§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction: The **Las Lomitas Elementary School District** (LLESD) is committed to providing an excellent academic experience for all students that prepares them to be competitive in college and career. We strive to provide a 21st Century education for all students so that they can experience high levels of academic success and they will be prepared to engage challenging courses in high school and college leading to many career options. The District Strategic Plan, approved by the Board in June 2012, is the road map for much of our work. The Strategic Plan planning process involved many stakeholders and encompasses the vision of the district for the period of 2012-2021. The Strategic Plan is posted on the District website for easy accessibility. In addition, the Board has goals that also drive the work of the district, which are aligned to the Strategic Plan and the sites' Single Plan for Student Achievement. The five Board goals (listed on the district website) are:

1. **Student**. Every student will participate in a rigorous, relevant and innovative curriculum and will experience high quality instruction every day that engages challenges and prepares them to thrive in a globally competitive and information-rich environment. Students will graduate from LLESD as resilient learners, effective problem-solvers and caring, involved citizens who contribute productively to their communities.
2. **Teaching**. Teaching in every classroom will be effective, engaging, relevant and responsive to the evolving needs of our students. District leaders will focus attention on student learning and on developing coherent curriculum and consistent instruction within and across grade levels and subject areas so that each student in our district will have an effective and engaging learning experience that meets the district's high standards of excellence.
3. **Learning Environment**. Attend to the emotional, physical well being and safety of all students and staff through the ongoing maintenance of existing facilities as well as the design, development and implementation of the facilities master plan. Foster a district-wide culture of learning in which professionals and students are supported to take risks, to work collaboratively, to reflect on their learning and to continuously grow and develop.
4. **Community**. Educate the Las Lomitas Elementary School District parent community and the surrounding community about the work that LLESD is engaged in and regularly seek out their feedback and ideas about how the district can better achieve its goals. Involve and engage all community stakeholders in supporting and sustaining the district's work, particularly the district's goal to develop graduates who are caring and involved community citizens.
5. **Fiscal**. Maintain and adopt policies that ensure fiscally responsible use of district resources to support student learning and other district goals while attending to the short and long term financial stability of the district.

LLESD is comprised of two schools; Las Lomitas Elementary is a K-3 school and La Entrada Middle School is a 4-8 school. The total student population is 1,384 students. The district is located in the communities of Menlo Park and Atherton, and serves students in Menlo Park, Atherton, Portola Valley, Woodside and East Palo Alto. Students who have attended school in our district have historically performed at exemplary levels on State achievement tests.

A Facilities Master Plan was approved by the Board in February 2013 and a Bond Measure was passed in November 2013. We have begun the process of planning for additional buildings to replace portable classrooms added because of enrollment growth. Our school facilities are well-maintained and are in good condition. "<We will>… Attend to the emotional <and> physical well-being and safety of all students and staff through the ongoing maintenance of existing facilities as well as the design, development and implementation of the facilities master plan. Foster a district-wide culture of learning in which professionals and students are supported to take risks, to work collaboratively, to reflect on their learning and to continuously grow and develop" (Board Goal #3).

All teachers working in LLESD are appropriately assigned per credential requirements. "Teaching in every classroom will be effective, engaging, relevant and responsive to the evolving needs of our students. District leaders will focus attention on student learning and on developing coherent curriculum and consistent instruction within and across grade levels and subject areas so that each student in our district will have an effective and engaging learning experience that meets the district's high standards of excellence" (Board Goal #2). Our teachers have been working on a three-year Common Core State Standards Implementation Plan; first they learned about the standards and have been practicing with lessons and units that include CCSS. Teachers have done extensive work on unpacking standards and mapping units of study. Next year, 2014-2015 will be the first year that there is an expectation of full implementation of the CCSS across the district. Currently, we have a focus on writing, mathematics and technology as they relate to implementing a 21st Century education.

"Every student will participate in a rigorous, relevant and innovative curriculum and will experience high quality instruction every day that engages, challenges and prepares them to thrive in a globally competitive and information-rich environment. Students will graduate from LLESD as resilient learners, effective problem-solvers and caring, involved citizens who contribute productively to their communities" (Board Goal #1). All students have full access to standards-aligned instructional materials. We are beginning the process of examining new mathematics instructional materials and plan to pilot them in the 2014-2015 school year. Students in LLESD have access to all required courses and instructional materials as well as several enrichment classes, such as music, art, drama, foreign language, leadership and technology. Special needs students are supported based on their Individualized Education Plan (IEP) or 504 plan. Our faculty prides themselves on the effective implementation of these special education services, which are provided in the least restrictive environment. Students with special needs make many successful gains, both academically and socially. All students in LLESD have had a history of performing very well on state assessments. Students with special needs have consistently performed well-above state-wide averages on standardized assessments. The current API for the district is 958. Students who complete the 8th grade in LLESD are prepared to go to the high school of their choice, public and private, and compete with other students in the most rigorous of courses. A number of our 8th grade students successfully complete geometry as 8th graders. English Learners (ELs) comprise about 6% of the total district population. The number of EL students that were designated Initial Fluent English Proficient (I-FEP) in school year 12-13 was 36, or 22%, and the reclassification percentage was 7%. Currently, the number of foster youth in our system is very low (1-2 students). When services and supports need coordination, our Director of Student Services ensures that they are in place. Students and parents in LLESD value education and know the importance of regular attendance. Student attendance in LLESD is very good (typically better than 96%); suspensions are very low (typically less than 5 per year) and there have been no expelled students for the past several years. There are no middle school drop-outs.

School culture and climate are important components of a thriving, successful school community. Social skills curriculum is taught at both schools. *Project Cornerstone* is in place at La Entrada and at Las Lomitas *Second Step* and *Rainbow Kids*. Prior to implementation of *Project Cornerstone* at La Entrada, students and parents were surveyed. The data from the surveys informed action steps at La Entrada. Digital TAT2, a company focused on cyber safety was hired to teach all 4-8 grade students about cyber bullying, digital safety and responsibility. Digital TAT2 also presented information to parents. The District Safety Committee identified the need to

reinstate a Climate Committee at La Entrada. The committee members will be recruited in March 2014 and will convene one meeting prior to the end of the 2013-2014 school year with a plan to meet on a regular basis for the 2014-2015 school.

Parental input is an important component of the culture of this district. Each site has a PTA and Site Council as well as numerous daily classroom volunteers. There is a Coordinating Council that meets quarterly, comprised of both schools' PTA leadership, Site Council leadership, Foundation leadership, site administrators, and district administrators. There is a DELAC committee that meets monthly, with representation from both sites. In addition, there is a District Collaborative Team, comprised of parents and staff, with the goal of monitoring and reviewing the District Strategic Plan. There are two Special Education parents who serve on the SELPA Parent Advisory Council. Several times per year parents of SPED students are invited to meetings relative to special topics. Parent involvement is highly encouraged at every IEP meeting. The superintendent has a parent advisory group with whom she meets every other month. Periodically, parents are surveyed on important topics to garner input and feedback. "<We will>… Educate the Las Lomitas Elementary School District parent community and the surrounding community about the work that LLESD is engaged in and regularly seek out their feedback and ideas about how the district can better achieve its goals. Involve and engage all community stakeholders in supporting and sustaining the district's work, particularly the district's goal to develop graduates who are caring and involved community members" (Board Goal #4).

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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement*: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) **How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?**
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 representative parents of pupils identified in Education Code section 42238.01?**
6) **In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?**

Involvement Process	Impact on LCAP
The Las Lomitas Elementary School District has recently engaged in a comprehensive Strategic Plan effort. There was a broad-based representative committee that worked with stakeholders to create a Strategic Plan whose membership included parents, community members, Board members, teachers and administrators. The LCAP encompasses the work of the Strategic Plan, Board Goals, and Facilities Master Plan and will provide continuous focus to our district goals and efforts. In addition, the LCAP has been reviewed with both school's faculties, the Coordinating Council (representatives from PTA and Site Councils), LLEF (Foundation), DLAC and the Superintendent's Advisory Committee, Las Lomitas Education Association (LLEA) and California School Employee Association (CSEA) for input and feedback as indicated: 3/4/14, 3/11/14, 3/18/14: Leadership Team writing/review of LCAP 3/26/14: Meeting with teachers and administrators at Las Lomitas Elementary School 3/27/14: DELAC review of LCAP 3/27/14: La Entrada Site Council review of LCAP 4/9/14: La Entrada staff review of LCAP 4/10/14: Coordinating Council(representatives of both PTA groups, Foundation, administration, representatives of both Site Councils) review the LCAP 4/23/14: Las Lomitas Site Council review of LCAP 5/2/14: Las Lomitas Staff Review 5/13/14: La Entrada Staff Review 5/14/14: LLESD School Board designated the Superintendent's Advisory Committee as the LCAP Advisory Committee and the DLAC as the LCAP EL Parent Advisory Committee 5/20/14: La Entrada Staff Review 5/20/14: All Staff Review 5/27/14: All Staff Review 6/18/14: Public Hearing 6/23/14: Board approval of LCAP	Given the broad impact of the contributing representatives, the LCAP reflects the input from a diverse group of stakeholders. Time, energy and effort of the contributing members have produced focused goals that are reflected in the LCAP. During the Strategic Plan planning and writing process, many voices were heard; parents, teachers and administrators. Collectively, there was a vision for 21st Century teaching and learning that encompassed a "community-wide process to identify the features of an educational program for the LLESD that will best prepare our students for college and career success in the 21st century". (SP p.3) Additionally, the strategic planning process was intended to "launch and participate in a district-wide strategic planning process that is inclusive, meets the community needs, and follows a best practice approach." (SP p.3) Verbal and written feedback was collected from each stakeholder group with respect to ideas, considerations and content. The Leadership Team contributed greatly to the writing of the LCAP. Their contributions represented feedback from various stakeholder groups and was intended to ensure that many voices were heard in the writing process. All groups that reviewed the LCAP were supportive.

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Training in CCSS and effective, research-based instructional strategies to implement the standards. **Metric:** Students will perform at high levels of achievement on assessments that measure mastery of standards.	**Goal #1-CCSS:** "Students will demonstrate achievement of the California Common Core State Standards in math, language arts, science and social studies, as well as achieve and apply a solid standards-based foundation in the arts, technology, world languages, and physical education." (SP-1.A)	All	All		Students will perform at high levels of achievement on assessments that measure mastery of CCSS standards in ELA and math due to teachers receiving high quality professional development.	Students will benefit from science instruction based on CCSS. Students will benefit from the implementation of ELD standards in all content areas as appropriate.	Students will benefit from social science instruction based on CCSS. Students will benefit from the implementation of a new standards-based State-approved, Board adopted English-language arts textbook.	P1, P2, P4, P7, P8
Need: Research-based, systematic approach to writing across the grades. **Metric:** Site administrators will observe the implementation of the workshop model.	**Goal #2- Writing:** Students will demonstrate achievement of the California Common Core State Standards in language arts …. (SP-1.A) Students will be active learners who generate ideas, pose and solve problems, and demonstrate adaptability, self-direction, curiosity, creativity, and analytical thinking.	All	All		Students will benefit from teacher training that includes a consistent approach to writing within and across the grades. .	Students will benefit from teacher training that includes a consistent approach to writing within and across the grades, addressing new genres.	Students will benefit from teacher training that includes a consistent approach to writing within and across the grades. addressing new genres and depth of skills.	P1, P2, P3, P4, P7, P8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	(SP-1.D)							
Need: Training and support for teachers to develop writing assessments **Metric:** Writing assessment results	**Goal #2- Writing:** Students will demonstrate achievement of the California Common Core State Standards in language arts …. (SP-1.A) Students will be active learners who generate ideas, pose and solve problems, and demonstrate adaptability, self-direction, curiosity, creativity, and analytical thinking. (SP-1.D)	All	All		Students will produce a writing sample, written to a prompt twice per year to inform instruction and as evidence of growth	Student writing will significantly improve in all content areas as evidenced by high levels of performance on writing assessments.	Students will score at high levels of proficiency on all writing samples and will show consistent growth from one year to the next.	P1, P2, P3, P4, P7, P8
Need: Training and support to teachers related to new curriculum. **Metric:** Teachers in grades K-5 will effectively use the standards-based mathematics curriculum based on survey results.	**Goal #3- Math:** Students will demonstrate achieve-ment of the California Common Core State Standards in math…. (SP-1.A)	All	All		Student learning will improve in mathematics as a result of training and support, related to current State-approved curriculum that is provided to teachers.	Student learning will improve in mathematics as a result of training and support, related to current State-approved curriculum that is provided to teachers.	Student learning will improve in mathematics as a result of training and support, related to current State-approved curriculum that is provided to teachers.	P1, P2, P4, P5, P7, P8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Historical data trends indicate that some students do not meet grade level performance targets.

Metric: Students will show growth on periodic math assessments. | **Goal #3- Math:** Students will demonstrate achieve-ment of the California Common Core State Standards in math…. (SP-1.A) | All | All | | Students who demonstrate a need will be provided interventions and support in their learning so that they can achieve at high levels. | Students who demonstrate a need, based on assessments, will be provided interventions and support in their learning so that they can achieve at high levels. | Students who demonstrate a need, based on assessments, will be provided interventions and support in their learning so that they can achieve at high levels. | P1, P2, P4, P5, P7, P8 |
| **Need:** Students need access to high quality textbooks.

Metric: Pilot data | **Goal #3- Math:** Students will demonstrate achieve-ment of the California Common Core State Standards in math…. (SP-1.A) | All | All | | Student learning will improve in mathematics as a result of instruction that is supported by a standards-based textbook used in designated pilot classrooms. | Student learning will improve in mathematics as a result of instruction that is supported by a standards-based textbook that is Board-approved and used in all K-5 classrooms. | Student learning will improve in mathematics as a result of instruction that is coordinated and consistent and has common components, vocabulary and supports. | P1, P2, P4, P5, P7, P8 |
| **Need:** Professional Development to support technology integration.

Metric: The use of technology for teaching and learning will significantly increase as measured by surveys and observations. | **Goal #4- Technology:** Students will benefit from technology to support learning and communication, and will select and utilize current technologies to research, collaborate, explore, analyze and communicate ideas. (SP-1.C) | All | All | | Students will benefit from instruction that incorporates best-practice technology integration as a result of teacher training. | Students will benefit from cutting-edge instruction that models and integrates appropriate technology integration, as a result of teacher training. | Students will benefit from instruction that takes full and complete advantage of all technology resources available, supporting learning at challenging and deep levels of understanding, as a result of teacher training. | P1, P2, P4, P6, P7, P8 |

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Technology tools to support teaching and learning. **Metric:** Based on survey data, technology tool usage will increase and improve.	**Goal #4- Technology:** Students will benefit from technology to support learning and communication, and will select and utilize current technologies to research, collaborate, explore, analyze and communicate ideas. (SP-1.C)	All	All		Students will benefit from effective use of technology devices for learning, as a result of teacher training.	Students will benefit from a variety of technology tools available for their use.	Students will have access to 21st Century learning environments that include multiple technology platforms and tools designed to support their learning.	P1, P2, P4, P6, P7, P8
Need: Expansion and efficiency of infrastructure. **Metric**: Purchase records for system expansion and Help Desk Log	**Goal #4- Technology:** Students will benefit from technology to support learning and communication, and will select and utilize current technologies to research, collaborate, explore, analyze and communicate ideas. (SP-1.C)	All	All		Students will benefit from expanded technology resources because it will provide them the necessary tools to be competitive in the 21st Century.	Students will benefit from expanded technology resources, and a highly effective and efficient infrastructure because it will provide them the necessary tools to be competitive in the 21st Century.	The infrastructure and efficiency will continue to improve.	P1, P2, P4, P6, P7, P8

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education

Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1-CCSS	P1, P2, P4, P7, P8	• Professional Development • Curriculum purchase	LEA-wide		**Expenditure**-$210,000 **Source**- State Common Core Implementation **Actions**- Training in instructional strategies	**Expenditure**-$70,750 **Source**- General Fund **Actions**-Training about New Generation Science Standards and English Language Development standards.	**Expenditure**-$71,250 **Source**- General Fund **Actions**-Training about Social Science Standards and new ELA textbook.
Goal #2- Writing	P1, P2, P3, P4, P7, P8	• Professional Development	LEA-wide		**Expenditure**-$110,000 **Source**- General Fund **Actions-** Teacher training relative to the writing process and writing workshop model.	**Expenditure**-$110,750 **Source**- General Fund **Actions-** Training for teachers relative to the writing process and writing workshop model. Teacher time to collaborate, refine and reflect on the writing workshop model.	**Expenditure**-$111,250 **Source**- General Fund **Actions-** Training for teachers relative to the writing process and writing workshop model. Teacher time to collaborate, refine and reflect on the writing workshop model.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3- Math	P1, P2, P4, P5, P7, P8	• Professional Development • Textbook purchase • Staffing	LEA-wide		**Expenditure**-$90,000 **Source**- General Fund **Actions**- Training for teachers relative to State-approved curriculum. Staffing and support for intervention. Purchase of new materials.	**Expenditure**-$90,750 **Source**- General Fund **Actions**- Training for teachers relative to State-approved curriculum. Staffing and support for intervention. Purchase of new materials.	**Expenditure**-$91,250 **Source**- General Fund **Actions**- Training for teachers relative to State-approved curriculum. Staffing and support for intervention. Purchase of new materials.
Goal #4- Technology	P1, P2, P4, P6, P7, P8	• Professional Development • Technology purchases • Infrastructure Purchases	LEA-wide		**Expenditure**-$160,000 **Source**- General Fund **Actions**- Training related to the teaching and learning with technology devices. Purchase of equipment.	**Expenditure**-$160,750 **Source**- General Fund **Actions**- Training related to the teaching and learning with technology devices. Purchase of equipment.	**Expenditure**-$161,250 **Source**- General Fund **Actions**- Training related to the teaching and learning with technology devices. Purchase of equipment.

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1-CCSS Goal #2-Writing Goal #3- Math Goal #4-Techn.	P1, P2, P3, P4, P5, P6, P7, P8	**For low income pupils:** • Professional Development for teachers and related staff • Provide Intervention and Support • Provide technology resources	LEA-wide		**Expenditure**-$69,600 **Source**- General Fund **Actions-** Professional Dev. Intervention Support Math Support Staff Technology Resources	**Expenditure**-$70,470 **Source**- General Fund **Actions-** Professional Dev. Intervention Support Math Support Staff Technology Resources	**Expenditure**-$71,050 **Source**- General Fund **Actions-** Professional Dev. Intervention Support Math Support Staff Technology Resources

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1-CCSS Goal #2-Writing Goal #3- Math Goal #4 Techn.	P1, P2, P4, P7	**For English learners:** • Professional Development for teachers and related staff • Provide technology resources • Provide Intervention Support Staff • Provide dedicated ELD teacher and Language Lab	LEA-wide		**Expenditure**-$160,000 **Source**- General Fund **Actions**- Professional Dev. Support Services from ELD Teacher Learning Lab Support Technology Resources	**Expenditure**-$161,100 **Source**- General Fund **Actions**- Professional Dev. Support Services from ELD Teacher Learning Lab Support Technology Resources	**Expenditure**-$161,500 **Source**- General Fund **Actions**- Professional Dev. Support Services from ELD Teacher Learning Lab Support Technology Resources
Goal #1-CCSS Goal #2-Writing Goal #3- Math Goal #4-Techn.	P1, P2, P4, P7	**For foster youth:** • Provide Counseling Support and Services	LEA-wide		**Expenditure**-$2400 **Source**- General Fund **Actions**- Counseling Support and Services	**Expenditure**-$2430 **Source**- General Fund **Actions**- Counseling Support and Services	**Expenditure**-$2450 **Source**- General Fund **Actions**- Counseling Support and Services
Goal #1-CCSS Goal #2-Writing Goal #3- Math Goal #4-Techn.	P1, P2, P4, P7	**For redesignated fluent English proficient pupils:** • Provide technology resources. Provide Intervention Support Staff • Provide dedicated ELD teacher and Language Lab • Professional Development for teachers and related staff	LEA-wide		**Expenditure**-$8,000 **Source**- General Fund **Actions**-Counseling Support and Services ELD Teacher Support Services Professional Development Technology Resources	**Expenditure**-$9,000 **Source**- General Fund **Actions**-Counseling Support and Services ELD Teacher Support Services Professional Development Technology Resources	**Expenditure**-$10,000 **Source**- General Fund **Actions**-Counseling Support and Services ELD Teacher Support Services Professional Development Technology Resources

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

List calculated amount. Describe how we are choosing to use this amount. Must match #3B.

The calculated amount for 2014-2015 is $200,000, but the District expenditure of $240,000 exceeds the calculation and we plan to spend at the higher amount. We plan to use these funds for professional development, technology resources, materials and supplies, and staffing.

D. 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). 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). 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.

List calculated %. Narrative of those services providing/projected. Must be reflective of at least that amount.

The District's calculated percentage (MPP) is 2.44% for the 2014-2015 school year. We plan to use these funds for professional development, technology resources, materials and supplies, and staffing. Teachers will receive training and support in the implementation of the Common Core State Standards, the writing process and related assessments, new math materials and technology resources. Funds will be used to purchase mathematics pilot materials and related training for teachers participating in the pilot. Funds will be used for intervention services, support and materials. Funds will be used to provide technology resources, technology infrastructure and training related to technology. Funds will be used for staffing such as an ELD teacher, Intervention classes, Counselor, and Language Lab staff.

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.