

**Introduction:**

**LEA:** Marshall Lane Elementary School **Contact (Name, Title, Email, Phone Number):** Priscilla Spencer, Principal, pspencer@campbellusd.org, (408) 364-4259 **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?

Involvement Process	Impact on LCAP
<p>At Marshall Lane Elementary School, parents were provided with a series of opportunities to give input on our school goals and priorities for the coming year. We value our community and appreciate their participation and contribution to our school. Their input was invaluable, along with that of staff members and our students, in the creation of the 2015-2016 Local Control Accountability Plan document.</p> <p>Our School Site Council reviewed the 2014-2015 LCAP at our meeting on</p>	<p>Comments/feedback received:</p> <p>Based on input from all stakeholder groups, one of the top needs that was identified is in the area of providing counseling and social skills groups as well as curriculum for self control and conflict management for students. Also, a need for additional materials and training for the implementation of the Common Core State Standards was mentioned by many stakeholders.</p>

November 18, 2014. The 8 State Priority Areas were explained and discussed. District and school site goals were described. Actions related to the goals were reviewed. Monthly reports have been given at the School Site Council meetings throughout the year regarding the progress the goals for this plan.

During the March 17th, 2015 School Site Council meeting, the process for creating the LCAP for 2015-2016 was reviewed. Members discussed the 8 State Priority Areas and their implications for our work at Marshall Lane. Charts were created to address these areas and gather input about the areas that were important to the School Site Council members to improve the academic program, our school climate, as well as our facilities and programs.

An update on the writing of the 2015-2016 LCAP was given at the April 14th, 2015 School Site Council meeting. The final LCAP was approved by the School Site Council at the May 12th, 2015 meeting.

Information about the LCAP was presented at the Parent Teacher Association (PTA) meeting on March 24th, 2015. The 8 State Priority Areas were reviewed and discussed. District and school site goals were described. Actions related to the goals were reviewed. Input was gathered from the PTA members for each of the priority areas to improve the academic program, our school climate, as well as our facilities and programs for the 2015-2016 LCAP.

At the March 5th, 2015 Principal Chat and site English Language Advisory Committee (ELAC) meeting, the 8 State Priority Areas were reviewed and discussed. District and school site goals were described. Actions related to the goals were reviewed. Charts were created to address these areas and gather input about the areas that were important to the parents in attendance at this meeting to improve our school's academic program, our school climate, as well as our facilities and programs.

Each opportunity for parents to provide input for the 2015-2016 Local Control Accountability Plan (LCAP) began with an overview of the purpose and content of the LCAP and the definition and role of the 8 State Priority Areas in the process. Then, attendees participated in creating a number of charts addressing these areas to provide directions for any changes in emphasis or priorities for the new plan for the 2015-2016 school year. Valuable information

Parents, staff members and students all mentioned the need for increased counseling services for students who needed it. The call for social skills groups to assist students who struggle with peer interactions was mentioned by all groups. During the 2014-2015 school year, services from an outside agency called Skills for Kids, Parents and Schools (SKIPS) were provided using school and PTA funding. The "Lion Brain/Choice Brain" curriculum to assist students in controlling their behavior was implemented in first grade. The "Brain Powers" curriculum was provided in 4th grade to train students in strategies to avoid and manage conflict. This model will be considered for the 2015-2016 school year to focus on providing a higher level of social skills opportunities for our students.

Additional input from the community (staff, students, parents and community members) provided input mostly on the Conditions of Learning section of the LCAP. This input was used to help determine our LCAP submission for 2015-16.

Data collection results identified Basic Services, Implementation of State Standards, and School Climate as the top three priorities. There were several suggestions rendered by the stakeholders in each of these areas. The suggestions which received multiple recommendations were identified and used to create our primary areas of focus in the Basic Services section. Below are comments from the stakeholders for each of the top priorities.

#### Priority 1: Basic Services

\*Counseling services for all students who need it

\*Social skills groups for students who would benefit

was gathered to determine areas of need, to help set our goals, and to determine our action items for next year.

The school principal participated in the input process at the bi-monthly district management meetings. In addition, the principal collaborated with several colleagues to plan and implement the process of gathering data for the LCAP and updating the Plan.

Teachers and other staff members also participated in providing input into the LCAP process. At the beginning of the school year, the 2014-2015 LCAP was reviewed. The 8 State Priorities were discussed as well as our school goals and action items.

\*Increased integration of technology into instruction

\*Speech therapy and reading intervention services for students who need them

#### Priority 2: Implementation of State Standards

\*Staff training in Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)

\*Staff training in differentiation

\*Staff training in the analysis of assessments and the use of data in planning and differentiating instruction

\*Gifted and Talented Education (GATE) and other enrichment opportunities for students

\*Use of Project-Based Learning in all classrooms

\* Targeted assemblies and field trips to align with the curriculum

\*Use of STEAM activities in all classrooms

\*Continued support for the use of GLAD strategies for instruction

\*Incorporation of more coding and science into the curriculum

\*Alignment of the report cards with curriculum and assessments

\*Comprehensive curriculum aligned to the CCSS

#### Priority 6: School Climate

\* Marshall Lane will continue our partnership with Project Cornerstone, the Asset Building Champion (ABC) Parent Program, and the Expect Respect Program to further the important work of creating a school that accepts every

At the staff meeting on March 3rd, 2015, the 8 State Priority Areas were reviewed and discussed. District and school site goals were described to remind staff members about our specific targets for the 2014-2015 school year. Actions related to the goals were reviewed. Charts were created to address these areas and to gather input about the areas that were important to staff members to improve our school's academic program, our school climate, as well as our facilities and programs for the 2015-2016 LCAP.

Input from students is also valued since they are the clients we serve. The principal met with the 4th and 5th grade Student Senate members on March 18th, 2015 to discuss the school program with the children. The Local Control Accountability Plan and the 8 State Priority Areas were described in a developmentally appropriate manner. We discussed the need for continuous improvement and communicated to the students that their voice was important in helping us to understand the ways in which we need to improve our school's academic program, our school climate, as well as our facilities and programs. Then the students participated in an activity to create a chart to identify "What is great about Marshall Lane?" and "What do we need to improve at our school?" The students provided very insightful and positive input for the process that was used to create the LCAP for 2015-2016.

The influence of the stakeholder input opportunities was evident as our initial priorities shifted once we disaggregated the data collected from the numerous outreach sources. The top goals and priorities, were altered based on stakeholder input. Actions and metrics also shifted to reflect the input from the various stakeholders. We anticipate additional changes as we proceed through the ongoing process of including all stakeholders in the LCAP process.

child as unique and special which led to Marshall Lane being awarded the Project Cornerstone Caring School Climate Award for the 2014-2015 school year.

- \* Continued implementation of Positive Behavior Intervention Support (PBIS) program

- \*Create opportunities for students to contribute to the school in meaningful ways such as Community Service Projects and on campus activities such as All Stars Conflict Managers and Parking Lot Valets

- \*Increased number of yard duty supervisors at lunchtime

- \* Continued use of the Student Study Team (SST) process to address the needs of all struggling students in behavior and academics.

- \*Continue to provide community building opportunities such as STEAM Night, BINGO Night, Pumpkin Walk and Movie Night

- \*Teach problem solving skills to students

- \*Continue with Student Senate model to provide students with a voice at school

The mission of our school is as follows: "Marshall Lane is a community that is committed to inspiring and empowering life-long learners who possess the mindset and skills necessary to thrive in a changing world." In alignment with our mission statement, every stakeholder group focused on improving the experience of all students at Marshall Lane and how we can align our efforts to support the district mission to prepare students with 21st century skills so they will be successful in school and in life.

The top priorities of providing counseling services and social skills groups as well as additional materials and training for the implementation of the Common Core State Standards were mentioned by many stakeholders and will

The District maintained strict adherence to the statutory requirements for stakeholder engagement pursuant to the California Education Code. Timelines for community input gathering, public hearing notices, and identification of all required subgroups are reflected in the development of the Campbell Union School District LCAP process. The District will present LCAP updates related to improved outcomes for students to the Board each trimester annually. The notices of each LCAP board presentation will be available on the district website each fall, and an annual update will be presented to the board and public each spring.

Parental input from the School Site Council, PTA and Principal Chat/ELAC meetings site meetings included the following:

- \*More counseling services for both individuals and social skills groups
- \*Targeted assemblies to align with the curriculum

drive our goals for the 2015-2016 school year. This information will be reflected in the goals, metrics, actions, and expenditures associated with the Marshall Lane LCAP.

#### Additional Site Feedback:

\*Marshall Lane has adapted the LCAP actions to integrate the community input for the state priorities.

\*Collaboration between general education, special education, and English Learner teachers will be facilitated to support differentiation of instruction to meet needs of all learners.

\* Marshall Lane will support music, enrichment classes (including GATE), field trips, and reading intervention.

\*Marshall Lane will work with the district to provide increased on-site counseling services since this has emerged as one of the top priorities.

\*Encourage parent teacher conferences twice a year regardless of students' academic level and consider adding additional days for conferencing

#### Other supplements to support CCSS:

- \* Adequate technology for every student
- \* Effective keyboarding skills and technology programs
- \*Provide parent training in CCSS and NGSS



- \*Incorporation of more coding and science into the curriculum
  - \*Implementation of Common Core State Standards
  - \*Use of Project-Based Learning (PBL) in all classrooms
  - \*Increased use of technology in classrooms
  - \*Provide parent training in CCSS and NGSS
  - \*Provide parent resources for CCSS
  - \*Encourage parent teacher conferences twice a year regardless of students' academic level
  - \*Create opportunities for students to contribute to the school and the community in meaningful ways
  - \*Increase participation in Project Cornerstone and PBIS
  - \*Continue to provide community building opportunities such as STEAM Night, BINGO Night, Pumpkin Walk and Movie Night
  - \*Continue to encourage participation in Community Service Projects for all students
  - \*Revise the report cards to align with new CCSS more closely and provide parents with more information
  - \*Teach problem solving skills to students
- Input from staff site meetings included the following:
- Increased counseling services for individuals and social skills groups
- \*Additional support and training for differentiation

\*Continued support for the use of GLAD strategies for instruction

\*Relevant and integrated curriculum for social studies in 4th grade based on California topics and standards

\*Adjust report cards for new standards and topics actually being taught and data that is being collected and reported

\*Comprehensive ELA curriculum, especially in first grade, but also in other grades

\*Providing additional time to analyze student performance data

\*Additional iReady training to understand assessment reports

\*Additional time to read and score writing assessments

\*Provide funding for additional yard duty supervisors to increase safety and supervision at lunch time

\*Continue speech therapy and reading intervention services

\*Reinstate math tutoring at the site

\*Provide additional early release days for parent/teacher conferences

\*Use of STEAM activities in instruction

Student input from the 4th and 5th grade Student Senate meeting included the following comments:

"What is great about Marshall Lane?"

\*P.E. with Mrs. Medalen

\*Rhythm and Moves classes

\*Music

\*Art Connections lessons

- \*School Play
- \*Project Cornerstone and Expect Respect Program
- \*Student Senate
- \*Colonial Day (4th grade) and Gold Rush Day (5th grade)
- \*Study of the missions
- \*Field trips
- \*Assemblies
- \*Clustering
- \*After school classes--especially Chess Club, Mad Science
- \*Science Fair
- \*Reading Buddies
- \*Spirit Days
- \*Service Learning Projects
- \*PBIS and STAR Tickets
- \*BBQ
- \*STEAM Night
- \*Library
- \*Girls on the Run Program
- \*Walkathon
- \*Pumpkin Walk
  
- "What do we need to work on at Marshall Lane?"
- \*Help for kids who need it
- \*Listening skills
- \*Reading and following directions
- \*Reading fluency
- \*After school classes in sports, dance, debate, photography, and book club
- \*More art in school

**Annual Update:**

In all of the meetings listed above, we discussed current goals and actions and progress being made.

**Annual Update:**

We decided that based on these conversations, we need to continue to focus on reading interventions and counseling support.

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

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

<b>GOAL 1:</b>	All students will receive high quality instruction in Common Core State Standards (CCSS) for English Language Arts (ELA), Mathematics, and Next Generation Science Standards (NGSS) from highly qualified teachers in 21st Century Classrooms.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Strategic Plan Goals</u> <u>1, 2, 5</u>	
<b>Identified Need :</b>	Need: Students need access to highly qualified teachers, high quality materials and facilities, and daily instruction in the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) standards.  Metrics: HR records, BTSA records, Rate of teacher mis-assignments, Professional Development sign-in sheets, curriculum maps, curriculum pacing maps, lesson plans, report cards, instructional materials inventories, iReady and BAS assessments, and teacher and classroom observations		
<b>Goal Applies to:</b>	Schools: LEA Wide <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: ALL		
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	By June 2016, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
All teachers are appropriately assigned and fully credentialed in their subject areas.  All new teachers will participate in BTSA.  All elementary teachers assigned to ELA and Math will participate in Common Core ELA, Math, and ELD professional development.  Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.  District ELA and Math Teachers on Special Assignment	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)	Cost of personnel, per teacher 0000: Unrestricted Base \$80,000  Cost to administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs: Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program. Per teacher 0000: Unrestricted Base \$4,400  Cost for trainers, per diem rates, stipends for PD, per teacher 0000: Unrestricted Base \$2,000  Cost for stipends for Curriculum Leaders, per teacher 0000: Unrestricted Base \$2,000

<p>(TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.</p> <p>Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach, and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community (PLC) work.</p> <p>Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.</p> <p>Teachers will participate in five district-directed collaboration Wednesdays to work in Professional Learning Communities.</p>			<p>Cost for District TOSAs 0000: Unrestricted Base \$30,000</p> <p>Cost for site Equity Coaches 0000: Unrestricted Base \$100,000</p> <p>Cost for release time/substitutes: PTA support 0001-0999: Unrestricted: Locally Defined Supplemental</p>
<p>School facilities are maintained and in good repair.</p>	LEA-wide	<p><input checked="" type="checkbox"/> 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>Cost of maintenance, custodial support, facility upgrades. 0000: Unrestricted Base \$250,000</p>
<p>Every student has sufficient access to the Common Core ELA,ELD, Math and soon-to-be adopted NGSS standards-designed materials:</p> <p>Teachers will use Eureka Math to teach the Common Core Mathematics standards.</p> <p>Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge, and self-created units to teach the ELA Common Core State Standards.</p> <p>A designated ELD teacher will use Systematic ELD, GLAD units, or self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels.</p>	LEA-wide	<p><input checked="" type="checkbox"/> 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>Cost of Eureka math copies and workbooks. 0000: Unrestricted Supplemental \$40,000</p> <p>Cost of Core Knowledge pilot, Expeditionary Learning novels and student materials, HM workbooks, teacher-prepared materials. 0000: Unrestricted Supplemental \$2,000</p>



<p>For the 2015-2016 school year, the school will have an ELD Champion Teacher who will assist in providing PD for all teachers.</p> <p>Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year.</p> <p>ELA/ELD materials will be adopted for use in TK - 8th grade classrooms.</p> <p>Teachers will begin to use the Next Generation Science Standards (NGSS) curriculum.</p>			
<p>Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):</p> <p>A .6 Reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers.</p> <p>Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.</p> <p>Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.</p>	LEA-wide	<p><input type="checkbox"/> All</p> <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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Below grade level students</u></p>	<p>Cost for .6 reading intervention teacher 1000-1999: Certificated Personnel Salaries Base \$60,000</p> <p>Cost for BAS assessments and LLI kits, per teacher 0000: Unrestricted Supplemental \$1,000</p> <p>Cost for summer school administrator, teachers, materials 0000: Unrestricted Other \$140,000</p>
<p>EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis.</p> <p>A dedicated ELD teacher will provide pull-out instruction daily for all English Language Learner students.</p> <p>Results of state assessments will be used to group EL students appropriately for designated ELD instruction.</p> <p>ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process.</p>	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" 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>Cost of CELDT testers, scoring 0000: Unrestricted Supplemental \$6,000</p> <p>Stipends for ELD Champions 0000: Unrestricted Concentration \$1,000</p> <p>Cost for designated ELD teacher 0000: Unrestricted Base \$60,000</p> <p>Salaries for District Office personnel 0000: Unrestricted Supplemental \$35,000</p>

<p>New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.</p> <p>EL students will be provided with materials, strategies and groupings that support their learning of the academics required for their grade level.</p> <p>District office personnel support EL identification, reclassification and programs.</p>			
<p>Teachers will receive coaching from district STEAM TOSA in design thinking, Makers' Spaces, and integration of technology into their curriculum.</p> <p>LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields.</p> <p>Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.</p>	LEA-wide	<p><input checked="" type="checkbox"/> 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>Cost of district STEAM TOSA 0000: Unrestricted Grant Funded \$10,000</p> <p>Stipends for Tech Integration Coaches 0000: Unrestricted Base \$1,000</p>
<p>Students with special education needs receive specialized education support from RSP and SDC teachers.</p>		<p><input type="checkbox"/> 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></p>	<p>Salaries for special ed personnel 0000: District Funded Supplemental \$35,000</p>

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	By June 2017, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	By June 2017, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 2:	Measurements of Academic indicators will show an increase of students meeting grade level standards by 3-5% each year.		Related State and/or Local Priorities: 1 2 3 _ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 _ 8  COE only: 9 _ 10 _  Local : Specify <u>Strategic Plan #1</u>
Identified Need :	Need: Currently, only 73% of the students are scoring at or above grade level in Reading and 65% of students are scoring at or above grade level in Math, based on local iReady and classroom assessment data.  Metrics: iReady diagnostic exams, Performance Tasks, Smarter Balanced Assessment Consortium (SBAC) results		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	ALL	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	By June 2016, the number of students scoring at or above grade level on the SBAC summative assessment will increase at least 3-5 percentage points for all significant subgroups as compared to June 2015 baseline data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1)  Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning, and next instructional steps at a minimum of five times throughout the school year.  Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of iReady diagnostic and curriculum 0000: Unrestricted Base \$12,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	By June 2017, the number of students scoring at or above grade level on the SBAC summative assessment will increase at least 3-5 percentage points for all significant subgroups as compared to June 2015 baseline data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	By June 2017, the number of students scoring at or above grade level on the SBAC summative assessment will increase at least 3-5 percentage points for all significant subgroups as compared to June 2015 baseline data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 3:	Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8  COE only: 9 _ 10 _  Local : Specify <u>Strategic Plan #1, 3, 4</u>
Identified Need :	Need: Based on suspension/expulsion rates, attendance rates, Project Cornerstone surveys, PBIS Assessments, CA Healthy Kids survey, and student/staff/parent surveys there is a need to provide a positive school climate. Students need access to in class, school-wide and additional wrap-around services that support their social and emotional needs in order to learn.  Metrics: Suspension/expulsion results, Attendance rates, Project Cornerstone Surveys and Feedback forms, Sign-in sheets, SET scores, Healthy Kids Survey, Law Enforcement Crime Data		
Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups: ALL	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Suspension/expulsion rates will drop by 10% each year. Attendance rates will increase by 1% each year. Student behavior will improve as shown by SET scores and ongoing PBIS data. Healthy Kids Survey data will be used, when available.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will participate in PBIS training and planning during regularly scheduled staff meetings.  District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.  PBIS materials will be purchased that support the tiered PBIS framework.  Tiered behavior interventions will be in place to provide increasing levels of interventions for students.	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>special needs</u>	Cost of incentives, assemblies 0001-0999: Unrestricted: Locally Defined Supplemental \$500  Cost for District PBIS TOSA salary 0000: Unrestricted Supplemental \$10,000  cost for SKIPS Interns 0001-0999: Unrestricted: Locally Defined Grant Funded \$7,000

<p>Site mental health interns (SKIPS program) provide social skills classes to support students and provide intensive support for individual students.</p> <p>Project Cornerstone will provide support with reading, positive school climate, anti-bullying.</p> <p>Information will be sent home through School Messenger and newsletters about the importance of school attendance.</p> <p>Student incentives will be established that encourage 100% attendance.</p>			
<p>District office, school services department support sites with attendance and behavioral issues</p>		<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Salaries for district personnel 0000: District Funded Supplemental \$20,000</p>
<p><b>LCAP Year 2: 2016-17</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Suspension/Expulsion rates will drop by 10% each year. Attendance rates will increase by 1% each year. Middle school drop out rates will decrease by 1% each year. All middle school students will be enrolled in an exploratory wheel that reflects a full course of learning. Student behavior will improve as shown by SET scores Healthy Kids Survey Law Enforcement Data</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Same as year 1</p>		<p>_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent</p>	

		English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	Suspension/Expulsion rates will drop by 10% each year. Attendance rates will increase by 1% each year. Middle school drop out rates will decrease by 1% each year. All middle school students will be enrolled in an exploratory wheel that reflects a full course of learning. Student behavior will improve as shown by SET scores Healthy Kids Survey Law Enforcement Data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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



GOAL 4:	Parents will feel encouraged and invited to participate in their child's learning experiences both at school and at home.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8  COE only: 9 _ 10 _  Local : Specify <u>Strategic Plan # 4</u>
Identified Need :	Need: Students need to have their parents engaged in their learning.  Metrics: Attendance forms, Feedback forms, Annual Parent Perception Survey, Sign-in Sheets		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	English Learners, Reclassified English Learners	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Parent engagement in their children's learning will increase by 10% each year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Materials sent home will be translated into the home languages spoken by the majority of English Learner families.  Teachers will communicate with parents regarding homework, classroom events, and school activities through newsletters and other communication methods.  The LEA website will be updated to include information about classes, schedules, events, and other pertinent information for parent participation and engagement. The website will have the functionality of translation into several languages.  Parents of unduplicated pupils will be recruited for participation and leadership roles in SSC, PTA, DELAC and ELAC.  Special efforts will be made to promote parental	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>special needs</u>	Cost for translation 0000: Unrestricted Other \$10,000

participation in programs for special needs students.			
A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils: <ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• Conferences</li> <li>• Family 21st Century Literacy Night</li> <li>• District Math Night</li> <li>• STEAM Night</li> <li>• Principal Chats</li> <li>• BINGO Nights</li> <li>• Pumpkin Walk</li> <li>• Walkathon</li> <li>• School Play</li> <li>• Mustang Chorale Concerts</li> <li>• Music Concerts</li> <li>• Participation in field trips</li> </ul>	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost for child care, transportation, translations, food 0001-0999: Unrestricted: Locally Defined Other PTA
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	Parent Engagement in their children's learning will increase by 10% each year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Parent Engagement in their children's learning will increase by 10% each year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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 1 from prior year LCAP:	1. Marshall Lane teachers will fully implement the CCSS ELA standards in their daily instruction so that all students will achieve the ELA Common Core State Standards		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools:	LEA-wide		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	By June 2016, the number of students scoring adequate or above on the ELA section of the SBAC summative assessment will increase at least 10 percentage points for all significant subgroups as compared to June 2015 baseline data.		Actual Annual Measurable Outcomes:	Currently, 73% of students are scoring at or above grade level in ELA as measured by iReady data and classroom assessments. 20% of students scored one level below expectations and 6% scored two or more levels below expectations.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase additional materials for teachers to implement ELA CCSS units of study.	CCSS aligned texts, materials and assessments 0000: Unrestricted Other \$4,000	Curriculum for ELA instruction was purchased	Cost of Novels and Common Core units 0000: District Funded Base \$9,985	
Scope of Service	LEA-wide	Scope of Service	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)		<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)		
Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments	PD for teachers: After school, over the summer 0000: Unrestricted Other \$7,000	100 % of the Marshall Lane staff members attended professional development for English Language Arts during the 2014-2015 school year including close reading, technology,	Cost of teacher stipends 0000: District Funded Base \$12,200	

		instructional strategies, writing, early literacy, data and assessments, as well as best practice research strategies.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide instructional coaching to administrator and staff members (Common Core Coach)	Coach cost (salary and benefits): 0000: Unrestricted Other \$80,000	Full-time Common Core Coach provided assistance to teachers on the implementation of CCSS, modeled lessons, provided input on instructional strategies, participated in observations, and analysis of data.	Cost of Coach 0000: District Funded Base \$100,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide release time for collaboration, calibration and planning, led by grade level leaders.	Sub costs + stipends for each grade level leaders: 0000: Unrestricted Other \$10,000 Release time for teachers to visit classrooms 0000: Unrestricted Other \$5,000 Teacher collaboration time: 0000: Unrestricted Other \$7,500	Two teachers at each grade level participated in professional development, calibration, planning, and collaboration for ELA instruction for the implementation of the CCSS. Provided release days for grade level groups to collaborate around ELA instruction.	Cost of subs and stipends 0000: District Funded Base \$11,500

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
X All			X All		
OR:			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)			<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)		
Provide extended learning opportunities for students (daily intervention period, after school enrichment classes, and summer school)	Salary for reading intervention teacher, Stipends for teachers, use of iReady diagnostic and blended learning opportunities 7000-7439: Other Outgo Other \$80,000 Teacher stipends: 7000-7439: Other Outgo Other \$20,000 iReady: 7000-7439: Other Outgo Other \$15,000		LLI Intervention in the area of reading provided by a .6 FTE reading intervention teacher during the school day. After school classes were offered for GATE students funded by the Parent Teacher Association and parents. Summer Academy was offered to targeted students based on multiple measures assessment data. Clustering was implemented to differentiate instruction.	Salary for Reading Intervention Teacher 0000: District Funded Supplemental \$63,000	
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
X All			All		
OR:			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)			<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Identified GATE students</u>		
Encourage and elicit parent engagement in their children's learning both inside and outside of the school	Translations, childcare, parent training materials, and newsletter		Parent and community engagement opportunities were provided by the PTA using funding from parent donations and		

day	7000-7439: Other Outgo Other \$500	fundraising activities.  Parent engagement is encouraged through teacher and school communication. A high level of parent participation occurs at Marshall Lane on an ongoing basis.	
Scope of Service   LEA-wide		Scope of Service   LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income pupils: Provide extended learning opportunities for students (reading intervention and summer school)	Salary for .6 FTE reading intervention teacher, use of iReady diagnostic and blended learning opportunities 7000-7439: Other Outgo Other \$50,000  teachers stipends: 7000-7439: Other Outgo Other \$15,000	Salary for .6 FTE reading intervention teacher (named above) and access to iReady diagnostic assessment	iReady diagnostic and curriculum 0000: District Funded Base \$12,000
Scope of Service		Scope of Service	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	



What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The implementation of the ELA Common Core State Standards is an important goal for the staff members and parents who contributed their opinion as information was gathered for the Local Control Accountability Plan. Instructional materials and supplies will continued to be provided for the 2015-2016 school year, as they have been for the 2014-2015 school year.
--	--

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

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

Original GOAL 2 from prior year LCAP:	2. Marshall Lane teachers will fully implement the Common Core State Standards (CCSS) Math standards in their daily instruction so that all students will attain the standards.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA-wide		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	By June 2016, the number of students scoring adequate or above on the Mathematics section of the SBAC summative assessment will increase at least 10 percentage points for all significant subgroups as compared to June 2015 baseline data.		Actual Annual Measurable Outcomes:	Based on current iReady scores as well as local assessments and teacher observation, 65% of Marshall Lane students are proficient or advanced in Math. 28% are one level below and 6% are two or more levels below standard.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase additional materials for teachers to implement Math CCSS units.	Materials purchase 0000: Unrestricted Other \$5000	100% of the Marshall Lane teachers received math materials to implement the Eureka Math during the 2014-2015 school year.	Math workbooks and manipulatives 0000: District Funded Base \$8,348	
Scope of Service	LEA-wide	Scope of Service	LEA-wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide professional development for staff in use of instructional materials, standards-based lessons, instructional shifts, and assessments.	PD for teachers: After school, over the summer 0000: Unrestricted Other \$7,000	100% of the Marshall Lane teachers were provided with access to professional development in the area of mathematics during the summer and	Stipends for teachers 0000: District Funded Base \$7,000	

		during the school year in order to implement the Eureka Math curriculum. Several classes were also offered as options at the Campbell University training held on February 27th, 2015. These included Eureka Math Differentiation Strategies for K-2, 60-Day Eureka Math Trip, Eureka Math Differentiation 3rd to 8th, and Getting Techie in Math.	
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
Provide instructional coaching to administrator and staff members (Common Core Coach)	Coach cost (salary and benefits): 0000: Unrestricted Other \$80,000	Our Common Core Coach provided instructional coaching to administrator and staff members. An overview of the Eureka Math curriculum was provided by our Common Core Coach. Ongoing support was available to all teachers at Marshall Lane. .	Salary for Common Core Coach named in Goal 1 0000: District Funded Supplemental
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	

Provide release time for collaboration, calibration and planning, led by grade level leaders.	Sub costs + stipends for each grade level leaders: 0000: Unrestricted Other \$10,000 Release time for teachers to visit classrooms: 0000: Unrestricted Other \$5,000 Teacher collaboration time: 0000: Unrestricted Other \$7,500	Provided release time for collaboration, calibration and planning, led by grade level leaders. Meetings were attended by one teacher representative from each grade level to collaborate with colleagues from other Campbell Union School District schools. Information from these meeting was shared with all teachers at each grade level during monthly collaboration meetings.	Release time subs 0000: District Funded Base \$6,700
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <hr/> <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)		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <hr/> <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)	
Provide extended learning opportunities for students who are below grade level in math during summer school.	Use of iReady diagnostic and blended learning opportunities 0000: Unrestricted Other \$40,000	iReady assessments used to assess student progress and determine need for intervention in the area of math during summer school.	Cost given above
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <hr/> <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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <hr/> <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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Struggling readers</u>	
Encourage parent engagement in their children's learning both inside and outside of the school day.	Translations, childcare, parent training materials, District Family Math Night 0000: Unrestricted Other \$500	Encouraged parent engagement in their children's learning both inside and outside of the school day by providing resources.	Cost of materials 0001: Locally Funded Base \$500

		<p>Published information regarding District Parent Math Night via newsletters and school website.</p> <p>Provided a variety of hands-on mathematics activities during site STEAM Night.</p>	
<div>Scope of Service</div> <div> <input type="checkbox"/> All         OR:         <input type="checkbox"/> Low Income pupils         <input type="checkbox"/> English Learners         <input type="checkbox"/> Foster Youth         <input type="checkbox"/> Redesignated fluent English proficient         <input type="checkbox"/> Other Subgroups: (Specify)       </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All         OR:         <input type="checkbox"/> Low Income pupils         <input type="checkbox"/> English Learners         <input type="checkbox"/> Foster Youth         <input type="checkbox"/> Redesignated fluent English proficient         <input type="checkbox"/> Other Subgroups: (Specify)       </div>	
<div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div>	<p>The implementation of the Common Core State Standards in math is an important goal for the staff members and parents who contributed their opinion as information was gathered for the Local Control Accountability Plan. Instructional materials and supplies will continued to be provided for the 2015-2016 school year, as they have been for the 2014-2015 school year.</p>		

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

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

Original GOAL 3 from prior year LCAP:	3. Marshall Lane teachers will fully implement the Next Generation Science Standards (NGSS) in their daily instruction.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA-wide		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	Teachers will begin exploring (Awareness Stage) the Next Generation Science Standards during the 2015-2016 school year. At least 10% of all lessons will be taught using the Next Generation Science Standards (NGSS) materials, and strategies. The overall percentage of 5th grade students scoring at the advanced or proficient level will increase by 2 percentage points to 100%.		Actual Annual Measurable Outcomes:	We have no science data at this time. We will analyze CST Science data in the fall.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Adopt NGSS 2014-15 in all grade levels.		CUSD did not formally adopt or implement NGSS during the 2014-2015 school year.		
Scope of Service	LEA-wide	Scope of Service	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)		<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)		
Purchase science materials		No science materials were purchased during the 2014-2015 school year.		

		Review of standards and district purchase of science materials is anticipated for the 2015-2016 school year.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
X All		X All	
OR:		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)		<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)	
Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments		Specific professional development was not provided for staff in science during the current year.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
X All		X All	
OR:		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)		<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)	
Provide release time for collaboration, calibration and planning.		Release time for collaboration, calibration and planning was provided during early release Wednesdays for all teachers. Teachers planned science instruction and the annual science fair for 5th grade.	
Scope of Service	LEA-wide	Scope of Service	LEA-wide
X All		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)		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)	
Provide instructional coaching to administrator and staff members (STEAM TOSA)	Coach cost (salary and benefits): 0000: Unrestricted Other \$10,000	Addressed in Goal 5	
Scope of Service <hr/> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	During the 2014-2015 school year, the Next Generation Science Standards were not addressed. The new Science Standards will be implemented during the 2015-2016 school year. Instructional materials and supplies will be provided for teachers and their students to assist in the teaching and learning of the new standards.		

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



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

Original GOAL 4 from prior year LCAP:	4. Marshall Lane teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA-wide		
	Applicable Pupil Subgroups:	English Learners, Reclassified English Learners		
Expected Annual Measurable Outcomes:	100% of all lessons for ELLs and R-FEPs will be taught using ELD Common Core State Standards materials, strategies, and assessments. Successful implementation will be measured by the percentage of students scoring adequate or above on the SBAC summative assessment. CELDT scores will improve as follows (AMAO1 from 63.5% to 65.5%, AMAO 2 from 31.9% to 33.9%, Long Term ELS non-applicable).		Actual Annual Measurable Outcomes:	Recent CELDT data shows that there was a 6 percentage point gain in students making one year's growth on the CELDT. As of April 2015, 12 3rd - 5th grade students qualified as being Reclassified Fluent English Proficient (RFEP) this year.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
For English learners: Purchase additional Systematic ELD Kits to implement the ELD standards (Dedicated ELD)	ELD kits and manipulatives, 0000: Unrestricted Other \$1,000	For English learners: Purchased additional Systematic ELD Kits to implement the ELD standards (Dedicated ELD)	ELD materials 0000: District Funded Supplemental \$1,000	
Scope of Service	LEA-wide	Scope of Service	LEA-wide	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

Provide Systematic ELD Training for Dedicated ELD.	Trainers, subs, materials 0000: Unrestricted Other \$1,000	Systematic ELD Training for Dedicated ELD instruction was provided for the ELD teacher and teachers that were new to the district.	Cost for subs 0000: District Funded Supplemental \$1,000
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <hr/> <div> <input type="checkbox"/> All         OR:         <input type="checkbox"/> Low Income pupils         <input checked="" type="checkbox"/> English Learners         <input type="checkbox"/> Foster Youth         <input type="checkbox"/> Redesignated fluent English proficient         <input type="checkbox"/> Other Subgroups: (Specify)       </div>		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <hr/> <div> <input type="checkbox"/> All         OR:         <input type="checkbox"/> Low Income pupils         <input checked="" type="checkbox"/> English Learners         <input type="checkbox"/> Foster Youth         <input type="checkbox"/> Redesignated fluent English proficient         <input type="checkbox"/> Other Subgroups: (Specify)       </div>	
Provide professional development for staff in use of instructional materials, standards based lessons, and effective instructional strategies (Dedicated & Integrated ELD)	Trainers, subs, stipends for teachers attending Learning Circles 0000: Unrestricted Other \$5,000	Not provided during the 2014-2015 school year. For the 2015-2016 school year, the school will have an ELD Champion Teacher who will assist in providing PD for all teachers to assist with using strategies that are effective for ELD students..	
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <hr/> <div> <input type="checkbox"/> All         OR:         <input type="checkbox"/> Low Income pupils         <input checked="" type="checkbox"/> English Learners         <input type="checkbox"/> Foster Youth         <input type="checkbox"/> Redesignated fluent English proficient         <input type="checkbox"/> Other Subgroups: (Specify)       </div>		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <hr/> <div> <input type="checkbox"/> All         OR:         <input type="checkbox"/> Low Income pupils         <input checked="" type="checkbox"/> English Learners         <input type="checkbox"/> Foster Youth         <input type="checkbox"/> Redesignated fluent English proficient         <input type="checkbox"/> Other Subgroups: (Specify)       </div>	
Provide instructional coaching to administrators and staff members on best ways to support English Learners in CCSS (Integrated ELD) (Common Core Coach)	CCCSS coach cost *	Common Core Coach assisted teachers in implementing strategies for English Language Learners. (see Goal 1)	

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide extended learning opportunities for students who are below grade level in reading. These interventions are for all learners, including ELs, and if ELs meet the criteria, they receive the services (Integrated ELD.)	Salary for .6 FTE reading intervention teacher, use of iReady diagnostic and blended learning opportunities 0000: Unrestricted Other \$50,000 iReady 7000-7439: Other Outgo Other \$15,000		Students who qualify for Reading Intervention are provided with services. (see Goal 1)		
Scope of Service			Scope of Service		
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Follow-up on academic progress (language and content areas) for the first two years after students are Designated Fluent English Proficient.	Data collection on students, progress monitoring, Student Study Team meetings release time 0000: Unrestricted Other \$1000		Follow-up on academic progress (language and content areas) for the first two years after students are Designated Fluent English Proficient takes place at SSTs.		
Scope of Service	LEA-wide		Scope of Service		
<input type="checkbox"/> All OR:			<input type="checkbox"/> All OR:		

<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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?	High quality English Language Development instruction is very important in moving our English Language Learners forward. Continued support will be provided for the 2015-2016 school year.		

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

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

Original GOAL 5 from prior year LCAP:	5. Students at each grade level will have access to a STEAM unit of study and opportunities to partner with outside agencies to engage in extended enrichment activities such as art, engineering and computer coding.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA-wide		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	100% of all students will participate in a STEAM unit of study. Successful implementation of the STEAM units will be measured by an analysis of walk-through observations, lesson plans, end-of-unit grades, observations, and a student survey.		Actual Annual Measurable Outcomes:	80% classrooms provided STEAM activities that aligned with grade level curriculum.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Teachers will partner with community-based organizations to provide students with hands-on experiences and access to professionals in STEAM related fields.	Collaboration with at least two STEAM partners.	Marshall Lane partnered with Montalvo Arts during the 2014-2015 school year. Workshops in Storytelling were provided for all students in second grade.	Grant and district funds were used to contract with an artist-in-residence for eight weeks. 0000: District Funded Grant Funded \$20,000	
	Marshall Lane teachers implemented STEAM activities in their classrooms.		No additional cost to the district.	
	Marshall Lane had a site STEAM night on March 4th that was attended by over 130 parents and children.		This activity was supported by the Marshall Lane PTA so there was no cost to the district.	
Scope of Service	LEA-wide	Scope of Service	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)		<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)		

Professional Development will be provided for all teachers on a STEAM unit of study appropriate for their grade level.	PD for teachers 0000: Unrestricted Other \$3000 Release time for teachers 0000: Unrestricted Other \$500	Some teachers chose to attend optional professional development regarding STEAM activities appropriate for their grade level. These included classes offered at Castlemont Elementary School in incorporating technology into instruction and classes offered as part of the Campbell University professional development day on February 27th, 2015. These included STEAMify Your Classroom and Partnering with NASA to Fuel Your STEAM Instruction.	Stipends for teachers 0000: District Funded Base \$1,500
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <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)         </div> </div>		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <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)         </div> </div>	
Provide instructional coaching to administrator and staff members (STEAM TOSA)	Coach cost (salary and benefits): 0000: Unrestricted Other \$10,000	Instructional coaching for staff members was available from the district STEAM TOSA. Information was presented at a staff meeting by the STEAM TOSA.	Salary for STEAM TOSA (shared across district) 0000: District Funded Base \$10,000
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <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)         </div> </div>		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div> <div> <div>X All</div> <div>OR:</div> <div> <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)         </div> </div>	
Technology integration coach will work with classroom teachers to model	Release time for teachers to observe lessons and be observed by tech	Technology Integration Coach presented ideas about how to use	Stipend for tech integration coach and release time subs 0000: District

lessons and deliver professional development in the area of instructional technology	integration coach 7000-7439: Other Outgo Other \$4,000	technology in teaching their lessons at staff meetings and at lunch time work sessions. Coach also worked with individual teachers to align their technology activities with grade level curriculum and standards.	Funded Base \$4,000
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div>X All</div> <div>OR:</div> <div> <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) </div>		<div>X All</div> <div>OR:</div> <div> <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) </div>	
Provide all second grade students with a hands-on artist residency in the area of performing, visual or musical arts offered through a partnership with Montalvo Arts	Montalvo Arts 0000: Unrestricted Other \$5,000	All second grade students participated in a hands-on story telling artist residency through Villa Montalvo Arts for ten weeks.	Montalvo artists 0000: District Funded Other \$5,000
<div>Scope of Service</div> <div></div>		<div>Scope of Service</div> <div></div>	
<div>All</div> <div>OR:</div> <div> <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) </div>		<div>All</div> <div>OR:</div> <div> <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) </div>	
Instructional materials will be purchased for the successful implementation of a STEAM unit of study. Additional opportunities will be provided for students to participate in musical productions, special elective classes, STEAM showcase	Technology supplies/materials, special elective classes and productions: ipads, applications - 7000-7439: Other Outgo Other \$10,000	Instructional materials were purchased to implement STEAM units of study. Marshall Lane held an interactive and showcase STEAM Night on March 4th, 2015. Students participated in an after school musical, School House Rock, in April, 2015.	Technology supplies/materials, special elective classes and productions: ipads, applications - 7000-7439: Other Outgo Supplemental \$10,000

participation.				
Scope of Service			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)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		STEAM activities have been identified by our stakeholders as being a important aspect of educating students with 21st century skills. Increased focus on STEAM activities will be an area of focus for the 2015-2016 school year.		

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



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

Original GOAL 6 from prior year LCAP:	6. All students will have access to a positive school climate.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA-wide		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	Suspension rate will decrease 33%, from 3 to 2. Expulsion rate will be maintained at 0%. SET score will be maintained at 85%, The Attendance Rates will improve by 1% from 97.61% to 98.61%		Actual Annual Measurable Outcomes:	During the 2014-2015 school year, only one student was suspended for one day. Expulsion rate was be maintained at 0%. SET Score for 2014-2015 was 97%. Attendance rates are currently at 97.64%.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Staff will participate in PBIS training and planning, release time, and PD.	PD and release time for staff 7000-7439: Other Outgo Other \$1,200	PBIS lead team member attended PBIS training. Team met on a monthly basis and provided staff training on PBIS and shared data.	Teacher release day to attend PBIS Conference. 0001-0999: Unrestricted: Locally Defined Supplemental \$140	
Scope of Service	LEA-wide	Scope of Service	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)		<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 <input type="checkbox"/> Other Subgroups: (Specify)		
Coaching will be provided for teachers	Portion of PBIS Coach's salary and	TOSA worked with teachers and	PBIS TOSA salary (shared across	

on materials and data analysis for the successful implementation of the PBIS framework.		benefits 7000-7439: Other Outgo Other \$10,000	students	district) 0000: District Funded Base \$10,000
Scope of Service	LEA-wide		Scope of Service	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)			<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 <input type="checkbox"/> Other Subgroups: (Specify)	
Instructional materials will be purchased for the successful implementation of the PBIS framework.		PBIS and Project Cornerstone materials and assessments: 7000-7439: Other Outgo Other \$2,000	District and PTA provided funding for implementation of PBIS and Project Cornerstone.	Books for TK 0001-0999: Unrestricted: Locally Defined Other \$500
Scope of Service	LEA-wide		Scope of Service	LEA-wide
<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 <input type="checkbox"/> Other Subgroups: (Specify)			<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 <input type="checkbox"/> Other Subgroups: (Specify)	
Students who need counseling will have access to support from mental health interns.		Bay Area Family Therapy Training Associates (BAFTTA) intern to provide counseling services, as needed 7000-7439: Other Outgo Other \$6,000	BAFTTA provided counseling services one morning per week	BAFTTA 0001-0999: Unrestricted: Locally Defined Supplemental \$6,000
Scope of Service			Scope of Service	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils			<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After having collected data from various parent groups, the Marshall Lane staff members, and students, it is clear that counseling for students who need this service is important to all stakeholders. For the 2015-2016 school year, we will focus our efforts on providing social skills groups for students who demonstrate a need for this service. Working with the Skills for Kids. Parents, and Schools (SKIPS) organization counseling intern, we will assess the need for programs such as the Lion Brain, Choice Brain" curriculum for the younger students, small social skills groups, and/or "The Brain Powers Project" curriculum.		

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

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

Original GOAL 7 from prior year LCAP:	7. Students and families will feel connected to our school and successful in their learning. Parents will participate in school functions and governance opportunities.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA-wide		
	Applicable Pupil Subgroups:	EL, FY, Low Income		
Expected Annual Measurable Outcomes:	There will be a 25% increase in parent participation at: Back-to-School Night: from 85% to 100% as measured by Event Sign-In Sheet Parent Teacher Conferences: maintain at 100% as measured by Event Sign-In Sheet Writers Faire: from 27% to 52% as measured by Event Sign-In Sheet ELAC: from 30% to 55% as measured by Event Sign-In Sheet PTA: from 37% to 62% as measured by Event Sign-In Sheet District ELA Common Core Night: from 30% to 55% as measured by Event Sign-In Sheet District Math Common Core Night: from 30% to 55% as measured by Event Sign-In Sheet District Science Night: from 30% to 55% as measured by Event Sign-In Sheet  Annual Parent Perception Survey results will improve as follows: Overall School Satisfaction: from a score of 4.2 to 4.3		Actual Annual Measurable Outcomes:	Participation is a relative strength at Marshall Lane. In some areas, the percentages increased and in other it stayed fairly constant or dropped only slightly.  Back to School Night--90% as measured by the event sign-in sheets Parent Teacher Conferences--98% as measured by the event sign-in sheets Writer's Faire: 28% as measured by Event Sign-In Sheet ELAC: 25% as measured by Event Sign-In Sheet PTA: 39% as measured by Event Sign-In Sheet District ELA Common Core Night: not held this year District Math Common Core Night: not held this year District Science Night: not held this year  Annual Parent Perception Survey results will improve as follows: Overall School Satisfaction: 4.2%
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Professional Development will be provided for all teachers on how to provide parent engagement opportunities	PD for teachers: 7000-7439: Other Outgo Other \$2,000	Not done during the 2014-2015 school year		
Scope of Service	LEA-wide	Scope of Service	LEA-wide	

<div>All</div> <div>OR:</div> <div> <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)         </div>		<div>All</div> <div>OR:</div> <div> <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)         </div>	
Parents will be recruited for participation and leadership roles into SSC, DELAC and PTA groups. Students will participate in public meetings.	<div>Recruitment of parent to SSC, DELAC, and HSC through newsletter, public meetings, and phone calls. 7000-7439: Other Outgo Other \$500</div> <div>Parent involvement will include transportation and translations for attendance at SSC and HSC meetings, district representation for S-PAC, DELAC meetings.</div>	Newsletter articles and personal contact conversations helped to recruit parents for the SSC, DELAC, and HSC.  Transportation was not provided for parents to attend meetings.  A Student Senate was elected and met monthly at our school site. Students did not attend public meetings.  Playworks and Junior Coaches were not available to Marshall Lane.	<div>No funds were spent on this goal.</div>
<div>Scope of Service</div> <div>LEA-wide</div> <div>All</div> <div>OR:</div> <div> <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)         </div>		<div>Scope of Service</div> <div>LEA-wide</div> <div>All</div> <div>OR:</div> <div> <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)         </div>	
For low income pupils: Parents will be recruited for participation and leadership roles into SSC, DELAC and PTA groups	School Principal meets with parents several times throughout the year to inform them of special events, recruit for district and site committees, and to share info about school and additional resources for families.	Information is shared using Parent Messenger, school newsletters and Principal Chat.	<div>No funds were spent</div>

<div>Scope of Service</div> <div> <input type="checkbox"/> All         </div> <div>OR:</div> <div> <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)         </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All         </div> <div>OR:</div> <div> <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)         </div>	
<div>Scope of Service</div> <div>LEA-wide</div> <div> <input checked="" type="checkbox"/> All         </div> <div>OR:</div> <div> <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)         </div>		<div>Scope of Service</div> <div>LEA-wide</div> <div> <input checked="" type="checkbox"/> All         </div> <div>OR:</div> <div> <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)         </div>	
<div>For foster youth: Students will have access to support from Mental Health interns and Community Liaison</div>	<div>Site intern provides counseling and social skills classes to support students 7000-7439: Other Outgo Other \$10,000</div>	<div>No foster youth attended Marshall Lane during the 2014-2015 school year.</div>	
<div>Scope of Service</div> <div> <input type="checkbox"/> All         </div> <div>OR:</div> <div> <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)         </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All         </div> <div>OR:</div> <div> <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)         </div>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Marshall Lane will continue to strive for a high level of parent participation and community engagement through communication and positive relationships with stakeholders. Information collected for this plan also indicated that the Student Senate model to encourage student participation was also very powerful and appreciated by the students. We will continue to have this group lead spirit days and service learning projects at our school.
--	---

**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:	\$100,773

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.

2.66	%
The Charter’s unduplicated count is 12.21%, resulting in \$145,212 for target supplemental/concentrating grant funding. The Charter’s EIA expenditure in 2012-13 was \$0. Based on the Charter’s target supplemental and concentration funding and prior year expenditures attributable for the target population, the Charter calculated its estimated supplemental and concentration grant funding to be \$100,773 and its MPP to be 2.66% of its base grant. The actions and expenditures the Charter is providing to fulfill its MPP requirements are included in this report.	



## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	596,200.00	300,373.00	934,900.00	0.00	0.00	934,900.00
Base	0.00	193,733.00	601,400.00	0.00	0.00	601,400.00
Concentration	0.00	0.00	1,000.00	0.00	0.00	1,000.00
Grant Funded	0.00	20,000.00	32,000.00	0.00	0.00	32,000.00
Other	596,200.00	5,500.00	150,000.00	0.00	0.00	150,000.00
Supplemental	0.00	81,140.00	150,500.00	0.00	0.00	150,500.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	596,200.00	300,373.00	934,900.00	0.00	0.00	934,900.00
0000: District Funded	0.00	283,233.00	55,000.00	0.00	0.00	55,000.00
0000: Unrestricted	355,000.00	0.00	811,400.00	0.00	0.00	811,400.00
0001-0999: Unrestricted: Locally Defined	0.00	6,640.00	8,500.00	0.00	0.00	8,500.00
0001: Locally Funded	0.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00	60,000.00	0.00	0.00	60,000.00
7000-7439: Other Outgo	241,200.00	10,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	596,200.00	300,373.00	934,900.00	0.00	0.00	934,900.00
0000: District Funded	Base	0.00	193,233.00	0.00	0.00	0.00	0.00
0000: District Funded	Grant Funded	0.00	20,000.00	0.00	0.00	0.00	0.00
0000: District Funded	Other	0.00	5,000.00	0.00	0.00	0.00	0.00
0000: District Funded	Supplemental	0.00	65,000.00	55,000.00	0.00	0.00	55,000.00
0000: Unrestricted	Base	0.00	0.00	541,400.00	0.00	0.00	541,400.00
0000: Unrestricted	Concentration	0.00	0.00	1,000.00	0.00	0.00	1,000.00
0000: Unrestricted	Grant Funded	0.00	0.00	25,000.00	0.00	0.00	25,000.00
0000: Unrestricted	Other	355,000.00	0.00	150,000.00	0.00	0.00	150,000.00
0000: Unrestricted	Supplemental	0.00	0.00	94,000.00	0.00	0.00	94,000.00
0001-0999: Unrestricted: Locally Defined	Grant Funded	0.00	0.00	7,000.00	0.00	0.00	7,000.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	500.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	6,140.00	1,500.00	0.00	0.00	1,500.00
0001: Locally Funded	Base	0.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	60,000.00	0.00	0.00	60,000.00
7000-7439: Other Outgo	Other	241,200.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Supplemental	0.00	10,000.00	0.00	0.00	0.00	0.00

**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).

## LCAP Expenditures By Funding Source

### Marshall Lane Elementary School

#### Funding Source: Base

Proposed Expenditure	Object Code	Amount	Action
Cost of personnel, per teacher	0000: Unrestricted	\$80,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTS.A.All elementary teachers assigned to ELA and Math will participate in Common Core ELA, Math, and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach, and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community (PLC) work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in five district-directed collaboration Wednesdays to work in Professional Learning Communities.
Cost to administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs: Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program. Per teacher	0000: Unrestricted	\$4,400.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTS.A.All elementary teachers assigned to ELA and Math will participate in Common Core ELA, Math, and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach, and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community (PLC) work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in five district-directed collaboration Wednesdays to work in Professional Learning Communities.

## Marshall Lane Elementary School

Cost for trainers, per diem rates, stipends for PD, per teacher	0000: Unrestricted	\$2,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSAs. All elementary teachers assigned to ELA and Math will participate in Common Core ELA, Math, and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach, and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community (PLC) work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in five district-directed collaboration Wednesdays to work in Professional Learning Communities.
Cost for stipends for Curriculum Leaders, per teacher	0000: Unrestricted	\$2,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSAs. All elementary teachers assigned to ELA and Math will participate in Common Core ELA, Math, and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach, and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community (PLC) work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in five district-directed collaboration Wednesdays to work in Professional Learning Communities.
Cost for District TOSAs	0000: Unrestricted	\$30,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSAs. All elementary teachers assigned to ELA and Math will participate in Common Core ELA, Math, and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach, and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community (PLC) work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in five district-directed collaboration Wednesdays to work in Professional Learning Communities.

## Marshall Lane Elementary School

Cost for site Equity Coaches	0000: Unrestricted	\$100,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA. All elementary teachers assigned to ELA and Math will participate in Common Core ELA, Math, and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach, and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community (PLC) work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in five district-directed collaboration Wednesdays to work in Professional Learning Communities.
Cost of maintenance, custodial support, facility upgrades.	0000: Unrestricted	\$250,000.00	School facilities are maintained and in good repair.
Cost for .6 reading intervention teacher	1000-1999: Certificated Personnel Salaries	\$60,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level): A .6 Reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement. Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.
Cost for designated ELD teacher	0000: Unrestricted	\$60,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. A dedicated ELD teacher will provide pull-out instruction daily for all English Language Learner students. Results of state assessments will be used to group EL students appropriately for designated ELD instruction. ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process. New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum. EL students will be provided with materials, strategies and groupings that support their learning of the academics required for their grade level. District office personnel support EL identification, reclassification and programs.
Stipends for Tech Integration Coaches	0000: Unrestricted	\$1,000.00	Teachers will receive coaching from district STEAM TOSA in design thinking, Makers' Spaces, and integration of technology into their curriculum. LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields. Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.



## Marshall Lane Elementary School

Cost of iReady diagnostic and curriculum	0000: Unrestricted	\$12,000.00	Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1) Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning, and next instructional steps at a minimum of five times throughout the school year. Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.
--	--------------------	-------------	---

Base Total Expenditures: \$601,400.00

### Funding Source: Concentration

Proposed Expenditure	Object Code	Amount	Action
Stipends for ELD Champions	0000: Unrestricted	\$1,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. A dedicated ELD teacher will provide pull-out instruction daily for all English Language Learner students. Results of state assessments will be used to group EL students appropriately for designated ELD instruction. ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process. New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum. EL students will be provided with materials, strategies and groupings that support their learning of the academics required for their grade level. District office personnel support EL identification, reclassification and programs.

Concentration Total Expenditures: \$1,000.00

### Funding Source: Grant Funded

Proposed Expenditure	Object Code	Amount	Action
Cost of district STEAM TOSA	0000: Unrestricted	\$10,000.00	Teachers will receive coaching from district STEAM TOSA in design thinking, Makers' Spaces, and integration of technology into their curriculum. LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields. Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.



## Marshall Lane Elementary School

cost for SKIPS Interns	0001-0999: Unrestricted: Locally Defined	\$7,000.00	Staff will participate in PBIS training and planning during regularly scheduled staff meetings. District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns (SKIPS program) provide social skills classes to support students and provide intensive support for individual students. Project Cornerstone will provide support with reading, positive school climate, anti-bullying. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance.
Cost for supplies and art teacher support from Montalvo	0000: Unrestricted	\$15,000.00	District funding will be provided for all second grade classes to participate in STEAM related activities with Montalvo Arts.
Grant Funded Total Expenditures:		\$32,000.00	

### Funding Source: Other

Proposed Expenditure	Object Code	Amount	Action
Cost for translation	0000: Unrestricted	\$10,000.00	Materials sent home will be translated into the home languages spoken by the majority of English Learner families. Teachers will communicate with parents regarding homework, classroom events, and school activities through newsletters and other communication methods. The LEA website will be updated to include information about classes, schedules, events, and other pertinent information for parent participation and engagement. The website will have the functionality of translation into several languages. Parents of unduplicated pupils will be recruited for participation and leadership roles in SSC, PTA, DELAC and ELAC. Special efforts will be made to promote parental participation in programs for special needs students.
Cost for summer school administrator, teachers, materials	0000: Unrestricted	\$140,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level): A .6 Reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement. Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.
Other Total Expenditures:		\$150,000.00	

## Marshall Lane Elementary School

### Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
Cost of CELDT testers, scoring	0000: Unrestricted	\$6,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. A dedicated ELD teacher will provide pull-out instruction daily for all English Language Learner students. Results of state assessments will be used to group EL students appropriately for designated ELD instruction. ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process. New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum. EL students will be provided with materials, strategies and groupings that support their learning of the academics required for their grade level. District office personnel support EL identification, reclassification and programs.
Cost for BAS assessments and LLI kits, per teacher	0000: Unrestricted	\$1,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level): A .6 Reading intervention teacher will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement. Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.
Cost of Eureka math copies and workbooks.	0000: Unrestricted	\$40,000.00	Every student has sufficient access to the Common Core ELA, ELD, Math and soon-to-be adopted NGSS standards-designed materials. Teachers will use Eureka Math to teach the Common Core Mathematics standards. Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge, and self-created units to teach the ELA Common Core State Standards. A designated ELD teacher will use Systematic ELD, GLAD units, or self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels. For the 2015-2016 school year, the school will have an ELD Champion Teacher who will assist in providing PD for all teachers. Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year. ELA/ELD materials will be adopted for use in TK - 8th grade classrooms. Teachers will begin to use the Next Generation Science Standards (NGSS) curriculum.

## Marshall Lane Elementary School

Cost of Core Knowledge pilot, Expeditionary Learning novels and student materials, HM workbooks, teacher-prepared materials.	0000: Unrestricted	\$2,000.00	Every student has sufficient access to the Common Core ELA,ELD, Math and soon-to-be adopted NGSS standards-designed materials:Teachers will use Eureka Math to teach the Common Core Mathematics standards.Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge, and self-created units to teach the ELA Common Core State Standards.A designated ELD teacher will use Systematic ELD, GLAD units, or self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels. For the 2015-2016 school year, the school will have an ELD Champion Teacher who will assist in providing PD for all teachers.Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year.ELA/ELD materials will be adopted for use in TK - 8th grade classrooms.Teachers will begin to use the Next Generation Science Standards (NGSS)curriculum.
Salaries for district personnel	0000: District Funded	\$20,000.00	District office, school services department support sites with attendance and behavioral issues
Salaries for special ed personnel	0000: District Funded	\$35,000.00	Students with special education needs receive specialized education support from RSP and SDC teachers.
Supplemental Total Expenditures:		\$104,000.00	

### Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
Salaries for District Office personnel	0000: Unrestricted	\$35,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis.A dedicated ELD teacher will provide pull-out instruction daily for all English Language Learner students.Results of state assessments will be used to group EL students appropriately for designated ELD instruction.ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process.New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.EL students will be provided with materials, strategies and groupings that support their learning of the academics required for their grade level.District office personnel support EL identification, reclassification and programs.
PTA STEAM Night	0001-0999: Unrestricted: Locally Defined	\$1,000.00	PTA will host a STEAM night to engage families in the exploration of Science, Technology, Engineering, Arts, and Math.

## Marshall Lane Elementary School

Cost of incentives, assemblies	0001-0999: Unrestricted: Locally Defined	\$500.00	Staff will participate in PBIS training and planning during regularly scheduled staff meetings. District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns (SKIPS program) provide social skills classes to support students and provide intensive support for individual students. Project Cornerstone will provide support with reading, positive school climate, anti-bullying. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance.
Cost for District PBIS TOSA salary	0000: Unrestricted	\$10,000.00	Staff will participate in PBIS training and planning during regularly scheduled staff meetings. District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns (SKIPS program) provide social skills classes to support students and provide intensive support for individual students. Project Cornerstone will provide support with reading, positive school climate, anti-bullying. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student incentives will be established that encourage 100% attendance.
Supplemental Total Expenditures:		\$46,500.00	
Marshall Lane Elementary School Total Expenditures:		\$934,900.00	