Student Outcomes 2014-15 Metric; The district will formulate a plan to move a portable classroom to the campus to expand the ability to offer VAPA and/or Physical Ed. Classes.</p>		<p>students participated in Foreign Language instruction.</p> <p>8. This was an incorrectly stated goal and will be modified.</p>
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>Maintain School Facilities</b> 8.a. School Improvement and Maintenance Plan. See Appendix: 5 Year Plan	\$95,000. Res: 0100, 9010 Obj: 5630, 6220	<b>Maintain School Facilities</b> 8.a. Tackled the well project early, completed the gym floor and delayed the other projects, see updated 5 Year Plan	\$330,626
Scope of service: <input checked="" type="checkbox"/> ALL	LEA Wide	Scope of service: <input checked="" type="checkbox"/> LEA Wide  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	  X ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Goal 4 was shortened and changed in wording to clarify the intent. The following was removed: "...by repairing, refitting and refurbishing unsafe and/or uneconomic equipment..." and "Enhancing course access and other student outcomes." The words : " Increase parent volunteering." Were added.</p> <p>Funding for the well project was approved so we pushed forward the timeline. We completed the gym re-flooring project. Those projects kept our staff and grounds fairly busy so we delayed the first phase of the remodel and security augmentation to 2015-16.</p> <p>Item 5. The metric to evaluate the facility based on what is reported in the SARC will instead be based on the previous year's evaluation number as expressed in the State of California Facility Inspection Tool (FIT).</p> <p>Item 8. This was actually an outcome instead of a goal with a metric. This item will be part of the 5 year plan for facility improvement.</p>		

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**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:	\$123,600
Mountain Union Elementary School District has estimated their LCFF revenue associated with low income, foster youth, and EL pupils to be \$123,600. Expenditure of these funds is outlined in section 2 and in the attached spreadsheet. The unduplicated percentage has been measured at 89.71% during 2014-15 and due to the high percentage we choose to use the majority of these funds in a districtwide manner, but within programs that are principally directed towards the challenges these pupils face. We believe a segregation of pupils would not be prudent fiscally and that the targeted pupils will receive the majority of the benefit. We believe that a lowered class size, more paraprofessionals in the classroom, and more instructional and tracking tools available to pupils and staff are the most effective use of these funds.	

- 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.

23.85	%
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Services for unduplicated pupils will be increased or improved by at least the 23.85% that we calculated our MPP to be. We plan to use dollars to prove this and have outlined our spending in Section 2 and 3A above.

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).

## Appendix item 1

# MOUNTAIN UNION ELEMENTARY SCHOOL DISTRICT

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**District Office**

P.O. Box 368

Montgomery Creek School

Montgomery Creek, CA 96065

**Kenneth C. Hood Superintendent/Principal**

Ph # (530) 337-6214

Fax # (530) 337-6215

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### **Re: Parent Engagement Message on Common Core and LCAP**

#### *What is Common Core?*

Our students will soon be taking the Smarter Balanced Assessments, the tests that measure learning under Common Core. Common Core is a set of academic standards, or learning goals, for math and English that define what our students should know and be able to do at the end of each school year. For example, by the end of third grade, our kids should be able to measure and estimate weights of liquid and solve word problems using those quantities. You can read the standards [here](http://www.corestandards.org/read-the-standards/). <http://www.corestandards.org/read-the-standards/>

The standards were developed based on education research and proven best practices from schools in California and across the country. They're designed to promote critical thinking and help ensure that our students graduate with the skills they need to be ready for the future. However, Common Core doesn't dictate the curriculum or lesson plans — our teachers and school leaders still make those decisions. Read more at the Common Core website, the California State PTA site, The California Department of Education and Embrace the Core.

#### 1. How were the Common Core Standards developed?

Before we started using them in our school, the Common Core Standards were developed by a group of teachers, state governors and education leaders from 48 states. This group first came together in 2009 to establish learning goals based on education research and existing best practices with a proven track record of student success. State participation in the development process was voluntary, and so was the decision to adopt the standards here in California in 2010. Read more [here](#).

#### 2. Why is the math homework different now?

You may have noticed changes in your child's homework. The updated standards in both areas—math and English—emphasize critical thinking. For math, this means many homework problems now have two parts: the solution to the problem, and a section where your child is asked to explain how they got their answers. Go here for a side-by-side comparison of examples of updated math questions with the old style of homework. [NOTE: schools should include examples from their specific curricula.] You can find Common Core math resources for parents [here](#).

### **LCAP (Local Control Accountability Plan)**

What is the Local Control and Accountability Plan (LCAP)?

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Under the LCFF all Local Educational Agencies (LEAs) are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d). California school districts and charter schools must engage parents, educators, employees, and the community to establish these plans. The plans describe the school's overall vision for students, annual goals and specific actions that will be taken to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. The plans demonstrate how the school's budget will help achieve the goals, and assess each year how well the strategies in the plan were able to improve outcomes.

What are the eight state priority areas that must be addressed in the plans?

There are eight areas for which school districts and charter schools, with parent and community input, must establish goals and actions. The areas are:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.
2. Implementation of California's academic standards, including the California State Standards in English language arts and math, Next Generation Science Standards, English language development, history social science, visual and performing arts, health education, and physical education standards.
3. Parent involvement and participation, so the local community is engaged in the decision-making process and the educational programs of students.
4. Improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college and career preparedness.
5. Supporting student engagement, including whether students attend school or are chronically absent.
6. Highlighting school climate and connectedness through a variety of factors, such as suspension and expulsion rates and other locally identified means.
7. Ensuring all students have access to classes that prepare them for college and careers, regardless of what school they attend or where they live.
8. Measuring other important student outcomes related to required areas of study, including physical education and the arts.

In addition to these eight areas, a district may also identify and incorporate in its plan goals related to its own local priorities.

What can parents do now?

The new LCFF and LCAPs provide a great opportunity for parents to further engage in the decisions that impact their children and our school.

You can also get further involved by volunteering to be on the School Site Council and/or attend the monthly meetings.

You can have your voice heard by emailing or contacting Ken Hood the district Superintendent/Principal.

In addition, you can attend the May School Board Meeting, May 21,2015, where the LCAP Annual Review and Update will be presented. You can also fill out our survey given at Open House on May 6<sup>th</sup> at 6 pm.

## Appendix item 2

### Results of Title 1 Survey given after May 6, 2015

Rate your satisfaction with your child's instruction in Reading	1. (Low) <b>0%</b>	2 . <b>22%</b>	3 (middle) <b>12%</b>	4. <b>11%</b>	5. (High) <b>55%</b>
Rate your satisfaction with your child's instruction in Written Language	1. (Low) <b>1%</b>	2 . <b>17%</b>	3 (middle) <b>17%</b>	4. <b>11%</b>	5. (High) <b>54%</b>
Rate your satisfaction with your child's instruction in Written Language	1. (Low) <b>1%</b>	2 . <b>0%</b>	3 (middle) <b>17%</b>	4. <b>17%</b>	5. (High) <b>65%</b>
Do you think your child's classroom experience encourages the development of thinking skills?	YES <b>61%</b>	Some what <b>22%</b>	NO <b>17%</b>	Don't know <b>0%</b>	
Does the school curriculum meet most of the individual educational needs of your child?	YES <b>56%</b>	Some what <b>27%</b>	NO <b>17%</b>	Don't know <b>0%</b>	
Are you generally satisfied with the school discipline?	YES <b>44%</b>	Some what <b>17%</b>	NO <b>39%</b>	Don't know <b>0%</b>	
Do you feel your child is safe at school?	YES <b>81%</b>	NO <b>19%</b>			
Does your child feel safe at school?	YES <b>87%</b>	NO <b>13%</b>			

## Appendix item 3

### Math Scores for Montgomery Ck Ele. June 2015

Grade level	Averaged percentile rank (Nat'l)	What was tested	Source:
K	41	MN, QD , NI	Aimsweb 2
1	64.6	M-m-comp, MN, QD , NI	Aimsweb 2
2	34.75	m-cap + m-comp	Aimsweb 2
3	52.7	m-cap + m-comp	Aimsweb 2
4	44.14	m-cap + m-comp	Aimsweb 2
5	28.4	m-cap + m-comp	Aimsweb 2
6	42.18	m-cap + m-comp	Aimsweb 2
7	67	m-cap + m-comp	Aimsweb 2
8	61.16	m-cap + m-comp	Aimsweb 2
All grades averaged (Nat'l)	48.43		KCH 6-15-15

91-99%ile = Well Above Average

76-90%ile = Above Average

26-75%ile = Average

11-25%ile = Below Average

1-10%ile = Well Below Average

## Appendix item 4

### Reading Baseline data averaged per grade level as of June 2015

Grade level	Oral Reading Fluency	Accuracy	Growth
1st	52 words	85%	34.4%
2 <sup>nd</sup>	78 words	94.3%	16.3%
3rd	115 words	98%	14.5%
4th	104 words	96.8%	na
5th	103 words	95.5%	na
6th	137.5 words	98.5%	5.33%
7th	168 words	98.75%	7%
8th	136 words	99%	6.3 %

Source: California Treasures CBM

taken by LC compiled by KCH

# Mountain Union Elementary School District

## Five Year Plan - School Improvement and Maintenance

2015/16

2016/1

### INFRASTRUCTURE PROJECTS

Entrance doors, locks and security augment	15,000	Paint Exterior
		Move Portable

### EXTERIOR SURFACE MAINTENANCE

Preschool Fencing  
Complete blacktop  
replacement

### INTERIOR REMODEL

Classroom Remodel - A Lowering Ceilings	15,000	Classroom Remodel - B
Office Remodel	15,000	Bathroom Remodel - Pha 1

Total Expenditures 45,000

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Net Expenditures 45,000

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### OTHER ITEMS TO NOTE FOR CASH PLANNING PURPOSES

### EQUIPMENT

-  
-

2017/18

20

Gates/Fencing

Hallway Remodel

Playground maintenance - slurry (3 yr cycle)	5,000
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Classroom Remodel - C	10,000
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Classroom Remodel - D

Bathroom Remodel - Phase 2	10,000
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Bathroom Remodel - Pha

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25,000
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25,000
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**ON HOLD**

Replace Boiler	60,000
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Buy Bus

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2019/20

Blacktop Maintenance (3 yr cycle)		10,000
		10,000
Bathroom Remodel - Phase 4		10,000
		30,000
		<hr/>
		<u>30,000</u>

Mountain Union LCAP Expenditure Tracking  
2015/16

GOAL #	ACTION #	PLANNED ACTIONS/SERVICES	BUDGET	CODE	ACTUAL
1	1A	Aimsweb for Math & ELA	700.00	0200/5801	
	1B	Hire and train Assessment Facilitator	3,000.00	0200,0000/2000s, 3000s	
	2A	Train teachers, sub fees	4,000.00	0000,0200/1112, 3000s	
	3A	Teachers, aides, principal meet, write plans	3,200.00	0200,0000/1115, 3000s	
	3B	Resource teacher 3hr/wk	4,000.00	0000/2000, 3000s	
	3C	Math & ELA Tutor	4,000.00	0200/2000s, 3000s	
	3D	Purchase CCSS intervention materials	5,000.00	0000/4310,5801	
	4A	Maintain a 4th grade teacher	50,000.00	0200/1110, 3000s	
	4B	Maintain paraprofessional help in the classroom	30,000.00	0000/2000s,3000s	
	5A	Student conferences	-	-	-
	5B	Parent conference	-	-	-
2	6A	Analyze current attendance	-	-	-
	6B	Attendance support identified	20,000.00	0000/2000s,3000s	-
	6C	Establish baseline: absences and tardiness	-	-	-
	6D	Survey taken on how to improve	-	-	-
3	7A	SBAC Assessments by coordinator	288.00	0000/2000-3000s	-
	7B	CCSS workshops	1,600.00	0100/5210	-
	7C	CCSS curriculum	-	-	-
	7D	In-house training	-	-	-
	7E	Provide foreign language curriculum	-	-	-

4	8A	5 Year Plan for Facilities	45,000.00	0100,9010/5630,6220	-
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