

8Introduction:

LEA: Manteca Unified School District **Contact (Name, Title, Email, Phone Number):** Jason Messer, Superintendent, jmesser@musd.net, (209) 825-3200 **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 school site, 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>A.</p> <p>October 2014 - MUSD developed a common message presentation which each school site showed to their stakeholder groups including staff, School Site Council, students, and English Learner Advisory Committee. Information from these meetings was combined with information from each site's Single Plan for Student Achievement to develop the Manteca Unified School District Local Control Accountability Plan.</p>	<p>A.</p> <p>Site level data was compiled and used to develop the LCAP. Items listed as priorities from the Site Lists that have been added to the LCAP and funded for 2015-2016 are:</p> <p>Reduction of student teacher ratio</p> <p>Additional technology</p> <p>Increased interventions and intervention during the school day</p>

	Industry related academies Increased staff professional development especially as it relates to technology and the CCSS Tutorials Increased EL instructional materials Increased instructional Materials - New ELA materials identified as a need K-12. Foreign Language, AP History for HS
B. October 2014-May 2015 Monthly LCAP support meetings at SJCOE by Jacqui Breitenbucher, CBO, Sandra Vitale, Director of Fiscal Services, Debbie Forte, Director of Compensatory Education	B. Introduction of new template Budget training Checklist and checklist training Development of Goals Priorities training Annual Update training
C. October 6, 2014-October 8, 2014 Categorical Directors Meeting, attended by Debbie Forte	C. LCAP best practices panel discussions and breakout sessions LCAP rubric input
D. October 2014-May 2015 Monthly CBO meetings attended by Jacqui Breitenbucher	D. LCAP funding training LCAP checklist
E. November 3, 2014 Classified Staffing meeting	E. Discuss formula for services for EL students
F. November 20, 2015 District Advisory Council Meeting, Presentation of Manteca USD video "2014-2015 MUSD LCAP What's New, What's Improved, What's Next"	F. Discussion about services for all students, development of input documents
G. November 20, 2015 District English Learner Advisory Council, Presentation of Manteca USD video "2014-2015 MUSD LCAP What's New, What's Improved, What's Next"	G. Discussion about services for English Learners, dispensing of CELDT data from 13-14. Proposed solutions

H.
October, 2014- January 2015- Debbie Forte visits school sites various student, staff, School Site Council, English Learner Advisory Committee meetings

I.
December 12, 2015 School site data input training for SIS

J.
February 27, 2015 Foster Point of Contact meeting facilitated by Caroline Thibodeau

K.
January, 2014-May 2015 Walk through Trainings and Walk throughs

L.
February 3, 2015 Development of Staff, Student, and Parent surveys

M.
February 4, 2015 9 a.m. to 1 p.m. District Advisory Council Stakeholder input for LCAP

H.
Retain additional counselors at high schools that were implemented during 2014-2015
Additional technology
Tutoring and intervention materials
Retain additional PCs at the elementary schools that were implemented during 2014-2015
Instructional materials purchase- new ELA textbook adoption for grades K-12
Access to preschool
Access to interventions during the school day
School maintenance and improvements

I.
More accurate data in LCAP

J.
Input on needs of foster students
Continuation of Manteca Unified School District foster plan including Program Coordinators at the Elementary School and Supplemental Counselors at the high schools as the Foster Point of Contacts
Continuation of intake meeting within 30 days of enrollment
Continuation of partial credit review by Lead High School Counselor

K.
Input of findings of Common Core implementation used to support identified need in Goal 1

L.
Data from surveys used to identify needs in Goal 1

M.
Development of Plan
Development and change from 7 goals to 3 goals
Defined needs for Goal 1, 2, 3 using data
Alignment of priorities to goals
Continuation of 1 FTE Program Coordinator at each elementary site
Continuation of .5 Read 180 teacher at each elementary site

N.

February 12, 2015 9 a.m.- 12 p.m. District English Learner Advisory Committee
Input for LCAP

Bilingual Aides at each site including the alternative education sites
Continuation of DSTs at each site
Continuation of current intervention programs
Continuation of 2 FTE counselors at each site
Materials aligned to CCSS
More staff development especially in the areas of CCSS and technology
More site funds

N.

Development of Plan
Development and change from 7 goals to 3 goals
Defined needs for Goal 1, 2, 3 using data
Alignment of priorities to goals
Continuing of 1 FTE Program Coordinator at each elementary site
Continuation of .5 Read 180 teacher at each elementary site
Bilingual Aides at each site including the alternative education sites
Continuation of DSTs at each site
Continuation of current intervention programs
Continuation of 4 additional FTE counselors at each site
Materials aligned to CCSS
More staff development especially in the areas of CCSS and technology
More site funds
Continuation of Rosetta Stone both at home and in the school
Teacher training on new ELA/ELD standards
Teacher training on instructional strategies for English Learners
Continued staff oversight on English Learner student progress

O.

February 19, 2015 Consultation with the Manteca Unified School District bargaining units with Dr. Clark Burke, Deputy Superintendent, Jacqui Breitenbucher, CBO, Debbie Forte, Director of Compensatory Education, Unions representatives asked for a raise

O.

Meeting documented in stakeholder input

P.

Department Heads individually meet with Jacqui Breitenbucher, Sandra Vitale, and Debbie Forte to discuss Department additions to the LCAP and to submit budget requests
April 14, 2015

P.

More inclusive School Readiness Action/Service to illustrate more accurate picture of services offered
Inclusion of specific Elementary Education Programs such as Connected, Read 180, KidinfoBits, Reading Counts, MyOn Reader

Department of CWA
 Rupinder Bhatti
 Technology Department
 Colby Clark
 Innovation and Community Outreach Department
 Victoria Brunn
 April 15, 2015-
 Nancy Leal, School Readiness
 April 20, 2015-
 Cheryl Meeker, Elementary Education
 Clara Schmiedt, Secondary Education
 April 21, 2015-
 Mike Bennett, Janis Boswell, Maintenance
 John Lopez, Grounds
 Kimberly Wright, Risk Management
 Patty Page, Nutrition Ed
 Roger Goatcher, Special Education
 Aaron Bowers, Deferred Maintenance
 April 24, 2015-
 Sue Bell, Facilities
 Walt Brookshire, Transportation
 Julie Smith, Teacher Induction
 April 27, 2015-
 Diane Medeiros, Adult Ed
 April 29, 2015-
 Custodial, Elbert Bartlett
 Compensatory Education
 Personnel Department
 Margaret Barnett
 Ruth Baker
 April 30, 2015
 Testing and Evaluation, Steve Moretto

Inclusion of specific professional needs for budgeting and for Actions/Services
 such as PLCs, Walk Through trainings, CCSS trainings
 New adoptions in History, Foreign Language
 Inclusion of new digital platform
 Inclusion of parent involvement activities
 Inclusion of possible new positions
 Identification of sites for maintenance
 Maintenance, grounds, and custodial capital outlay and operational needs for
 budget purposes
 Inclusion of CAHSEE materials
 Career Pathways listings
 Inclusion of innovative programs such as Beijing Exchange, Planet Party, Tech
 Day, Parent Information Nights
 Clarification of identified Needs for Goals 1,2, and 3
 Inclusion of long term goals for Years 2 and 3
 Personnel expectations for 15-16 Grade span adjustment
 Progress on Going Digital for Identified Needs Goal 1
 Funding for counseling via Health Services
 Analysis of personnel who provide services to unduplicated students
 Analysis of personnel needs for Health Services
 Identification of new CTE curriculum Academic Innovations
 Inclusion of in-services of staff, parents, students with industry partners
 Inclusion of on-going costs for student and teacher device needs
 HS ELA adoption
 Special Education Department Special Education Services
 Inclusion of in house occupational therapist proposal
 Inclusion of Master Facilities Plan as a Metric
 Identification of 3% required maintenance expenditures
 Inclusion of monthly parent education in-services for parents of Students with
 Disabilities
 Identification of Measure M and Measure G projects
 Inclusion of Ag Incentive Grant matching funds
 Inclusion of green products and custodial training
 Inclusion of innovative projects through Nutrition Education and the
 Department of Innovation and Community Outreach

<p>Q. May 6, 2015 Consultation with Career Technical Education Advisory Committee Business Leaders and Community Members who reviewed LCAP and gave input</p> <p>R. May 19, 2015 Stakeholder review of Draft LCAP with collections of questions for Superintendent Messer</p> <p>S. May 21, DELAC meeting review of Draft LCAP with collections of questions for Superintendent Messer District Advisory meeting for review of Draft LCAP with collection of questions for Superintendent Messer</p> <p>T. June 9, 2015 Manteca Unified School District Draft LCAP first reading with budget</p> <p>U. June 23, 2015 Manteca Unified School District Draft LCAP second reading with budget</p>	<p>Q. Industry and community suggestions for Action/Service 1.8 in Goal 1 including list of specific pathways Identification of future businesses and suggestions for internship possibilities</p> <p>R. Questions collected for the Superintendent Phrase added for teacher induction</p> <p>S. No changes requested Questions collected for the Superintendent</p> <p>T. Public comments made No changes requested by Manteca USD School Board</p> <p>U. Approved by a 7-0 vote by the Manteca USD School Board</p>
<p>Annual Update:</p> <p>A. October 2014-May 2015 Monthly LCAP support meetings at SJCOE by Jacqui Breitenbucher, CBO, Sandra Vitale, Director of Fiscal Services, Debbie Forte, Director of Compensatory Education</p> <p>B. November 20, 2015 District Advisory Council Meeting, Presentation of Manteca USD video "2014-2015 MUSD LCAP What's New, What's Improved, What's Next"</p>	<p>Annual Update:</p> <p>A. Inclusion of items into Annual Update and actual budget costs per SJCOE checklists and training</p> <p>B. Training for stakeholders on information and data that would inform the Annual Update</p>

C.

November 20, 2015 District English Learner Advisory Council, Presentation of Manteca USD video "2014-2015 MUSD LCAP What's New, What's Improved, What's Next

D.

October, 2014- January 2015- Debbie Forte visits school sites various student, staff, School Site Council, English Learner Advisory Committee meetings

E.

February 4, 2015 9 a.m. to 1 p.m. District Advisory Council Stakeholder input for LCAP

F.

February 12, 2015 10:30-12:00 District English Learner Advisory Committee

G.

May 19, 2015 Stakeholder Meeting 6 p.m.- 8 p.m. review of Draft LCAP with collections of questions for Superintendent Messer

C.

Training for stakeholders on information and data that would inform the Annual Update

D.

Gathered information on site level data on AP pass rates

Input on lack of complete data on final benchmark assessments

Input on effectiveness of Actions/Services to include in Annual Update

E.

Input on progress of Annual Update

Determination that Annual Update needed to be inclusive of all metrics

Inclusion that annual update would realign priorities to the correct goals as the group determined that the all goals did not address all priorities.

Suggestion by group that Goal 1 address priority 1,2,3, and 8

Suggestion by group that Goal 2 would address priority 6

Suggestion by group that Goal 3 would address priority 4,5, and 7

Input by group that Goals 1-7 were effective

Input on what Actual Actions/Services

F.

Input on progress of Annual Update

Determination that Annual Update needed to be inclusive of all metrics

Inclusion that annual update would realign priorities to the correct goals as the group determined that the all goals did not address all priorities.

Suggestion by group that Goal 1 address priority 1,2,3, and 8

Suggestion by group that Goal 2 would address priority 6

Suggestion by group that Goal 3 would address priority 4,5, and 7

Input by group that Goals 1-7 were effective

Input on what Actual Actions/Services

G.

Questions collected for the Superintendent

Phrase added for teacher induction

H.
June 9, 2015 Manteca Unified School District Draft LCAP first reading with budget

H.
Public comments made
No changes requested by Manteca USD School Board

I.
June 23, 2015 Manteca Unified School District Draft LCAP second reading with budget

I.
Approved by a 7-0 vote by the Manteca USD School Board

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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 school sites 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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	All MUSD students will have access to a world class education that supports all students achieving or exceeding proficiency, meets unique individual needs and prepares them for future success with the implementation of innovative ways of teaching and learning.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	<p>In 2011-2012, with the introduction of imbedded technology skills such as keyboarding and researching in the Common Core State Standards, Manteca Unified School District had 10.5 students per computer in the elementary schools, 9.1 students per computer in the high schools and varied internet access from school to school (CDE EdData). Research showed that low income students were particularly impacted by lack of technology in the schools. In 2013, the CDE had districts perform bandwidth and connectivity tests to measure preparedness for CAASPP field tests and made suggestions on increasing student computer and network access. Manteca Unified School District addressed these issues of equity, instruction, and assessment with its Going Digital project deploying 23,180 student devices and 1,217 teacher devices. 1,674 wireless access points were added across 33 campuses. 1,088 families attended information sessions. Over 11,470 hours of staff development related to technology was completed by teachers by February 2015.</p> <p>Staff data related to Common Core implementation and use of technology for instruction as measured in Staff surveys and data gathered through Walkthroughs show 59% of teachers feel confident integrating technology with instruction. 70% of teachers felt integrating technology into their curriculum was important for student success. 28% of teachers felt training had been adequate with the remaining 72% wanting more training.</p> <p>In relation to Parent Involvement, 2013-2014 survey results show a drop of 9.1% reduction in parent involvement activities such as attending Back to School Night and Parent Conferences and volunteering in the classroom.</p> <p>While great progress has been made, stakeholders recommend that this goal continue and that students, teachers, and parents continue to be trained in innovative ways.</p>		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All MUSD students.	
LCAP Year 1: 2015 - 2016			
Expected Annual Measurable Outcomes:	<p>The district has 100% appropriately assigned teachers and 97% with full credential, as verified by the Williams report. We expect to increase the rate of fully credentialed teachers. Because of class size reduction in 2014-2015, there were 37 vacancies, we expect to fill those vacancies within the 2015-2016 school year.</p> <p>All textbooks are in adequate supply and fair to excellent condition per the Williams Act. Zero students lack their own assigned textbooks and instructional materials. New ELA/ELD adopted material aligned to Common Core State Standards will be used in classrooms 9-12 in 15-16. We expect to maintain this.</p>		

Projects in the Manteca Unified School District Facilities Plan projected for completion in 2015-16 will increase.

19% of teachers reported via data collected using the MUSD Walk Throughs, the tool to measure Common Core Implementation, observing teacher designed lessons with rigor utilizing higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge to adjust instructional strategies. We expect this number to increase. As outlined in the Manteca Unified School District Title III plan, an EL Coordinator will oversee the implementation of the ELA/ELD CCS standards and support staff in providing programs and services to EL students. Examples of these services include increased professional development on best instructional practices for EL students, effective designated and integrated CCSS and instruction to enable students' access to the curriculum across all areas. A site ELD Walk Through may be used for sites to measure implementation.

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High School Assistant Principals, counselors, and District staff assessed master schedules for course access, including EL access to ELD classes, Special Needs Students to core classes as well as their support classes as dictated by their IEP, foster students credit recovery and path to graduation, low income students access to all core classes. Master Schedules are assessed by site administration to ensure access to all core classes. Assessment will occur annually. Counselors review students of each subgroup including foster, EL, low income, and special needs for appropriate schedules which offer support when needed with the goal of graduation. Special needs student's schedules are dictated by their individual education plans. Emphasis is put on the least restrictive environment. We expect access to classes to increase as all high schools are transitioning to block schedule with available classes increasing by 8 in a student's high school career

Metrics: Highly Qualified Teacher, Teacher Misassignment Rate, Credentialed Teacher, Credentialed Teacher Teaching Outside Subject Area, Most Recently Adopted Textbook, Student Access to standards aligned curriculum, Common Core Implementation (Walk through findings), Parent as Decision Maker and Parent Participation as measured by parent surveys and attendance at school related events and advisory committee meetings, Parent sign in sheets, Course Access via Master Schedule study, Technology Surveys, Common Core Implementation Measurements such as MUSD Walk Throughs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Students will receive instruction from highly qualified staff trained to implement the Common Core State Standards (CCSS). The instructional staff will be supported by staff such as but not limited to paraprofessionals, DSTs, LMTs, and certificated support staff such as coordinators, counselors, administrators, program specialists, directors, occupational therapists, and teachers on special assignment in providing instruction which is rigorous and relevant. Temporary or permanent positions may be added due to increased enrollment or other needs identified by the district.</p>	All	<p><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)</p>	<p>a. Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$53,600,481</p> <p>b. Certificated Personnel 1000-1999: Certificated Personnel Salaries Other \$40,640,743</p> <p>c. Classified Instructional Personnel Salaries 2000-2999: Classified Personnel Salaries Base \$25,897,978</p> <p>d. Employee Benefits 3000-3999: Employee Benefits Base \$20,855,685</p> <p>e. Employee Benefits 3000-3999: Employee Benefits Other \$11,968,721</p>
<p>1.2 Students will have access to the core curriculum aligned with CCSS. Curriculum includes standards aligned adopted material as well as supplementary materials and materials to bridge CCSS implementation while awaiting availability of state adopted materials. Materials may be cross curricular and for a broad course of study per Section 51210 including Math, English, Social Studies, Science, Visual Arts, Performing Arts, Health, Physical Education, CTE, STEAM, vocational, and STEM. Materials may include traditional as well as non-traditional delivery models. Instructional supplies and operating expenses such as copier and copying costs will be funded.</p>	District-wide	<p><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)</p>	<p>a. Curriculum Aligned to Common Core State Standards including annual replacement of consumables (Cost included in Goal 2.1.c) 4000-4999: Books And Supplies Supplemental 0</p> <p>b. ELA/ELD CCSS aligned materials including for grades 9-12 StudySync and ERWC materials for fall 2015-2016. 4000-4999: Books And Supplies Other \$100,000</p> <p>c. Web Based Programs 4000-4999: Books And Supplies Other \$312,000</p> <p>d. Software Licenses 5000-5999: Services And Other Operating Expenditures Base \$80,000</p> <p>e. Instructional Supplies 4000-4999: Books And Supplies Base \$100,000</p> <p>f. New adoptions HS Foreign Language, AP History, CAHSEE, TK Mathematics, and Family Life 4000-4999: Books And Supplies Other \$1,305,007</p> <p>g. Time sheeting for High School Development of TCI supplementary Social Studies Program (Salaries and benefits both Cost included in 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0</p> <p>h. Academic Innovation career curriculum 4000-4999: Books And Supplies Base \$20,000</p> <p>i. Copying Costs 5000-5999: Services And Other Operating Expenditures Base \$500,000</p> <p>j. Online Digital Library and Online Research Tools such as Cengage and KidsInfobits 5000-5999: Services And Other</p>

			Operating Expenditures Base \$80,000
			k. Employee Benefits (Cost included in Goal 1.1.e) 3000-3999: Employee Benefits Other 0
1.3 Students and staff will have access to technology and training in order to individualize instruction, attain technology skills imbedded in the CCSS, address different learning styles, increase access to the core curriculum, increase parent curriculum awareness, increase engagement, and create 21st century learners. Examples of trainings include OneNote training, EduCast webinars, Intel Classroom Management Console, OfficeMix, Microsoft Innovative Educator Training.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Staff Technology Devices 4000-4999: Books And Supplies Other \$250,000 b. Student Technology Devices 4000-4999: Books And Supplies Base \$3,500,000 c. Hardware and Peripherals (Cost included in Goal 2.1.c) 4000-4999: Books And Supplies Supplemental 0 d. Infrastructure 6000-6999: Capital Outlay Base \$500,000 e. Professional Development Time sheeting and substitute cost (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 f. Student Technology Training 5000-5999: Services And Other Operating Expenditures Base \$250,000 g. Professional Development Time sheeting and substitute teacher cost (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 h. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0
1.4 In alignment with the Manteca Unified School District Professional Development Plan, students, staff, and parents may receive training on topics such as but not limited to technology, CCSS, social needs, and school climate. To ensure individualized, 24/7 staff access, a platform will be developed in partnership with industry leaders. Grade level and subject specific PLCs will be increased. Workshops, collaboration time, and Educational Conferences will offer trainings on topics identified in staff, student, and parent needs assessments and surveys. Examples of topics include Teaching in a Block Schedule, using ConnectEd, Aleks in the classroom, Big Ideas, OARs, Fluid Math, Walkthroughs, and Leadership and Learning. Mandated trainings on topics such as FRISK, safety, bullying, harassment and abuse will occur. Staff has access to the Keenan library. In order to attract and retain quality teachers, Manteca USD will offer a two year teacher induction program free	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Microsoft software trainings and Helpline contract 5000-5999: Services And Other Operating Expenditures Base \$120,000 b. Expert Zone Contract 5000-5999: Services And Other Operating Expenditures Base \$75,000 c. Professional Development Time sheeting and substitute teacher cost 1000-1999: Certificated Personnel Salaries Other \$750,000 d. Professional Development Time sheeting and substitute cost (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 e. Professional Development Materials 4000-4999: Books And Supplies Base \$75,000 f. Rigorous Curriculum Design for CCSS training 5000-5999: Services And Other Operating Expenditures Other \$150,000 g. Keenan Safety Training Rewards Program 4000-4999: Books And Supplies Base \$8,003 h. Teacher Development (formerly known as BTSA) Trainings for preliminary teachers, interns, and PAR referrals; time

of charge for general education single subject and multiple subject preliminary credential holders. School teams will develop site plans on integrating technology and curriculum with district support.			sheets, stipends, release time, sub costs 1000-1999: Certificated Personnel Salaries Other \$490,505 i. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0 j. Employee Benefits (Cost included in Goal 1.1.e) 3000-3999: Employee Benefits Supplemental 0
1.5 Student teacher ratios will be reduced in grades K-3 to 29	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 b. Certificated Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0 c. Instructional Materials such as Teacher Resources 4000-4999: Books And Supplies Base \$50,000
1.6 The Manteca Unified School District School Readiness staff will operate a quality preschool program serving four year old students with contracted providers. Staff and their partners will provide comprehensive screenings to ensure appropriate referrals and follow up for special needs services. The School Readiness staff will conduct targeted outreach and utilize culturally and linguistically appropriate program strategies to promote proportionate representation of targeted groups. The School Readiness staff will facilitate articulation amongst preschool and kindergarten staff. A bridge program may be offered for entering kindergarten students.	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Certificated Staff for bridge program 1000-1999: Certificated Personnel Salaries Other \$76,634 b. Classified Staff for bridge program 2000-2999: Classified Personnel Salaries Other \$4,000 c. Instructional Materials for bridge program 4000-4999: Books And Supplies Other \$23,200 d. Time sheeting for staff articulation 1000-1999: Certificated Personnel Salaries Other \$4,600 e. Employee Benefits 3000-3999: Employee Benefits Other \$25,870
1.7 MUSD students and staff will have access to engaging educational programs such as LOGIC, AgVenture, Planet Party, Hour of Code, Tech Day, High School Art Show, Concerts, Ag CTE experiences, and internships for real world experience, and MUSD/Beijing teacher/exchange. Schools may offer summer camps, electives related to CTE or STEM. Innovative opportunities may be offered through the COIP department.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Instructional Materials 4000-4999: Books And Supplies Base \$10,000 b. Transportation 5000-5999: Services And Other Operating Expenditures Base \$50,000 c. Assemblies and School Wide Events (Cost included in Goal 2.1.d) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 d. Support Cost 4000-4999: Books And Supplies Base \$5,000 e. Incentives 4000-4999: Books And Supplies Other \$5,000 f. Contracted Services 5000-5999: Services And Other

			<p>Operating Expenditures Other \$50,000</p> <p>g. Time Sheeting (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>h. Stipends or per diems 1000-1999: Certificated Personnel Salaries Base \$12,000</p> <p>i. Internships 2000-2999: Classified Personnel Salaries Other \$50,000</p> <p>j. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p>
<p>1.8</p> <p>After a one year planning period in 2014-2015, be.spn at Manteca HS, be.farm2fork at Sierra HS, and be.vital at Weston Ranch HS will begin offering specialized industry sector programs. Manteca Unified School District currently has 11 CTE courses that are articulated. These include Administration of Justice through the Public Safety Pathway, Automotive Technology through the Systems, Diagnostics, Service, Repair Pathway, and Health Careers through the Health Science and Medical Technology Pathway. Matching fund requirements such as for the Ag Incentive Grant will be met.</p>	High Schools	<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>a. Instructional Materials 4000-4999: Books And Supplies Base \$50,000</p> <p>b. Industry Specific Needs 6000-6999: Capital Outlay Base \$50,000</p> <p>c. Industry Related Student Conferences 5000-5999: Services And Other Operating Expenditures Base \$50,000</p>
<p>1.9</p> <p>Alternative schools will be available to best serve the needs of students.</p>	District-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>a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>b. Classified Staff (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>c. Instructional Supplies 4000-4999: Books And Supplies Supplemental \$20,000</p> <p>d. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p> <p>e. CTE opportunities for Calla HS students in Auto and Health Transportation 5000-5999: Services And Other Operating Expenditures Base \$40,000</p> <p>f. Instructional Supplies 4000-4999: Books And Supplies Base \$40,000</p>
<p>1.10</p> <p>Cultural Awareness resources will be used to support instruction in our diverse classrooms.</p>	District-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>a. Multicultural Activities (Cost included in Goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0</p> <p>b. Instructional Supplies (Cost included in Goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
1.11 As outlined in the Manteca Unified School District Title III plan, an EL Coordinator will oversee the implementation of the ELA/ELD CCS standards and support staff in providing programs and services to EL students. Examples of these services include working with site leaders to develop and implement training modules on best instructional practices for EL students, effective designated and integrated CCSS instruction to enable students' access to the curriculum across all areas, close reading for ELs, and academic vocabulary development for ELs. Language Acquisition software, training, and instructional materials such as Rosetta Stone will be provided.	All	<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)	a. EL Coordinator (Cost included in Goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 b. Software licenses 5000-5999: Services And Other Operating Expenditures Other \$112,000 c. Instructional Materials 4000-4999: Books And Supplies Other \$50,000 d. Employee Benefits (Cost included in Goal 1.1.e) 3000-3999: Employee Benefits Other 0
1.12 Transportation will be provided to students based on district guidelines or per student IEPs.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Buses 6000-6999: Capital Outlay Base \$402,214 b. Classified Salaries (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 c. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0 d. Services and other Operating Expenses 5000-5999: Services And Other Operating Expenditures Base \$501,310 e. Fuel and Supplies 4000-4999: Books And Supplies Base \$1,270,700
1.13 Databases such as but not limited to OARS, Q, Blackboard Connect, Data Director, Turnitin, Destiny, Formsite, Go Sign Me up, and Guidebook will be funded to support educational objectives	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Annual Fees 5000-5999: Services And Other Operating Expenditures Base \$500,000
1.14 Multiple Departments will offer Parent and Community Outreach Programs during the 2015-2016 school year to	District-wide	<input checked="" type="checkbox"/> All OR:	a. Instructional Materials 4000-4999: Books And Supplies Supplemental \$5,000

<p>increase parent involvement, make parents partners in their students' education, and to gather input for district level decisions. These include from the Department of Compensatory Education: 4 English Learner Advisory Council Meetings, District Advisory Council Meetings addressing the needs of all students but in particular Low Income and Foster, LCAP input meetings and presentations, and SBAC/CCSS Parent Information Nights. The Nutrition Education Department will do three presentations focusing on three LOGIC areas including Green Innovations, Water Conservation, and Air Quality. The School Readiness Department will conduct 12 parent/community meetings and workshops on topics such as Social and Emotional Development, Language Development, TK/K expectations, The Value of Reading, and Effective Behavior Management. The Department of Innovation and Community Outreach Programs will provide monthly information and training nights related to supporting technology in the home and classroom. The Special Education Department will provide monthly Parent Education Sessions. The Department of Secondary Education will hold two CTE Advisory Committee meetings a year. Health Services will provide flu shots for Manteca Unified School District families. School sites will have School Site Councils and English Learner Advisory Councils to inform site level decisions. An automated communication system and conferences will be used to inform parents about parent meetings, attendance, and grades.</p>		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>b. Presenters / Consultants 5000-5999: Services And Other Operating Expenditures Other \$200,000</p> <p>c. Time Sheetting (Cost included in Goal 2.1.a) 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>d. Translation (Cost included in Goal 2.1.g) 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>e. Blackboard Connect Parent Communication System 5000-5999: Services And Other Operating Expenditures Base \$70,000</p> <p>f. Q Student Information System with Parent Portal 5000-5999: Services And Other Operating Expenditures Base \$70,000</p> <p>g. Flu Shots 5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>h. Copy Costs 5000-5999: Services And Other Operating Expenditures Base \$10,000</p> <p>i. Mailings 5000-5999: Services And Other Operating Expenditures Base \$10,000</p> <p>j. Employee Benefits (Cost included in Goal 2.1.a) 3000-3999: Employee Benefits Supplemental 0</p>
<p>1.15</p> <p>Counselors and Assistant Principals from each Department will meet with Secondary Education and Compensatory Education to ensure their master schedules are offering a Broad Course of Study and that English Learners, Foster Students, Low Income Students, as well as all students have access to classes.</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>a. Certificated Salaries (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>b. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p>
<p>1.16</p> <p>Manteca Adult will provide classes for adults, 18 years of age or older giving adults the opportunity to learn the English language, basic educational skills, complete their</p>	Manteca Adult School	<p>_ All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils 	<p>a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>b. Classified Salaries (Cost included in Goal 1.1.c) 2000-2999:</p>

<p>high school diploma, improve their job skills and /or broaden their life experience. Adult Education classes will include Adult Literacy & Basic Education, English as a Second Language, Secondary Education or its equivalency, Career Technical Education enrichment classes and classes that create a bridge between secondary education and college coursework. Manteca Adult will also provide classes to concurrently enrolled high school students to provide credit recovery opportunities.</p>		<p> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adult Learners</u> </p>	<p>Classified Personnel Salaries Base 0</p> <p>c. Instructional Supplies 4000-4999: Books And Supplies Base \$209,473</p> <p>d. Copying Costs 3000-3999: Employee Benefits Base \$12,000</p> <p>e. Catalog Mailing Costs 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>f. Software Licenses 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>g. Vendors 5000-5999: Services And Other Operating Expenditures Base \$72,144</p> <p>h. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p>
<p>1.17 Phase 1 of Measure G modernization projects focusing on health and safety will occur</p>	All	<p> <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) </p>	<p>a. Equipment 6000-6999: Capital Outlay Other \$60,123,387</p> <p>b. Supplies 4000-4999: Books And Supplies Other 0</p> <p>c. Contracted Services 5000-5999: Services And Other Operating Expenditures Other \$10,000</p>
<p>1.18 Nutrition Education will provide meals.</p>	All	<p> <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) </p>	<p>a. Classified Staff 2000-2999: Classified Personnel Salaries Other \$4,884,216</p> <p>b. Food and Supplies 4000-4999: Books And Supplies Other \$4,717,325</p> <p>c. Services and other Operating Costs 5000-5999: Services And Other Operating Expenditures Other \$548,175</p> <p>d. Employee Benefits 3000-3999: Employee Benefits Other \$1,164,895</p>
LCAP Year 2: 2016 - 2017			
<p>Expected Annual Measurable Outcomes:</p>	<p>The district has 100% appropriately assigned teachers and 97% with full credential, as verified by the Williams report. We expect to increase the rate of fully credentialed teachers. Because of class size reduction in 2014-2015, there were 37 vacancies, we expect to fill those vacancies within the 2015-2016 school year.</p>		

All textbooks are in adequate supply and fair to excellent condition per the Williams Act. Zero students lack their own assigned textbooks and instructional materials. New ELA/ELD adopted material aligned to Common Core State Standards will be used in classrooms 9-12 in 15-16. We expect to maintain this.

Projects in the Manteca Unified School District Facilities Plan projected for completion in 2015-16 will increase.

19% of teachers reported via data collected using the MUSD Walk Throughs, the tool to measure Common Core Implementation, observing teacher designed lessons with rigor utilizing higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge to adjust instructional strategies. We expect this number to increase. As outlined in the Manteca Unified School District Title III plan, an EL Coordinator will oversee the implementation of the ELA/ELD CCS standards and support staff in providing programs and services to EL students. Examples of these services include increased professional development on best instructional practices for EL students, effective designated and integrated CCSS and instruction to enable students' access to the curriculum across all areas. A site ELD Walk Through may be used for sites to measure implementation.

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Students will receive instruction from highly qualified staff trained to implement the Common Core State Standards (CCSS). The instructional staff will be supported by staff such as but not limited to paraprofessionals, DSTs, LMTs, and certificated support staff such as coordinators, counselors, administrators, program specialists, directors, occupational therapists, and teachers on special assignment in providing instruction which is rigorous and relevant. Temporary or permanent positions may be added due to increased enrollment or other needs identified by the district.</p>	All	<p><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)</p>	<p>a. Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$56,334,233</p> <p>b. Certificated Personnel 1000-1999: Certificated Personnel Salaries Other \$41,177,074</p> <p>c. Classified Instructional Personnel Salaries 2000-2999: Classified Personnel Salaries Base \$26,474,559</p> <p>d. Employee Benefits 3000-3999: Employee Benefits Base \$24,564,673</p> <p>e. Employee Benefits 3000-3999: Employee Benefits Other \$13,938,431</p>
<p>1.2 Students will have access to the core curriculum aligned with CCSS. Curriculum includes standards aligned adopted material as well as supplementary materials and materials to bridge CCSS implementation while awaiting availability of state adopted materials. Materials may be cross curricular and for a broad course of study per Section 51210 including Math, English, Social Studies, Science, Visual Arts, Performing Arts, Health, Physical Education, CTE, STEAM, vocational, and STEM. Materials may include traditional as well as non-traditional delivery models. Instructional supplies and operating expenses such as copier and copying costs will be funded.</p>	District-wide	<p><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)</p>	<p>a. Curriculum Aligned to Common Core State Standards including annual replacement of consumables (Cost included in Goal 2.1.c) 4000-4999: Books And Supplies Supplemental 0</p> <p>b. ELA/ELD CCSS aligned materials including for grades 9-12 StudySync and ERWC materials for fall 2015-2016. 4000-4999: Books And Supplies Other \$100,000</p> <p>c. Web Based Programs 4000-4999: Books And Supplies Other \$312,000</p> <p>d. Software Licenses 5000-5999: Services And Other Operating Expenditures Base \$80,000</p> <p>e. Instructional Supplies 4000-4999: Books And Supplies Base \$100,000</p> <p>f. New adoptions HS Foreign Language, AP History, CAHSEE, TK Mathematics, and Family Life 4000-4999: Books And Supplies Other \$1,305,007</p> <p>g. Time sheeting for High School Development of TCI supplementary Social Studies Program (Salaries and benefits both Cost included in 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0</p> <p>h. Academic Innovation Career Curriculum 4000-4999: Books And Supplies Base \$20,000</p>

			<p>i. Copying Costs 5000-5999: Services And Other Operating Expenditures Base \$500,000</p> <p>j. Online Digital Library and Online Research Tools such as Cengage and KidsInfobits 5000-5999: Services And Other Operating Expenditures Base \$80,000</p> <p>k. Employee Benefits (Cost included in Goal 1.1.e) 3000-3999: Employee Benefits Other 0</p>
<p>1.3</p> <p>Students and staff will have access to technology and training in order to individualize instruction, attain technology skills imbedded in the CCSS, address different learning styles, increase access to the core curriculum, increase parent curriculum awareness, increase engagement, and create 21st century learners. Examples of trainings include OneNote training, EduCast webinars, Intel Classroom Management Console, OfficeMix, Microsoft Innovative Educator Training.</p>	District-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>a. Staff Technology Devices 4000-4999: Books And Supplies Other \$250,000</p> <p>b. Student Technology Devices 4000-4999: Books And Supplies Base \$4,000,000</p> <p>c. Hardware and Peripherals (Cost included in Goal 2.1.c) 4000-4999: Books And Supplies Supplemental 0</p> <p>d. Infrastructure 6000-6999: Capital Outlay Base \$500,000</p> <p>e. Professional Development (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>f. Student Technology Training 5000-5999: Services And Other Operating Expenditures Base \$250,000</p> <p>g. Professional Development (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>h. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p>
<p>1.4</p> <p>In alignment with the Manteca Unified School District Professional Development Plan, students, staff, and parents may receive training on topics such as but not limited to technology, CCSS, social needs, and school climate. To ensure individualized, 24/7 staff access, a platform will be developed in partnership with industry leaders. Grade level and subject specific PLCs will be increased. Workshops, collaboration time, and Educational Conferences will offer trainings on topics identified in staff, student, and parent needs assessments and surveys. Examples of topics include Teaching in a Block Schedule, using ConnectEd, Aleks in the classroom, Big Ideas, OARs, Fluid Math, Walkthroughs, and Leadership and Learning. Mandated trainings on topics such as FRISK, safety, bullying, harassment and abuse will occur. Staff has</p>	All	<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>a. Microsoft Software Trainings and Helpline contract 5000-5999: Services And Other Operating Expenditures Base \$120,000</p> <p>b. Eduzone Contract 5000-5999: Services And Other Operating Expenditures Base \$75,000</p> <p>c. Professional Development Time Sheeting and Substitute Teacher Cost 1000-1999: Certificated Personnel Salaries Other \$750,000</p> <p>d. Professional Development (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>e. Professional Development Materials 4000-4999: Books And Supplies Base \$75,000</p> <p>f. Rigorous Curriculum Design for CCSS training 5000-5999: Services And Other Operating Expenditures Other \$150,000</p> <p>g. Keenan Safety Training Rewards Program 4000-4999: Books And Supplies Base \$8,003</p>

access to the Keenan library. In order to attract and retain quality teachers, Manteca USD will offer a two year teacher induction program free of charge for general education single subject and multiple subject preliminary credential holders.			h. Teacher Development (formerly known as BTSA) Trainings for preliminary teachers, interns, and PAR referrals; time sheets, stipends, release time, sub costs 1000-1999: Certificated Personnel Salaries Other \$498,000 i. Employee Benefits (Cost included in Goal 1.1) 3000-3999: Employee Benefits Base 0 j. Employee Benefits (Cost included in Goal 1.1.e) 3000-3999: Employee Benefits Other 0
1.5 Student teacher ratios will be reduced in grades K-3 to 28	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 b. Certificated Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0 c. Instructional Materials such as Teacher Resources 4000-4999: Books And Supplies Base \$50,000
1.6 The Manteca Unified School District School Readiness staff will operate a quality preschool program serving four year old students with contracted providers. Staff and their partners will provide comprehensive screenings to ensure appropriate referrals and follow up for special needs services. The School Readiness staff will conduct targeted outreach and utilize culturally and linguistically appropriate program strategies to promote proportionate representation of targeted groups. The School Readiness staff will facilitate articulation amongst preschool and kindergarten staff. A bridge program may be offered for entering kindergarten students.	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Certificated Staff for Bridge Program 1000-1999: Certificated Personnel Salaries Other \$77,699 b. Classified Staff for Bridge Program 2000-2999: Classified Personnel Salaries Other \$4,090 c. Instructional Materials for Bridge Program 4000-4999: Books And Supplies Other \$23,200 d. Time Sheetting for Staff Articulation 1000-1999: Certificated Personnel Salaries Other \$4,663 e. Employee Benefits 3000-3999: Employee Benefits Other \$27,000
1.7 MUSD students and staff will have access to engaging educational programs such as LOGIC, AgVenture, Planet Party, Hour of Code, Tech Day, High School Art Show, Concerts, Ag CTE experiences, and internships for real world experience, and MUSD/Beijing teacher/exchange.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Instructional Materials 4000-4999: Books And Supplies Base \$10,000 b. Transportation 5000-5999: Services And Other Operating Expenditures Base \$50,000 c. Assemblies and School Wide Events (Cost included in Goal 2.1.d) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 d. Support Cost 4000-4999: Books And Supplies Base \$5,000 e. Incentives 4000-4999: Books And Supplies Other \$5,000

			f. Contracted Services 5000-5999: Services And Other Operating Expenditures Other \$50,000 g. Time Sheetting (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 h. Stipends or Per Diems 1000-1999: Certificated Personnel Salaries Base \$12,165 i. Internships 2000-2999: Classified Personnel Salaries Other \$51,075 j. Employee Benefits (Cost included in Goal 1.1) 3000-3999: Employee Benefits Base 0
1.8 After a one year planning period in 2014-2015, be.spn at Manteca HS, be.farm2fork at Sierra HS, and be.vital at Weston Ranch HS will begin offering specialized industry sector programs. Manteca Unified School District currently has 11 CTE courses that are articulated. These include Administration of Justice through the Public Safety Pathway, Automotive Technology through the Systems, Diagnostics, Service, Repair Pathway, and Health Careers through the Health Science and Medical Technology Pathway. Matching fund requirements such as for the Ag Incentive Grant will be met.	High Schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Instructional Materials 4000-4999: Books And Supplies Base \$50,000 b. Industry Specific Needs 6000-6999: Capital Outlay Base \$50,000 c. Industry Related Student Conferences 5000-5999: Services And Other Operating Expenditures Base \$50,000
1.9 Alternative schools will be available to best serve the needs of students.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 b. Classified Staff (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 c. Instructional Supplies 4000-4999: Books And Supplies Supplemental \$20,000 d. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0 e. CTE opportunities for Calla HS students in Auto and Health Transportation 5000-5999: Services And Other Operating Expenditures Base \$40,000 f. Instructional Supplies 4000-4999: Books And Supplies Base \$40,000
1.10 Cultural Awareness resources will be used to support instruction in our diverse classrooms.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners	a. Multicultural Activities (Cost included in Goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0 b. Instructional Supplies (Cost included in Goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.11 As outlined in the Manteca Unified School District Title III plan, an EL Coordinator will oversee the implementation of the ELA/ELD CCS standards and support staff in providing programs and services to EL students. Examples of these services include working with site leaders to develop and implement training modules on best instructional practices for EL students, effective designated and integrated CCSS instruction to enable students' access to the curriculum across all areas, close reading for ELs, and academic vocabulary development for ELs. Language Acquisition software, training, and instructional materials such as Rosetta Stone will be provided.	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. EL Coordinator (Cost included in Goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 b. Software Licenses 5000-5999: Services And Other Operating Expenditures Other \$112,000 c. Instructional Materials 4000-4999: Books And Supplies Other \$50,000 d. Employee Benefits (Cost included in Goal 1.1.e) 3000-3999: Employee Benefits Other 0
1.12 Transportation will be provided to students based on district guidelines or per student IEPs.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Buses 6000-6999: Capital Outlay Base \$402,214 b. Classified Salaries (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 c. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0 d. Services and other Operating Costs 5000-5999: Services And Other Operating Expenditures Base \$501,310 e. Fuel and Supplies 4000-4999: Books And Supplies Base \$1,270,700
1.13 Databases such as but not limited to OARS, Q, Blackboard Connect, Data Director, Turnitin, Destiny, Formsit, Go Sign Me up, and Guidebook will be funded to support educational objectives	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Annual Fees 5000-5999: Services And Other Operating Expenditures Base \$500,000

<p>1.14 Multiple Departments will offer Parent and Community Outreach Programs during the 2016-2017 school year to increase parent involvement, make parents partners in their students' education, and to gather input for district level decisions. These include from the Department of Compensatory Education: 4 English Learner Advisory Council Meetings, District Advisory Council Meetings addressing the needs of all students but in particular Low Income and Foster, LCAP input meetings and presentations, and SBAC/CCSS Parent Information Nights. The Nutrition Education Department will do three presentations focusing on three LOGIC areas including Green Innovations, Water Conservation, and Air Quality. The School Readiness Department will conduct 12 parent/community meetings and workshops on topics such as Social and Emotional Development, Language Development, TK/K expectations, The Value of Reading, and Effective Behavior Management. The Department of Innovation and Community Outreach Programs will provide monthly information and training nights related to supporting technology in the home and classroom. The Special Education Department will provide monthly Parent Education Sessions. The Department of Secondary Education will hold two CTE Advisory Committee meetings a year. Health Services will provide flu shots for Manteca Unified School District families. School sites will have School Site Councils and English Learner Advisory Councils to inform site level decisions. An automated communication system and conferences will be used to inform parents about parent meetings, attendance, and grades.</p>	District-wide	<p><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)</p>	<p>a. Instructional Materials 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>b. Presenters / Consultants 5000-5999: Services And Other Operating Expenditures Other \$200,000</p> <p>c. Time Sheetting (Cost included in Goal 2.1.a) 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>d. Translation (Cost included in Goal 2.1) 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>e. Blackboard Connect Parent Communication System 5000-5999: Services And Other Operating Expenditures Base \$70,000</p> <p>f. Q Student Information System with Parent Portal 5000-5999: Services And Other Operating Expenditures Base \$70,000</p> <p>g. Flu Shots 5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>h. Copy Costs 5000-5999: Services And Other Operating Expenditures Base \$10,000</p> <p>i. Mailings 5000-5999: Services And Other Operating Expenditures Base \$10,000</p> <p>j. Employee Benefits (Cost included in Goal 2.1.a) 3000-3999: Employee Benefits Supplemental 0</p>
<p>1.15 Counselors and Assistant Principals from each Department will meet with Secondary Education and Compensatory Education to ensure their master schedules are offering a Broad Course of Study and that English Learners, Foster Students, Low Income Students, as well as all students have access to classes.</p>	All	<p><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)</p>	<p>a. Certificated Salaries (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>b. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p>

<p>1.16</p> <p>Manteca Adult will provide classes for adults, 18 years of age or older giving adults the opportunity to learn the English language, basic educational skills, complete their high school diploma, improve their job skills and /or broaden their life experience. Adult Education classes will include Adult Literacy & Basic Education, English as a Second Language, Secondary Education or its equivalency, Career Technical Education enrichment classes and classes that create a bridge between secondary education and college coursework. Manteca Adult will also provide classes to concurrently enrolled high school students to provide credit recovery opportunities.</p>	Manteca Adult School	<p><u> </u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u>X</u> Other Subgroups: (Specify)</p> <p><u>Adult Learners</u></p>	<p>a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>b. Classified Salaries (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>c. Instructional Supplies 4000-4999: Books And Supplies Base \$209,473</p> <p>d. Copying Costs 5000-5999: Services And Other Operating Expenditures Base \$12,000</p> <p>e. Catalog Mailing Costs 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>f. Software Licenses 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>g. Vendors 5000-5999: Services And Other Operating Expenditures Base \$72,144</p> <p>h. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p>
<p>1.17</p> <p>Phase 2 of Measure G modernization projects focusing on health and safety will occur</p>	All	<p><u>X</u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>a. Equipment 6000-6999: Capital Outlay Other \$40,197,132</p> <p>b. Supplies 4000-4999: Books And Supplies Other \$6,471,457</p> <p>c. Contracted Services 5000-5999: Services And Other Operating Expenditures Other \$11,485,503</p>
<p>1.18</p> <p>Nutrition Education will provide meals.</p>	All	<p><u>X</u> All</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>a. Classified Staff 2000-2999: Classified Personnel Salaries Other \$4,561,761</p> <p>b. Food and Supplies 4000-4999: Books And Supplies Other \$5,452,106</p> <p>c. Services and other Operating Costs 5000-5999: Services And Other Operating Expenditures Other \$1,397,815</p> <p>d. Employee Benefits 3000-3999: Employee Benefits Other \$1,304,400</p>

LCAP Year 3: 2017 - 2018

<p>Expected Annual Measurable Outcomes:</p>	<p>The district has 100% appropriately assigned teachers and 97% with full credential, as verified by the Williams report. We expect to increase the rate of fully credentialed teachers. Because of class size reduction in 2014-2015, there were 37 vacancies, we expect to fill those vacancies within the 2015-2016 school year.</p> <p>All textbooks are in adequate supply and fair to excellent condition per the Williams Act. Zero students lack their own assigned textbooks and instructional materials. New ELA/ELD adopted material aligned to Common Core State Standards will be used in classrooms 9-12 in 15-16. We expect to maintain this.</p> <p>Projects in the Manteca Unified School District Facilities Plan projected for completion in 2015-16 will increase.</p> <p>19% of teachers reported via data collected using the MUSD Walk Throughs, the tool to measure Common Core Implementation, observing teacher designed lessons with rigor utilizing higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge to adjust instructional strategies. We expect this number to increase. As outlined in the Manteca Unified School District Title III plan, an EL Coordinator will oversee the implementation of the ELA/ELD CCS standards and support staff in providing programs and services to EL students. Examples of these services include increased professional development on best instructional practices for EL students, effective designated and integrated CCSS and instruction to enable students' access to the curriculum across all areas. A site ELD Walk Through may be used for sites to measure implementation.</p> <p>In relation to Parent Involvement, 2013-2014 survey results show a drop of 9.1% reduction in parent involvement activities such as attending Back to School Night and Parent Conferences and volunteering in the classroom. Numbers from 2013-2014 show 140 parents sitting on advisory committees and regularly attending meetings to inform decisions. In 2014-2015 140 parents continued to sit on committees but attendance averaged 70% resulting in a slight decrease in participation in decision making committees. We expect this number to increase with the increased Parent Outreach from a wider variety of departments. Foster parents and parents of low income students now sit on advisory councils with low income accounting for over 70% of the committee. We expect to maintain a 70% participation rate of parents on advisory councils. Only 1% of the parent participants on the District Advisory Council are parents of a foster students which mirrors the percentage of the foster population. We expect to increase the number of foster parents on the district advisory council for better representation of the diversity of foster student needs. As part of the Manteca USD Foster Student Plan, each foster student has an intake meeting with their foster parent, social worker, and school staff to increase the student's home supports in their educational program. 10% of the parents on the District Advisory Council are parents of students with special needs. We expect to maintain this number. The Special Education Department will do monthly trainings and meetings for parents of special needs students based on a recent needs assessment. Parents of exceptional students will participate in 504, SST, and IEP meetings as partners in making educational decisions. Trainings will emphasize parents as partners with educators in their child's education. English Learner Advisory Council regularly has 80-90 parent attendees. We expect to increase this number. English Learner parents receive technology training to assist students as they Go Digital! English Learner parents also have site advisory committee meetings four times a year to inform, train, and gather input on English Learner programs.</p> <p>High School Assistant Principals, counselors, and District staff assessed master schedules for course access, including EL access to ELD classes, Special Needs Students to core classes as well as their support classes as dictated by their IEP, foster students credit recovery and path to graduation, low income students access to all core classes. Master Schedules are assessed by site administration to ensure access to all core classes. Assessment will occur annually. Counselors review students of each subgroup including foster, EL, low income, and special needs for appropriate schedules which offer support when needed with the goal of graduation. Special needs student's schedules are dictated by their individual education plans. Emphasis is put on the least restrictive environment. We expect access to classes to increase as all high schools are transitioning to block schedule with available classes increasing by 8 in a student's high school career.</p>
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Metrics: Highly Qualified Teacher, Teacher Misassignment Rate, Credentialed Teacher, Credentialed Teacher Teaching Outside Subject Area, Most Recently Adopted Textbook, Student Access to standards aligned curriculum, Common Core Implementation (Walk through findings), Parent as Decision Maker and Parent Participation as measured by parent surveys and attendance at school related events and advisory committee meetings, Parent sign in sheets, Course Access via Master Schedule study, Technology Surveys, Common Core Implementation Measurements such as MUSD Walk Throughs			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1</p> <p>Students will receive instruction from highly qualified staff trained to implement the Common Core State Standards (CCSS). The instructional staff will be supported by staff such as but not limited to paraprofessionals, DSTs, LMTs, and certificated support staff such as coordinators, counselors, administrators, program specialists, directors, occupational therapists, and teachers on special assignment in providing instruction which is rigorous and relevant. Temporary or permanent positions may be added due to increased enrollment or other needs identified by the district.</p>	All	<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>a. Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$57,117,279</p> <p>b. Certificated Personnel 1000-1999: Certificated Personnel Salaries Other \$41,749,435</p> <p>c. Classified Instructional Personnel Salaries 2000-2999: Classified Personnel Salaries Base \$27,043,762</p> <p>d. Employee Benefits 3000-3999: Employee Benefits Base \$25,055,966</p> <p>e. Employee Benefits 3000-3999: Employee Benefits Other \$14,217,200</p>
<p>1.2</p> <p>Students will have access to the core curriculum aligned with CCSS. Curriculum includes standards aligned adopted material as well as supplementary materials and materials to bridge CCSS implementation while awaiting availability of state adopted materials. Materials may be cross curricular and for a broad course of study per Section 51210 including Math, English, Social Studies, Science, Visual Arts, Performing Arts, Health, Physical Education, CTE, STEAM, vocational, and STEM. Materials may include traditional as well as non-traditional delivery models. Instructional supplies and operating expenses such as copier and copying costs will be funded.</p>	District-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>a. Curriculum Aligned to Common Core State Standards including annual replacement of consumables (Cost included in Goal 2.1.c) 4000-4999: Books And Supplies Supplemental 0</p> <p>b. ELA/ELD CCSS aligned materials including for grades 9-12 StudySync and ERWC materials for fall 2015-2016. 4000-4999: Books And Supplies Other \$100,000</p> <p>c. Web Based Programs 4000-4999: Books And Supplies Other \$312,000</p> <p>d. Software Licenses 5000-5999: Services And Other Operating Expenditures Base \$80,000</p> <p>e. Instructional Supplies 4000-4999: Books And Supplies Base \$100,000</p> <p>f. New adoptions HS Foreign Language, AP History, CAHSEE, TK Mathematics, and Family Life 4000-4999: Books And Supplies Other \$1,305,007</p> <p>g. Time sheeting for High School Development of TCI supplementary Social Studies Program (Salaries and benefits both Cost included in 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0</p>

			<p>h. Academic Innovation Career Curriculum 4000-4999: Books And Supplies Base \$20,000</p> <p>i. Copying Costs 5000-5999: Services And Other Operating Expenditures Base \$500,000</p> <p>j. Online Digital Library and Online Research Tools such as Cengage and KidsInfobits 5000-5999: Services And Other Operating Expenditures Base \$80,000</p> <p>k. Employee Benefits (Cost included in Goal 1.1.e) 3000-3999: Employee Benefits Other 0</p>
<p>1.3</p> <p>Students and staff will have access to technology and training in order to individualize instruction, attain technology skills imbedded in the CCSS, address different learning styles, increase access to the core curriculum, increase parent curriculum awareness, increase engagement, and create 21st century learners. Examples of trainings include OneNote training, EduCast webinars, Intel Classroom Management Console, OfficeMix, Microsoft Innovative Educator Training.</p>	District-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>a. Staff Technology Devices 4000-4999: Books And Supplies Other \$250,000</p> <p>b. Student Technology Devices 4000-4999: Books And Supplies Base \$4,000,000</p> <p>c. Hardware and Peripherals (Cost included in Goal 2.1.c) 4000-4999: Books And Supplies Supplemental 0</p> <p>d. Infrastructure 6000-6999: Capital Outlay Base \$500,000</p> <p>e. Professional Development (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>f. Student Technology Training 5000-5999: Services And Other Operating Expenditures Base \$250,000</p> <p>g. Professional Development (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>h. Employee Benefits (Cost included in Goal 1.1) 3000-3999: Employee Benefits Base 0</p>
<p>1.4</p> <p>In alignment with the Manteca Unified School District Professional Development Plan, students, staff, and parents may receive training on topics such as but not limited to technology, CCSS, social needs, and school climate. To ensure individualized, 24/7 staff access, a platform will be developed in partnership with industry leaders. Grade level and subject specific PLCs will be increased. Workshops, collaboration time, and Educational Conferences will offer trainings on topics identified in staff, student, and parent needs assessments and surveys. Examples of topics include Teaching in a Block Schedule, using ConnectEd, Aleks in the classroom, Big Ideas, OARs, Fluid Math, Walkthroughs, and Leadership and Learning.</p>	All	<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>a. Microsoft Software Trainings and Helpline contract 5000-5999: Services And Other Operating Expenditures Base \$120,000</p> <p>b. Eduzone Contract 5000-5999: Services And Other Operating Expenditures Base \$75,000</p> <p>c. Professional Development Time sheeting and Substitute Teacher Cost 1000-1999: Certificated Personnel Salaries Other \$750,000</p> <p>d. Professional Development (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>e. Professional Development Materials 4000-4999: Books And Supplies Base \$75,000</p> <p>f. Rigorous Curriculum Design for CCSS training 5000-5999: Services And Other Operating Expenditures Other \$150,000</p>

<p>Mandated trainings on topics such as FRISK, safety, bullying, harassment and abuse will occur. Staff has access to the Keenan library.</p> <p>In order to attract and retain quality teachers, Manteca USD will offer a two year teacher induction program free of charge for general education single subject and multiple subject preliminary credential holders.</p>			<p>g. Keenan Safety Training Rewards Program 4000-4999: Books And Supplies Base \$8,003</p> <p>h. Teacher Development (formerly known as BTSA) Trainings for preliminary teachers, interns, and PAR referrals; time sheets, stipends, release time, sub costs 1000-1999: Certificated Personnel Salaries Other \$504,922</p> <p>i. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p> <p>j. Employee Benefits (Cost included in Goal 1.1.e) 3000-3999: Employee Benefits Other 0</p>
<p>1.5</p> <p>Student teacher ratios will be reduced in grades K-3 to 27</p>	All	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>b. Certificated Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p> <p>c. Instructional Materials such as Teacher Resources 4000-4999: Books And Supplies Base \$50,000</p>
<p>1.6</p> <p>The Manteca Unified School District School Readiness staff will operate a quality preschool program serving four year old students with contracted providers. Staff and their partners will provide comprehensive screenings to ensure appropriate referrals and follow up for special needs services. The School Readiness staff will conduct targeted outreach and utilize culturally and linguistically appropriate program strategies to promote proportionate representation of targeted groups. The School Readiness staff will facilitate articulation amongst preschool and kindergarten staff. A bridge program may be offered for entering kindergarten students.</p>	All	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>a. Certificated Staff for Bridge Program 1000-1999: Certificated Personnel Salaries Other \$78,779</p> <p>b. Classified Staff for Bridge Program 2000-2999: Classified Personnel Salaries Other \$4,178</p> <p>c. Instructional Materials for Bridge Program 4000-4999: Books And Supplies Other \$23,200</p> <p>d. Time sheeting for Staff Articulation 1000-1999: Certificated Personnel Salaries Other \$4,728</p> <p>e. Employee Benefits 3000-3999: Employee Benefits Other \$27,580</p>
<p>1.7</p> <p>MUSD students and staff will have access to engaging educational programs such as LOGIC, AgVenture, Planet Party, Hour of Code, Tech Day, High School Art Show, Concerts, Ag CTE experiences, and internships for real world experience, and MUSD/Beijing teacher/exchange.</p>	District-wide	<p><u>X</u> All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups:</p>	<p>a. Instructional Materials 4000-4999: Books And Supplies Base \$10,000</p> <p>b. Transportation 5000-5999: Services And Other Operating Expenditures Base \$50,000</p> <p>c. Assemblies and School Wide Events (Cost included in Goal 2.1.d) 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0</p>

		(Specify)	d. Support Cost 4000-4999: Books And Supplies Base \$5,000 e. Incentives 4000-4999: Books And Supplies Other \$5,000 f. Contracted Services 5000-5999: Services And Other Operating Expenditures Other \$50,000 g. Time Sheetting (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 h. Stipends or Per Diems 1000-1999: Certificated Personnel Salaries Base \$12,502 i. Internships 2000-2999: Classified Personnel Salaries Other \$53,295 j. Employee Benefits (Cost included in Goal 1.1) 3000-3999: Employee Benefits Base 0
1.8 After a one year planning period in 2014-2015, be.spn at Manteca HS, be.farm2fork at Sierra HS, and be.vital at Weston Ranch HS will begin offering specialized industry sector programs. Manteca Unified School District currently has 11 CTE courses that are articulated. These include Administration of Justice through the Public Safety Pathway, Automotive Technology through the Systems, Diagnostics, Service, Repair Pathway, and Health Careers through the Health Science and Medical Technology Pathway. Matching fund requirements such as for the Ag Incentive Grant will be met.	High Schools	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Instructional Materials 4000-4999: Books And Supplies Base \$50,000 b. Industry Specific Needs 6000-6999: Capital Outlay Base \$50,000 c. Industry Related Student Conferences 5000-5999: Services And Other Operating Expenditures Base \$50,000
1.9 Alternative schools will be available to best serve the needs of students.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 b. Classified Staff (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 c. Instructional Supplies 4000-4999: Books And Supplies Supplemental \$20,000 d. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0 e. CTE Opportunities for Calla HS students in Auto and Health Transportation 5000-5999: Services And Other Operating Expenditures Base \$40,000 f. Instructional Supplies 4000-4999: Books And Supplies Base \$40,000
1.10 Cultural Awareness resources will be used to support	District-wide	<u>X</u> All OR:	a. Multicultural Activities (Cost included in Goal 2.1.h) 4000-

instruction in our diverse classrooms.		<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)	4999: Books And Supplies Supplemental 0 b. Instructional Supplies (Cost included in Goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0
1.11 As outlined in the Manteca Unified School District Title III plan, an EL Coordinator will oversee the implementation of the ELA/ELD CCS standards and support staff in providing programs and services to EL students. Examples of these services include working with site leaders to develop and implement training modules on best instructional practices for EL students, effective designated and integrated CCSS instruction to enable students' access to the curriculum across all areas, close reading for ELs, and academic vocabulary development for ELs. Language Acquisition software, training, and instructional materials such as Rosetta Stone will be provided.	All	<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)	a. EL Coordinator (Cost included in Goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 b. Software Licenses 5000-5999: Services And Other Operating Expenditures Other \$112,000 c. Instructional Materials 4000-4999: Books And Supplies Other \$50,000 d. Employee Benefits (Cost included in Goal 1.1.e) 3000-3999: Employee Benefits Other 0
1.12 Transportation will be provided to students based on district guidelines or per student IEPs.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Buses 6000-6999: Capital Outlay Base \$402,214 b. Classified Salaries (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 c. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0 d. Services and other Operating Expenses 5000-5999: Services And Other Operating Expenditures Base \$501,310 e. Fuel and Supplies 4000-4999: Books And Supplies Base \$1,270,700
1.13 Databases such as but not limited to OARS, Q, Blackboard Connect, Data Director, Turnitin, Destiny, Formsite, Go Sign Me up, and Guidebook will be funded to support educational objectives	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Annual Fees 5000-5999: Services And Other Operating Expenditures Base \$500,000

<p>1.14 Multiple Departments will offer Parent and Community Outreach Programs during the 2017-2018 school year to increase parent involvement, make parents partners in their students' education, and to gather input for district level decisions. These include from the Department of Compensatory Education: 4 English Learner Advisory Council Meetings, District Advisory Council Meetings addressing the needs of all students but in particular Low Income and Foster, LCAP input meetings and presentations, and SBAC/CCSS Parent Information Nights. The Nutrition Education Department will do three presentations focusing on three LOGIC areas including Green Innovations, Water Conservation, and Air Quality. The School Readiness Department will conduct 12 parent/community meetings and workshops on topics such as Social and Emotional Development, Language Development, TK/K expectations, The Value of Reading, and Effective Behavior Management. The Department of Innovation and Community Outreach Programs will provide monthly information and training nights related to supporting technology in the home and classroom. The Special Education Department will provide monthly Parent Education Sessions. The Department of Secondary Education will hold two CTE Advisory Committee meetings a year. Health Services will provide flu shots for Manteca Unified School District families. School sites will have School Site Councils and English Learner Advisory Councils to inform site level decisions. An automated communication system and conferences will be used to inform parents about parent meetings, attendance, and grades.</p>	District-wide	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>a. Instructional Materials 4000-4999: Books And Supplies Supplemental \$5,000</p> <p>b. Presenters / Consultants 5000-5999: Services And Other Operating Expenditures Other \$200,000</p> <p>c. Time Sheetting (Cost included in Goal 2.1.a) 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>d. Translation (Cost included in Goal 2.1) 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>e. Blackboard Connect Parent Communication System 5000-5999: Services And Other Operating Expenditures Base \$70,000</p> <p>f. Q Student Information System with Parent Portal 5000-5999: Services And Other Operating Expenditures Base \$70,000</p> <p>g. Flu Shots 5000-5999: Services And Other Operating Expenditures Base \$2,000</p> <p>h. Copy Costs 5000-5999: Services And Other Operating Expenditures Base \$10,000</p> <p>i. Mailings 5000-5999: Services And Other Operating Expenditures Base \$10,000</p> <p>j. Employee Benefits (Cost included in Goal 2.1.a) 3000-3999: Employee Benefits Supplemental 0</p>
<p>1.15 Counselors and Assistant Principals from each Department will meet with Secondary Education and Compensatory Education to ensure their master schedules are offering a Broad Course of Study and that English Learners, Foster Students, Low Income Students, as well as all students have access to classes.</p>	All	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>a. Certificated Salaries (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>b. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p>

<p>1.16 Manteca Adult will provide classes for adults, 18 years of age or older giving adults the opportunity to learn the English language, basic educational skills, complete their high school diploma, improve their job skills and /or broaden their life experience. Adult Education classes will include Adult Literacy & Basic Education, English as a Second Language, Secondary Education or its equivalency, Career Technical Education enrichment classes and classes that create a bridge between secondary education and college coursework. Manteca Adult will also provide classes to concurrently enrolled high school students to provide credit recovery opportunities.</p>	Manteca Adult School	<p><u> </u> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adult Learners</u></p>	<p>a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>b. Classified Salaries (Cost included in Goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>c. Instructional Supplies 4000-4999: Books And Supplies Base \$209,473</p> <p>d. Copying Costs 5000-5999: Services And Other Operating Expenditures Base \$12,000</p> <p>e. Catalog Mailing Costs 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>f. Software Licenses 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>g. Vendors 5000-5999: Services And Other Operating Expenditures Base \$72,144</p> <p>h. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0</p>
<p>1.17 Phase 3 of Measure G modernization projects focusing on health and safety will occur</p>	All	<p><input checked="" type="checkbox"/> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>a. Equipment 6000-6999: Capital Outlay Other \$40,197,132</p> <p>b. Supplies 4000-4999: Books And Supplies Other \$6,471,457</p> <p>c. Contracted Services 5000-5999: Services And Other Operating Expenditures Other \$11,485,503</p>
<p>1.18 Nutrition Education will provide meals.</p>	All	<p><input checked="" type="checkbox"/> All OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	<p>a. Classified Staff 2000-2999: Classified Personnel Salaries Other \$4,659,839</p> <p>b. Food and Supplies 4000-4999: Books And Supplies Other \$5,452,106</p> <p>c. Services and other Operating Costs 5000-5999: Services And Other Operating Expenditures Other \$1,397,815</p> <p>c. Employee Benefits 3000-3999: Employee Benefits Other \$1,332,445</p>

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

GOAL 2:	All MUSD students will have access to curriculum, instruction, interventions, services, and supports to remove barriers to student achievement, thus ensuring all subgroup achievement makes progress to mirror the results of the district benchmarks.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Identified Need :	<p>While the graduation rate of Manteca USD at 93.8% is the highest among San Joaquin County districts, stakeholder input recommends that subgroup achievement rates indicate a need for curriculum, interventions, services and support to ensure achievement goals for all students mirror that of the student population as a whole.</p> <p>In relation to Career and College Readiness and academic achievement, ELA CAHSEE pass rates dropped 5 percentage points in 2014 to 76%. Math CAHSEE pass rates dropped 1 percentage point to 80% in 2014. ELA EAP Pass rates rose five points to 18% in 2013 while Math EAP pass rates remained constant at 6%. CTE enrollment dropped from 28.3% in 2013 to 10% in 2014. The number of students taking A-G classes dropped 1% in 2014 to 63%. AP pass rate increased 1.3% to 39.1 percent in 2013. 98% of teachers were highly qualified.</p> <p>2014 CELDT test information for AMAO 1 showed a 2% increase to 51.9% of students showing an increase in growing at least one proficiency band, however the NCLB target of 59% was not met. AMAO 2 also showed an increase in students attaining English proficiency for both students receiving less than five years of ELD instruction and for students who had received more than five years of ELD instruction. For students with less than five years of instruction, a 1.6% increase to 20.2% English proficient, short of the NCLB target of 22.8%. For students with more than five years of instruction, a 1.1% increase to 41% English proficient, short of the NCLB target of 49%. EL reclassification to RFEP dropped 2.5% in 2013 to 10.5%.</p> <p>Graduation rate for Manteca Unified School District is 93.8%. Graduation rate for English Learners is 77.5%. Graduation rate for Foster students is 84.6%. Graduation rate for Low Income students is 90.81%. The Graduation Rate for Special Needs students is 74.6%.</p> <p>The dropout rate for Manteca Unified School District 3.42%. The dropout rate for English Learners and Foster Students is 15%. The dropout rate for Low Income students is 6.73%. The dropout rate for Special Needs students is 7.2%. The Special Needs Completer rate is 9.4%.</p>		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	All MUSD students	
LCAP Year 1: 2015 - 2016			
Expected Annual Measurable	Out of 5,403 students who took the CAASPP in 2014, 41% of fifth graders, 55% of eighth graders, and 46% of tenth graders scored proficient and above in CST science. We expect this number to increase.		

Outcomes:

The most recent available data shows a MUSD API Score of 757 in 2013. API data is no longer being calculated by the CDE.

2015 data for prior year grads with UC/CSU required course rate was 27.6% with 471 students. We expect this to increase.

2,305 students enrolled in CTE courses in 2014. With the expansion of CTE opportunities, we expect this number to increase.

Manteca Unified did not meet neither AMAO 1 (54.7 target 60.5), AMAO 2 Part 1 (22.1 target 24.2), nor AMAO 2 Part 2 (41.9 target 50.9) in 2015. We expect to show growth toward the target on for AMAO 1 and 2.

Out of 23,188 English Learners, 520 (10.3%) were reclassified as fluent. We expect the number of student to increase.

Of 642 students who took the AP exams, 58.7 % received score of 3 or higher. We expect to increase the number of students who score a 3 on AP exams.

Out of 1462 students tested for EAP ELA, 260 (18%) students were college ready and 892 students tested for EAP Math with 51 (6%) students were college ready. This data is not being collected at this time.

In 2014 CAHSEE, 81% passed the ELA with 47% scoring proficient and above and 83% passed the Math CAHSEE. We expect those numbers to increase.

Attendance rate for 2013-2014 was 94.2, we expect to increase the attendance rate

Chronic absenteeism rate for 2014 was 13.03% and the high school dropout rate was 3.42%. We expect chronic absenteeism and dropout rates to decrease.

Middle school dropout rate was 1.3. We expect to maintain or decrease this.

The graduation rate was 93.8%. We expect to maintain or increase this rate.

Subgroup data related to achievement will be reported to all stakeholders and progress is expected.

High School Assistant Principals, counselors, and District staff assessed master schedules for course access, including EL access to ELD classes, Special Needs Students to core classes as well as their support classes as dictated by their IEP, foster students credit recovery and path to graduation, low income students access to all core classes. Master Schedules are assessed by site administration to ensure access to all core classes. Assessment will occur annually. Counselors review students of each subgroup including foster, EL, low income, and special needs for appropriate schedules which offer support when needed with the goal of graduation. Special needs student's schedules are dictated by their individual education plans. Emphasis is put on the least restrictive environment. We expect access to classes to increase as all high schools are transitioning to block schedule with available classes increasing by 8 in a student's high school career.

Recognizing that Students with Disabilities have unique needs, services to ensure services such as alternative school sites which may be public or non-public, annual meetings, extended school year for students meeting MUSD extended school year criteria, and appropriate curriculum will be available as determined by the student's IEP.

Interventions for English Learners, Foster students, and Low Income students as well as all at risk students may include but are not limited to Gradpoint, Read 180, ELD 3D, Moving Into English, Math 180, Rosetta Stone, Aleks, and Classworks will enable students to gain skills that will give them access to grade level curriculum in order to attain grade level skills and proficiency. We expect access to interventions to increase. A database to track by site and subgroup will be developed.

Of courses covered in 51220 (Math, English Language Arts, Social Science, Science, Visual, Performing Arts, Health, PE), only math K-8 had new math states standards aligned assessed developed. We expect to develop state aligned assessments in ELA for 15-16. We expect to develop state aligned assessments in math for grades 9-12. Rigorous Design Curriculum training has occurred in grades 7-12. Common finals are expected to be developed in Social Science, Science, Visual, Performing Arts, Health, and PE.

We expect to develop a database to track end of course assessment results in Math, English Language Arts, Social Science, Science, Science, Visual, Performing Arts, Health, PE. Baseline subject pass rates as well as subgroup data will be accumulated.

Metrics: CAASPP Student Achievement Results, API Score Growth, A-G Enrollment and Passage Rates, Percent Completing CTE Course Sequence, Annual Measurable Achievement Objective (AMAO), English Learner Reclassification, AP Exam, College Ready Rate, Early Assessment Program (EAP), Attendance, Chronic Absenteeism, Dropout, Graduation, CAHSEE, Manteca USD Walk Through findings, Special Education Completer Rate, Course Access, District Benchmark Assessments, End of Course pass rates, intervention database results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 All sites will be given allocations of supplemental funds primary to fund programs and services for English Learners, Low Income Students, and Foster Students. \$1,700,000 Site allocations in total.</p>	<p>District-wide</p>	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>a. Tutoring and Time Sheeting 1000-1999: Certificated Personnel Salaries Supplemental \$351,282</p> <p>b. Intervention Programs 5000-5999: Services And Other Operating Expenditures Supplemental \$624,387</p> <p>c. Curriculum including intervention materials aligned to the state standards 4000-4999: Books And Supplies Supplemental \$102,000</p> <p>d. Contracted services for training, assemblies, copying 5000-5999: Services And Other Operating Expenditures Supplemental \$65,000</p> <p>e. Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$200,000</p> <p>f. Employee Benefits 3000-3999: Employee Benefits Supplemental \$77,262</p> <p>g. Time Sheeting Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental \$43,764</p> <p>h. Instructional Supplies 4000-4999: Books And Supplies Supplemental \$136,305</p> <p>i. Mailing 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>

			j. Student Incentives 4000-4999: Books And Supplies Supplemental \$50,000
2.2 Interventions for English Learners, Foster students, and Low Income students as well as all at risk students may include but are not limited to Gradpoint, Read 180, ELD 3D, Moving Into English, Math 180, Rosetta Stone, Aleks, and Classworks will enable students to gain skills that will give them access to grade level curriculum in order to attain grade level skills and proficiency.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Time Sheeting for Tutoring and Substitute Teachers for Release Time 1000-1999: Certificated Personnel Salaries Supplemental \$2,500 b. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$37,000 c. Contract Services, Including Software Licensing 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 d. Time Sheeting 2000-2999: Classified Personnel Salaries Supplemental \$1,000 e. Materials and Supplies 4000-4999: Books And Supplies Supplemental \$3,000 f. Software Licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500 g. Employee Benefits 3000-3999: Employee Benefits Supplemental \$1,050
2.3 Support services and interventions to ensure high school students are on a college or career pathway will be funded for items such as but not limited to: annual consultation for high school students on course access, A-G requirements, AP course interest, and credit evaluation. Students will be awarded credit for all work completed including partial credits. Evaluation of all 7-8 students to identify at risk students will occur annually.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Supplementary Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$778,465 b. Employee Benefits 3000-3999: Employee Benefits Supplemental \$201,150
2.4 Staff will support and monitor all students' educational levels, credits and needs as they impact academics. Partial credits will be given to students.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0
2.5 Parents of Students with Disabilities, English Learners, Foster and Low Income students will be invited to	District-wide	<input type="checkbox"/> All OR:	a. Mailings and Copying 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000

participate on site and district advisory council to inform educational decisions as they impact academic achievement.		<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>Students with Disabilities</u>	b. Translation 2000-2999: Classified Personnel Salaries Supplemental \$65,000 c. Employee Benefits 3000-3999: Employee Benefits Supplemental \$19,500
2.6 Recognizing that Students with Disabilities have unique needs, services to ensure progress toward meeting their IEP goals will be funded. Such services may include per IEP team agreement, alternative school sites which may be public or non-public, annual meetings, extended school year for students meeting MUSD extended school year criteria, and appropriate curriculum.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	a. NPS/Alternative School Costs 5000-5999: Services And Other Operating Expenditures Other \$1,600,000 b. Certificated Salaries for Extended School Year (Cost included in goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other \$10,000 c. Classified Salaries for Extended School Year 2000-2999: Classified Personnel Salaries Other \$10,000 d. Curriculum 4000-4999: Books And Supplies Other \$2,453,000 e. Software Licenses and Annual Fees 5000-5999: Services And Other Operating Expenditures Other \$500,000 f. Employee Benefits (Cost included in goal 1.1.e) 3000-3999: Employee Benefits Other 0 Special Education Paraprofessionals 2000-2999: Classified Personnel Salaries Other \$3,731,047 Benefits for Special Education Paraprofessionals 3000-3999: Employee Benefits Other \$1,158,707
2.7 Staff will be trained and provide services to Students with Disabilities such as but not limited to mental health, occupational therapy, adaptive PE, and academic instruction as they relate to the needs of the child based on their IEP.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	a. Special education staff such as APE specialists, Program Specialists, occupational therapists, speech therapists, teachers (Cost included in Goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 b. Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Other \$1,500,000 c. Employee Benefits (Cost included in goal 1.1.e) 3000-3999: Employee Benefits Other 0
2.8 Written and oral translation will be provided for parents related to communication about their children's education.	All	<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	a. Translation (Cost included in goal 2.15.a) 2000-2999: Classified Personnel Salaries Supplemental 0 b. Mailings and Copying (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0

		English proficient _ Other Subgroups: (Specify)	c. Employee Benefits (Cost included in goal 2.15.b) 3000-3999: Employee Benefits Supplemental 0
2.9 RFEP and EL students will be monitored and documentation kept ensuring monitoring for academic success and language acquisition.	District-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Time Sheetting (Cost included in goal 2.15.a) 2000-2999: Classified Personnel Salaries Supplemental 0 b. Supplies and Materials (Cost included in goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0 c. Employee Benefits (Cost included in goal 2.15.b) 3000-3999: Employee Benefits Supplemental 0
2.10 District and site administrators will monitor the English Learner programs at their schools for ELD lesson quality and English Learner class placement. Professional development will be designed to improve language acquisition and instructional strategies for EL students with emphasis on Long Term English Learners. EL programs will be monitored by administration for accountability and compliance.	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Professional Development (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0
2.11 Each site will train all teachers in all subject areas on the CCSS ELA/ELD standards.	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Copy Cost (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0
2.12 Each elementary site will form groups at each grade level based on CELDT scores in order to offer leveled 30 minutes of designated ELD instruction each day.	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Instructional Materials (Cost included in goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0 b. Professional Development (Cost included in goal 2.1,d) 5000-5999: Services And Other Operating Expenditures Supplemental 0

2.13 High School EL students will have access to ELD classes at their level. EL student progress will be monitored quarterly via High School PLCs, QISA, and department meetings.	All	<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)	No Additional Cost 0
2.14 District and site personnel will award students who meet state and district criteria Seals of Biliteracy.	All	<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)	a. Time Sheetting (Cost included in goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 b. Employee Benefits (Cost included in goal 1.1.e) 3000-3999: Employee Benefits Other 0
2.15 Bilingual paraprofessionals will assist students attain English language proficiency under the supervision of classroom teacher.	All	<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)	a. Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental \$790,608 b. Employee Benefits 3000-3999: Employee Benefits Supplemental \$442,592
2.16 MUSD will work with courts, agencies, and foster families to ensure when possible, foster students remain at their homeschool for the duration of the school year.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 District Foster Liaison (Cost included in goal 1.1.a.) 1000-1999: Certificated Personnel Salaries Base 0 Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0 Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
2.17	All	<input type="checkbox"/> All	a. Supplemental Counselors (Cost included in Goal 2.3.a)

Transferring foster students will be promptly enrolled in the appropriate school and classes and transferring foster students will be awarded credit for all work completed including partial credits.		OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 0 b. Point of Contact Training 5000-5999: Services And Other Operating Expenditures Other \$25,000 c. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0
2.18 Foster students will have an intake meeting each year and within 30 days of transferring into a new school to measure, coordinate, and improve services.	All	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in Goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 c. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental d. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
2.19 Site points of contact modeled after the MUSD homeless point of contact program will evaluate and coordinate services for Foster Students.	All	_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in Goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Employee Benefits Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0
2.20 District Staff overseeing the MUSD homeless program will evaluate the needs of homeless students and provide resources and outreach. A certificated and classified homeless point of contact at each MUSD site will do an intake interview and coordinate resources supported by MUSD District staff.	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless	a. District Homeless Liaison (Cost included in goal 1.1.a) 2000-2999: Classified Personnel Salaries Base 0 b. Books and Supplies 4000-4999: Books And Supplies Other \$25,000 c. Time Sheetting for Site Point of Contacts (Cost included in goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 d. Time Sheetting for Site Point of Contacts (Cost included in goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 e. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0

Expected Annual Measurable Outcomes:	<p>Out of 5,403 students who took the CAASPP in 2014, 41% of fifth graders, 55% of eighth graders, and 46% of tenth graders scored proficient and above in CST science. We expect this number to increase.</p> <p>The most recent available data shows a MUSD API Score of 757 in 2013. API data is no longer being calculated by the CDE.</p> <p>2015 data for prior year grads with UC/CSU required course rate was 27.6% with 471 students. We expect this to increase.</p> <p>2,305 students enrolled in CTE courses in 2014. With the expansion of CTE opportunities, we expect this number to increase.</p> <p>Manteca Unified did not met neither AMAO 1 (54.7 target 60.5), AMAO 2 Part 1 (22.1 target 24.2), nor AMAO 2 Part 2 (41.9 target 50.9) in 2015. We expect to show growth toward the target on for AMAO 1 and 2.</p> <p>Out of 23,188 English Learners, 520 (10.3%) were reclassified as fluent. We expect the number of student to increase.</p> <p>Of 642 students who took the AP exams, 58.7 % received score of 3 or higher. We expect to increase the number of students who score a 3 on AP exams.</p> <p>Out of 1462 students tested for EAP ELA, 260 (18%) students were college ready and 892 students tested for EAP Math with 51 (6%) students were college ready. This data is not being collected at this time.</p> <p>In 2014 CAHSEE, 81% passed the ELA with 47% scoring proficient and above and 83% passed the Math CAHSEE. We expect those numbers to increase.</p> <p>Attendance rate from July 2014 to April 2015 is 94.2, we expect to increase attendance rate by 1%.</p> <p>Chronic absenteeism rate for 2014 was 13.03% and the high school dropout rate was 3.42%. We expect chronic absenteeism and dropout rates to decrease.</p> <p>Middle school dropout rate was 1.3. We expect to maintain or decrease this.</p> <p>The graduation rate was 93.8%. We expect to maintain or increase this rate.</p> <p>Subgroup data related to achievement will be reported to all stakeholders and progress is expected.</p> <p>High School Assistant Principals, counselors, and District staff assessed master schedules for course access, including EL access to ELD classes, Special Needs Students to core classes as well as their support classes as dictated by their IEP, foster students credit recovery and path to graduation, low income students access to all core classes. Master Schedules are assessed by site administration to ensure access to all core classes. Assessment will occur annually. Counselors review students of each subgroup including foster, EL, low income, and special needs for appropriate schedules which offer support when needed with the goal of graduation. Special needs student's schedules are dictated by their individual education plans. Emphasis is put on the least restrictive environment. We expect access to classes to increase as all high schools are transitioning to block schedule with available classes increasing by 8 in a student's high school career.</p> <p>Recognizing that Students with Disabilities have unique needs, services to ensure services such as alternative school sites which may be public or non-public, annual meetings, extended school year for students meeting MUSD extended school year criteria, and appropriate curriculum will</p>
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be available as determined by the student's IEP.

Interventions for English Learners, Foster students, and Low Income students as well as all at risk students may include but are not limited to Gradpoint, Read 180, ELD 3D, Moving Into English, Math 180, Rosetta Stone, Aleks, and Classworks will enable students to gain skills that will give them access to grade level curriculum in order to attain grade level skills and proficiency. We expect access to interventions to increase. A database to track by site and subgroup will be developed.

Of courses covered in 51220 (Math, English Language Arts, Social Science, Science, Visual, Performing Arts, Health, PE), only math K-8 had new math states standards aligned assessed developed. We expect to develop state aligned assessments in ELA for 15-16. We expect to develop state aligned assessments in math for grades 9-12. Rigorous Design Curriculum training has occurred in grades 7-12. Common finals are expected to be developed in Social Science, Science, Visual, Performing Arts, Health, and PE.

We expect to develop a database to track end of course assessment results in Math, English Language Arts, Social Science, Science, Science, Visual, Performing Arts, Health, PE. Baseline subject pass rates as well as subgroup data will be accumulated.

Metrics: CAASPP Student Achievement Results, API Score Growth, A-G Enrollment and Passage Rates, Percent Completing CTE Course Sequence, Annual Measurable Achievement Objective (AMAO), English Learner Reclassification, AP Exam, College Ready Rate, Early Assessment Program (EAP), Attendance, Chronic Absenteeism, Dropout, Graduation, CAHSEE, Manteca USD Walk Through findings, Special Education Completer Rate, Course Access, District Benchmark Assessments, End of Course pass rates, intervention database results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 All sites will be given allocations of supplemental funds primary to fund programs and services for English Learners, Low Income Students, and Foster Students. \$1,700,000 Site allocations in total.</p>	<p>District-wide</p>	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>a. Tutoring and Time Sheeting 1000-1999: Certificated Personnel Salaries Supplemental \$351,282</p> <p>b. Intervention Programs 5000-5999: Services And Other Operating Expenditures Supplemental \$624,387</p> <p>c. Curriculum including intervention materials aligned to the state standards 4000-4999: Books And Supplies Supplemental \$102,000</p> <p>d. Contracted services for training, assemblies, copying 5000-5999: Services And Other Operating Expenditures Supplemental \$65,000</p> <p>e. Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$200,000</p> <p>f. Employee Benefits 3000-3999: Employee Benefits Supplemental \$77,262</p> <p>g. Time Sheeting Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental \$43,764</p>

			h. Instructional Supplies 4000-4999: Books And Supplies Supplemental \$136,305 i. Mailing 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000 j. Student Incentives 4000-4999: Books And Supplies Supplemental \$50,000
2.2 Interventions for English Learners, Foster students, and Low Income students as well as all at risk students may include but are not limited to Gradpoint, Read 180, ELD 3D, Moving Into English, Math 180, Rosetta Stone, Aleks, and Classworks will enable students to gain skills that will give them access to grade level curriculum in order to attain grade level skills and proficiency.	District-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)	a. Time Sheeting for Tutoring and Substitute Teachers for Release Time 1000-1999: Certificated Personnel Salaries Supplemental \$2,500 b. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$37,000 c. Contract Services, Including Software Licensing 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 d. Time Sheeting 2000-2999: Classified Personnel Salaries Supplemental \$1,000 e. Materials and Supplies 4000-4999: Books And Supplies Supplemental \$3,000 f. Software Licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500 g. Employee Benefits 3000-3999: Employee Benefits Supplemental \$1,050
2.3 Support services and interventions to ensure high school students are on a college or career pathway will be funded for items such as but not limited to: annual consultation for high school students on course access, A-G requirements, AP course interest, and credit evaluation. Students will be awarded credit for all work completed including partial credits. Evaluation of all 7-8 students to identify at risk students will occur annually.	District-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)	a. Supplementary Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$789,285 b. Employee Benefits 3000-3999: Employee Benefits Supplemental \$203,945
2.4 Staff will support and monitor all students' educational levels, credits and needs as they impact academics. Partial credits will be given to students.	District-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:	a. Supplemental Counselors (Cost included in goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0

		(Specify)	
2.5 Parents of Students with Disabilities, English Learners, Foster and Low Income students will be invited to participate on site and district advisory council to inform educational decisions as they impact academic achievement.	District-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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	a. Mailings and Copying 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 b. Translation 2000-2999: Classified Personnel Salaries Supplemental \$65,905 c/ Employee Benefits 3000-3999: Employee Benefits Supplemental \$19,771
2.6 Recognizing that Students with Disabilities have unique needs, services to ensure progress toward meeting their IEP goals will be funded. Such services may include per IEP team agreement, alternative school sites which may be public or non-public, annual meetings, extended school year for students meeting MUSD extended school year criteria, and appropriate curriculum.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	a. NPS/Alternative School Costs 5000-5999: Services And Other Operating Expenditures Other \$1,600,000 b. Certificated Salaries for Extended School Year (Cost included in goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 c. Classified Salaries for Extended School Year 2000-2999: Classified Personnel Salaries Other \$10,000 d. Curriculum 4000-4999: Books And Supplies Other \$2,453,000 e. Software Licenses and Annual Fees 5000-5999: Services And Other Operating Expenditures Other \$500,000 f. Employee Benefits (Cost included in goal 1.1.e) 3000-3999: Employee Benefits Other 0 Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Other \$3,750,178 Benefit for Special Education Paraprofessionals 3000-3999: Employee Benefits Other \$1,164,647
2.7 Staff will be trained and provide services to Students with Disabilities such as but not limited to mental health, occupational therapy, adaptive PE, and academic instruction as they relate to the needs of the child based on their IEP.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	a. Special Education Staff such as APE specialists, Program Specialists, occupational therapists, speech therapists, teachers (Cost included in Goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 b. Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Other \$1,500,000 c. Employee Benefits (Cost included in goal 1.1.e) 3000-3999: Employee Benefits Other 0
2.8 Written and oral translation will be provided for parents	All	<input type="checkbox"/> All	a. Translation (Cost included in goal 2.15.a) 2000-2999:

related to communication about their children's education.		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)	Classified Personnel Salaries Supplemental 0 b. Mailings and Copying (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0 c. Employee Benefits (Cost included in goal 2.15.b) 3000-3999: Employee Benefits Supplemental 0
2.9 RFEP and EL students will be monitored and documentation kept ensuring monitoring for academic success and language acquisition.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Time Sheeting (Cost included in goal 2.15.a) 2000-2999: Classified Personnel Salaries Supplemental 0 b. Supplies and Materials (Cost included in goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0 c. Employee Benefits (Cost included in goal 2.15.b) 3000-3999: Employee Benefits Supplemental 0
2.10 District and site administrators will monitor the English Learner programs at their schools for ELD lesson quality and English Learner class placement. Professional development will be designed to improve language acquisition and instructional strategies for EL students with emphasis on Long Term English Learners. EL programs will be monitored by administration for accountability and compliance.	All	<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)	a. Professional Development (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0
2.11 Each site will train all teachers in all subject areas on the CCSS ELA/ELD standards.	All	<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)	a. Copy Cost (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0
2.12 Each elementary site will form groups at each grade level based on CELDT scores in order to offer leveled 30 minutes of designated ELD instruction each day.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	a. Instructional Materials (Cost included in goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0 b. Professional Development (Cost included in goal 2.1.d)

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental 0
2.13 High School EL students will have access to ELD classes at their level. EL student progress will be monitored quarterly via High School PLCs, QISA, and department meetings.	All	<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)	a. No Additional Cost 0
2.14 District and site personnel will award students who meet state and district criteria Seals of Biliteracy.	All	<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)	a. Time Sheeting (Cost included in goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 b. Employee Benefits (Cost included in goal 1.1.e) 3000-3999: Employee Benefits Other 0
2.15 Bilingual paraprofessionals will assist students attain English language proficiency under the supervision of classroom teacher.	All	<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)	a. Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental \$801,597 b. Employee Benefits 3000-3999: Employee Benefits Supplemental \$448,744
2.16 MUSD will work with courts, agencies, and foster families to ensure when possible, foster students remain at their homeschool for the duration of the school year.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	a. Supplemental Counselors (Cost included in goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. District Foster Liaison (Cost included in goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 c. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0

		_ Other Subgroups: (Specify)	d. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
2.17 Transferring foster students will be promptly enrolled in the appropriate school and classes and transferring foster students will be awarded credit for all work completed including partial credits.	All	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in Goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Point of Contact Training 5000-5999: Services And Other Operating Expenditures Other \$25,000 c. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0
2.18 Foster students will have an intake meeting each year and within 30 days of transferring into a new school to measure, coordinate, and improve services.	All	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in Goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 c. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0 d. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
2.19 Site points of contact modeled after the MUSD homeless point of contact program will evaluate and coordinate services for Foster Students.	All	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in Goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Employee Benefits Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0
2.20 District Staff overseeing the MUSD homeless program will evaluate the needs of homeless students and provide resources and outreach. A certificated and classified homeless point of contact at each MUSD site will do an intake interview and coordinate resources supported by MUSD District staff.	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	a. District Homeless Liaison (Cost included in goal 1.1.a) 2000-2999: Classified Personnel Salaries Base 0 b. Books and Supplies 4000-4999: Books And Supplies Other \$25,000 c. Time Sheetting for Site Point of Contacts (Cost included in goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u>	d. Time Sheeting for Site Point of Contacts (Cost included in goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 e. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
LCAP Year 3: 2017 - 2018			
Expected Annual Measurable Outcomes:	<p>Out of 5,403 students who took the CAASPP in 2014, 41% of fifth graders, 55% of eighth graders, and 46% of tenth graders scored proficient and above in CST science. We expect this number to increase.</p> <p>The most recent available data shows a MUSD API Score of 757 in 2013. API data is no longer being calculated by the CDE.</p> <p>2015 data for prior year grads with UC/CSU required course rate was 27.6% with 471 students. We expect to increase the number for students by 10.</p> <p>2,305 students enrolled in CTE courses in 2014. With the expansion of CTE opportunities, we expect this number to increase.</p> <p>Manteca Unified did not meet neither AMAO 1 (54.7 target 60.5), AMAO 2 Part 1 (22.1 target 24.2), nor AMAO 2 Part 2 (41.9 target 50.9) in 2015. We expect to show growth toward the target on for AMAO 1 and 2.</p> <p>Out of 23,188 English Learners, 520 (10.3%) were reclassified as fluent. We expect the number of student to increase.</p> <p>Of 642 students who took the AP exams, 58.7 % received score of 3 or higher. We expect to increase the number of students who score a 3 on AP exams.</p> <p>Out of 1462 students tested for EAP ELA, 260 (18%) students were college ready and 892 students tested for EAP Math with 51 (6%) students were college ready. This data is not being collected at this time.</p> <p>In 2014 CAHSEE, 81% passed the ELA with 47% scoring proficient and above and 83% passed the Math CAHSEE. We expect those numbers to increase.</p> <p>Attendance rate from July 2014 to April 2015 is 94.2, we expect to increase attendance rate by 1%.</p> <p>Chronic absenteeism rate for 2014 was 13.03% and the high school dropout rate was 3.42%. We expect chronic absenteeism and dropout rates to decrease.</p> <p>Middle school dropout rate was 1.3. We expect to maintain or decrease this.</p> <p>The graduation rate was 93.8%. We expect to maintain or increase this rate.</p> <p>Subgroup data related to achievement will be reported to all stakeholders and progress is expected.</p> <p>High School Assistant Principals, counselors, and District staff assessed master schedules for course access, including EL access to ELD classes, Special Needs Students to core classes as well as their support classes as dictated by their IEP, foster students credit recovery and</p>		

path to graduation, low income students access to all core classes. Master Schedules are assessed by site administration to ensure access to all core classes. Assessment will occur annually. Counselors review students of each subgroup including foster, EL, low income, and special needs for appropriate schedules which offer support when needed with the goal of graduation. Special needs student's schedules are dictated by their individual education plans. Emphasis is put on the least restrictive environment. We expect access to classes to increase as all high schools are transitioning to block schedule with available classes increasing by 8 in a student's high school career.

Recognizing that Students with Disabilities have unique needs, services to ensure services such as alternative school sites which may be public or non-public, annual meetings, extended school year for students meeting MUSD extended school year criteria, and appropriate curriculum will be available as determined by the student's IEP.

Interventions for English Learners, Foster students, and Low Income students as well as all at risk students may include but are not limited to Gradpoint, Read 180, ELD 3D, Moving Into English, Math 180, Rosetta Stone, Aleks, and Classworks will enable students to gain skills that will give them access to grade level curriculum in order to attain grade level skills and proficiency. We expect access to interventions to increase. A database to track by site and subgroup will be developed.

Of courses covered in 51220 (Math, English Language Arts, Social Science, Science, Visual, Performing Arts, Health, PE), only math K-8 had new math states standards aligned assessed developed. We expect to develop state aligned assessments in ELA for 15-16. We expect to develop state aligned assessments in math for grades 9-12. Rigorous Design Curriculum training has occurred in grades 7-12. Common finals are expected to be developed in Social Science, Science, Visual, Performing Arts, Health, and PE.

We expect to develop a database to track end of course assessment results in Math, English Language Arts, Social Science, Science, Science, Visual, Performing Arts, Health, PE. Baseline subject pass rates as well as subgroup data will be accumulated.

Metrics: CAASPP Student Achievement Results, API Score Growth, A-G Enrollment and Passage Rates, Percent Completing CTE Course Sequence, Annual Measurable Achievement Objective (AMAO), English Learner Reclassification, AP Exam, College Ready Rate, Early Assessment Program (EAP), Attendance, Chronic Absenteeism, Dropout, Graduation, CAHSEE, Manteca USD Walk Through findings, Special Education Completer Rate, Course Access, District Benchmark Assessments, End of Course pass rates, intervention database results

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 All sites will be given allocations of supplemental funds primary to fund programs and services for English Learners, Low Income Students, and Foster Students. \$1,700,000 Site allocations in total.</p>	<p>District-wide</p>	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>a. Tutoring and Time Sheetting 1000-1999: Certificated Personnel Salaries Supplemental \$351,282</p> <p>b. Intervention Programs 5000-5999: Services And Other Operating Expenditures Supplemental \$624,387</p> <p>c. Curriculum including intervention materials aligned to the state standards 4000-4999: Books And Supplies Supplemental \$102,000</p> <p>d. Contracted services for training, assemblies, copying 5000-5999: Services And Other Operating Expenditures Supplemental \$65,000</p> <p>e. Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$200,000</p>

			f. Employee Benefits 3000-3999: Employee Benefits Supplemental \$77,262 g. Time sheeting Classified Personnel 2000-2999: Classified Personnel Salaries Supplemental \$43,764 h. Instructional Supplies 4000-4999: Books And Supplies Supplemental \$136,305 i. Mailing 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000 j. Student Incentives 4000-4999: Books And Supplies Supplemental \$50,000
2.2 Interventions for English Learners, Foster students, and Low Income students as well as all at risk students may include but are not limited to Gradpoint, Read 180, ELD 3D, Moving Into English, Math 180, Rosetta Stone, Aleks, and Classworks will enable students to gain skills that will give them access to grade level curriculum in order to attain grade level skills and proficiency.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Time Sheetting for Tutoring and Substitute Teachers for Release Time 1000-1999: Certificated Personnel Salaries Supplemental \$2,500 b. Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$37,000 c. Contract Services, Including Software Licensing 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 d. Time Sheetting 2000-2999: Classified Personnel Salaries Supplemental \$1,000 e. Materials and Supplies 4000-4999: Books And Supplies Supplemental \$3,000 f. Software Licenses 5000-5999: Services And Other Operating Expenditures Supplemental \$7,500 g. Employee Benefits 3000-3999: Employee Benefits Supplemental \$1,050
2.3 Support services and interventions to ensure high school students are on a college or career pathway will be funded for items such as but not limited to: annual consultation for high school students on course access, A-G requirements, AP course interest, and credit evaluation. Students will be awarded credit for all work completed including partial credits. Evaluation of all 7-8 students to identify at risk students will occur annually.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Supplementary Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$800,256 b. Employee Benefits 3000-3999: Employee Benefits Supplemental \$206,780
2.4 Staff will support and monitor all students' educational levels, credits and needs as they impact academics. Partial credits will be given to students.	District-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners	a. Supplemental Counselors (Cost included in goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Employee Benefits (Cost included in goal 2.3.b) 3000-3999:

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Employee Benefits Supplemental 0
2.5 Parents of Students with Disabilities, English Learners, Foster and Low Income students will be invited to participate on site and district advisory council to inform educational decisions as they impact academic achievement.	District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	a. Mailings and Copying 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 b. Translation 2000-2999: Classified Personnel Salaries Supplemental \$66,821 c. Employee Benefits 3000-3999: Employee Benefits Supplemental \$20,046
2.6 Recognizing that Students with Disabilities have unique needs, services to ensure progress toward meeting their IEP goals will be funded. Such services may include per IEP team agreement, alternative school sites which may be public or non-public, annual meetings, extended school year for students meeting MUSD extended school year criteria, and appropriate curriculum.	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	a. NPS/Alternative School Costs 5000-5999: Services And Other Operating Expenditures Other \$1,600,000 b. Certificated Salaries for Extended School Year (Cost included in goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 c. Classified Salaries for Extended School Year (Cost included in goal 1.1) 2000-2999: Classified Personnel Salaries Other 0 d. Curriculum 4000-4999: Books And Supplies Other \$2,453,000 e. Software Licenses and Annual Fees 5000-5999: Services And Other Operating Expenditures Other \$500,000 f. Employee Benefits (Cost included in goal 1.1.e) 3000-3999: Employee Benefits Other 0 Special Education Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Other \$3,768,919 Special Education Paraprofessional Benefits 3000-3999: Employee Benefits Other \$1,170,467
2.7 Staff will be trained and provide services to Students with Disabilities such as but not limited to mental health, occupational therapy, adaptive PE, and academic instruction as they relate to the needs of the child based on their IEP.	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	a. Special education staff such as APE specialists, Program Specialists, occupational therapists, speech therapists, teachers (Cost included in Goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 b. Services and Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures Other \$1,500,000 c. Employee Benefits (Cost included in goal 1.1.e) 3000-3999:

		(Specify) Students with Disabilities	Employee Benefits Other 0
2.8 Written and oral translation will be provided for parents related to communication about their children's education.	All	<input type="checkbox"/> All OR: <input checked="" 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)	a. Translation (Cost included in goal 2.15.a) 2000-2999: Classified Personnel Salaries Supplemental 0 b. Mailings and Copying (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0 c. Employee Benefits (Cost included in goal 2.15.b) 3000-3999: Employee Benefits Supplemental 0
2.9 RFEP and EL students will be monitored and documentation kept ensuring monitoring for academic success and language acquisition.	District-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Time Sheetting (Cost included in goal 2.15.a) 2000-2999: Classified Personnel Salaries Supplemental 0 b. Supplies and Materials (Cost included in goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0 c. Employee Benefits (Cost included in goal 2.15.b) 3000-3999: Employee Benefits Supplemental 0
2.10 District and site administrators will monitor the English Learner programs at their schools for ELD lesson quality and English Learner class placement. Professional development will be designed to improve language acquisition and instructional strategies for EL students with emphasis on Long Term English Learners. EL programs will be monitored by administration for accountability and compliance.	All	<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)	a. Professional Development (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0
2.11 Each site will train all teachers in all subject areas on the CCSS ELA/ELD standards.	All	<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)	a. Copy Cost (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0

2.12 Each elementary site will form groups at each grade level based on CELDT scores in order to offer leveled 30 minutes of designated ELD instruction each day.	All	<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)	a. Instructional Materials (Cost included in goal 2.1.h) 4000-4999: Books And Supplies Supplemental 0 b. Professional Development (Cost included in goal 2.1.d) 5000-5999: Services And Other Operating Expenditures Supplemental 0
2.13 High School EL students will have access to ELD classes at their level. EL student progress will be monitored quarterly via High School PLCs, QISA, and department meetings.	All	<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)	a. No Additional Cost 0
2.14 District and site personnel will award students who meet state and district criteria Seals of Biliteracy.	All	<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)	a. Time Sheeting (Cost included in goal 1.1.b) 1000-1999: Certificated Personnel Salaries Other 0 b. Employee Benefits (Cost included in goal 1.1.e) 3000-3999: Employee Benefits Other 0
2.15 Bilingual paraprofessionals will assist students attain English language proficiency under the supervision of classroom teacher.	All	<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)	a. Bilingual Paraprofessionals 2000-2999: Classified Personnel Salaries Supplemental \$812,739 b. Employee Benefits 3000-3999: Employee Benefits Supplemental \$454,982
2.16 MUSD will work with courts, agencies, and foster families	All	<input type="checkbox"/> All OR:	a. Supplemental Counselors (Cost included in goal 2.3.a)

to ensure when possible, foster students remain at their homeschool for the duration of the school year.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 0 b. District Foster Liaison (Cost included in goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 c. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0 d. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
2.17 Transferring foster students will be promptly enrolled in the appropriate school and classes and transferring foster students will be awarded credit for all work completed including partial credits.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in Goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Point of Contact Training 5000-5999: Services And Other Operating Expenditures Other \$25,000 c. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0
2.18 Foster students will have an intake meeting each year and within 30 days of transferring into a new school to measure, coordinate, and improve services.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in Goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 c. Employee Benefits (Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0 d. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
2.19 Site points of contact modeled after the MUSD homeless point of contact program will evaluate and coordinate services for Foster Students.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Supplemental Counselors (Cost included in Goal 2.3.a) 1000-1999: Certificated Personnel Salaries Supplemental 0 b. Employee Benefits Cost included in goal 2.3.b) 3000-3999: Employee Benefits Supplemental 0
2.20 District Staff overseeing the MUSD homeless program will evaluate the needs of homeless students and provide	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	a. District Homeless Liaison (Cost included in goal 1.1.a) 2000-2999: Classified Personnel Salaries Base 0 b. Books and Supplies 4000-4999: Books And Supplies Other

resources and outreach. A certificated and classified homeless point of contact at each MUSD site will do an intake interview and coordinate resources supported by MUSD District staff.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u>	\$25,000 c. Time Sheeting for Site Point of Contacts (Cost included in goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 d. Time Sheeting for Site Point of Contacts (Cost included in goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 e. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	In order to provide a safe and healthy learning environment, on-going and deferred maintenance updates will be funded as well as operational costs and school climate programs.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input 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 type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	<p>Stakeholders have identified the need for facility improvements related to safety and health. Stakeholders have identified a need related to character education and school positive behavior programs as a means to reduce discipline issues in our schools and ensure that subgroup data mirrors the data of the total. In order for academic growth to occur, on-going staffing, operations, maintenance, and efforts to improve school climate may be funded as prioritized by MUSD to ensure a conducive learning environment. Facilities as measured in Ed Code section 17002(d) measuring systems, interior surfaces, cleanliness, electrical, restroom, fountains, safety, structural, external structures were reported with an overall rating of 98 listed as good.</p> <p>Manteca Unified School District has a suspension rate of 7.26%. Subgroups that exceed that rate include American Indian with 13.02%, Pacific Islander with 7.66%, African Americans with 18.76%, Whites with 7.28%, Students identifying with two or more races 7.59%, and Foster students with 8.55%.</p> <p>Manteca Unified School District has an expulsion rate of .214%. Subgroups that exceed that rate include Pacific Islanders with .418%, and African Americans with .817%. 55 students were expelled in total, 24 Hispanics, 18 African Americans, 8 Whites, 2 Asians, 2 Hispanics, 2 English Learners, 1 Filipino, 1 Pacific Islander, 18 were low income (Total does not add to 55 because students may be in more than one demographic group).</p>		
Goal Applies to:	Schools:	All MUSD schools	
	Applicable Pupil Subgroups:	All Students	
LCAP Year 1: 2015 - 2016			
Expected Annual Measurable Outcomes:	<p>The district has 100% appropriately assigned teachers and 97% with full credential, as verified by the Williams report. We expect to increase the rate of fully credentialed teachers. Because of class size reduction in 2014-2015, there were 37 vacancies, we expect to fill those vacancies within the 2015-2016 school year.</p> <p>All textbooks are in adequate supply and fair to excellent condition per the Williams Act. Zero students lack their own assigned textbooks and instructional materials. New ELA/ELD adopted material aligned to Common Core State Standards will be used in classrooms 9-12 in 15-16. We expect to maintain this.</p> <p>Projects in the Manteca Unified School District Facilities Plan projected for completion in 2015-16 will increase.</p> <p>Attendance rate in 2013-2014 was 94.2, we expect to increase the attendance rate.</p>		

Chronic absenteeism rate for 2014 was 13.03%, dropout was 3.42%, and graduation rate was 92.8%. We expect to increase graduation rate while decreasing chronic absenteeism and dropout rates.

Projects in the Manteca Unified School District Facilities Plan projected for completion in 2015-16 will occur.

The most recent data available (2014) indicate a suspension rate of 7.3% and expulsion rate of 0.2%. We expect to decrease both suspension and expulsion rates.

From the most recent available data, the 2012-2013 Healthy Kids Survey the following data

Staff: 94% agreed or strongly agreed that their school is a safe place for staff. We expect this to increase.

85% of staff agreed or strongly agreed that Manteca USD was a supportive and inviting place to work. We expect this to increase.

51 % of students surveyed felt safe at school all of the time compared to feeling safe outside of school 31% of the time. We expect this to increase.

63% of students reported a high connectedness to school. We expect this to increase.

We do not have data to measure parent connectedness to school. We expect to develop a metric and baseline numbers.

Metrics: MUSD Facilities Plan, Parent Surveys, Annual updates of school site Safety Plans, Reduction in discipline incidents, Williams Act Fit assessments, EC 107002(d), SARC, Suspension Rates, Pupil Expulsion Rate, School Health Index measurement, Healthy Kids Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 The CWA department will provide support in implementing programs that improve school climate. District and site funds may be used to provide programs, professional development for staff and students, and curriculum that encourages positive discipline, character education, and reduces chronic absentees, discipline incidents and dropout rates. Example of such expenditures includes increased counseling time, training for SSAs, peer resource programs, conflict resolution programs, character education programs, drug awareness programs, decision skill building, contracted behavioral programs, cultural proficiency training, PBIS training, Point Break classes.</p>	District-wide	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>a. Workshops, Assemblies, Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$23,000</p> <p>b. Training Materials 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>c. Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p> <p>d. Professional Development 5000-5999: Services And Other Operating Expenditures Base \$10,000</p>
<p>3.2 Students may be recognized for outstanding academics,</p>	District-wide	<p><u>X</u> All OR:</p>	<p>a. Student Incentives (Cost included in goal 2.1.j) 4000-4999: Books And Supplies Supplemental 0</p>

attendance and character.		<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)	
3.3 Deferred, routine, and emergency projects as well as modernization projects as outlined in the Master Facilities Plan will occur.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Classified Salaries (Cost included in goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0 b. Contracted Services 5000-5999: Services And Other Operating Expenditures Base \$1,340,771 c. Supplies and Materials 4000-4999: Books And Supplies Base \$217,000 d. Equipment 6000-6999: Capital Outlay Base \$656,000 e. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
3.4 Phase 1 of Measure G modernization projects focusing on health and safety consistent will occur	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Equipment (Cost included in goal 1.17.a) 6000-6999: Capital Outlay Other 0 b. Supplies (Cost included in goal 1.17.b) 4000-4999: Books And Supplies Other 0 c. Contracted Services (Cost included in goal 1.17.c) 5000-5999: Services And Other Operating Expenditures Other 0
3.5 Service related departments and their operational costs will be funded such as Nutrition Services, Facilities, Personnel, Information Technology, Risk Management, Maintenance, Grounds and Purchasing.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Contracted Services and Other Operating Services 5000-5999: Services And Other Operating Expenditures Base \$900,000 b. Materials and Supplies 4000-4999: Books And Supplies Base \$825,000
3.6 Health Services will support students' health as it relates	District-wide	<input checked="" type="checkbox"/> All OR:	a. Professional Development 5000-5999: Services And Other Operating Expenditures Base \$17,000

to academic needs. Examples include, but are not limited to: daily procedures per medical orders, crisis assistance, attendance at SST/IEP meetings to inform educational decisions, provide Health and Wellness service, and mandated screenings. Health Services may contract with an outside provider for counseling services.		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	b. Vaccines 5000-5999: Services And Other Operating Expenditures Other \$2,000 c. Certificated Salaries (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 d. Contracted Services for Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$451,000 e. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0 f. Professional Development 5000-5999: Services And Other Operating Expenditures Other \$8,000
3.7 Measure M modernization projects focusing on health and safety will occur	Schools: Phase 1 Schools: Sequoia, Shasta, Lincoln, Golden West, Lathrop, Phase II Schools: Brock Elliot, French Camp, George McParland , Joshua Cowell, Stella Brockman, WRHS, Sierra HS	X All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	a. Equipment 6000-6999: Capital Outlay Other \$980,000
3.8 Custodial products and equipment which are green will be purchased. Custodial staff will receive one full day of professional development on best custodial practices.	All	X All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: 	a. Supplies 4000-4999: Books And Supplies Base \$36,450 b. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0 c. Training, contracts, services 5000-5999: Services And Other Operating Expenditures Base \$2,050 d. Classified Salaries (Cost included in goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0

		(Specify)	
3.9 The Nutrition Education Department and the Health Services Department will meet quarterly with the site Health and Safety Committee consisting of one parent and one administrator from each school to in-service the committee on student health, positive student choices and its benefit to the school environment.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	a. Certificated Salaries (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 Employee benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0

LCAP Year 2: 2016 - 2017

Expected Annual Measurable Outcomes:	<p>The district has 100% appropriately assigned teachers and 97% with full credential, as verified by the Williams report. We expect to increase the rate of fully credentialed teachers. Because of class size reduction in 2014-2015, there were 37 vacancies, we expect to fill those vacancies within the 2015-2016 school year.</p> <p>All textbooks are in adequate supply and fair to excellent condition per the Williams Act. Zero students lack their own assigned textbooks and instructional materials. New ELA/ELD adopted material aligned to Common Core State Standards will be used in classrooms 9-12 in 15-16. We expect to maintain this.</p> <p>Projects in the Manteca Unified School District Facilities Plan projected for completion in 2015-16 will increase.</p> <p>Attendance rate from July 2014 to April 2015 was 94.2, we expect to increase the attendance rate.</p> <p>Chronic absenteeism rate for 2014 was 13.03%, dropout was 3.42%, and graduation rate was 92.8%. We expect to increase graduation rate while decreasing chronic absenteeism and dropout rates.</p> <p>Projects in the Manteca Unified School District Facilities Plan projected for completion in 2015-16 will occur.</p> <p>The most recent data available (2014) indicate a suspension rate of 7.3% and expulsion rate of 0.2%. We expect to decrease both suspension and expulsion rates.</p> <p>From the most recent available data, the 2012-2013 Healthy Kids Survey the following data Staff: 94% agreed or strongly agreed that their school is a safe place for staff. We expect this to increase. 85% of staff agreed or strongly agreed that Manteca USD was a supportive and inviting place to work. We expect this to increase.</p> <p>51 % of students surveyed felt safe at school all of the time compared to feeling safe outside of school 31% of the time. We expect this to increase. 63% of students reported a high connectedness to school. We expect this to increase.</p> <p>We do not have data to measure parent connectedness to school. We expect to develop a metric and baseline numbers.</p>
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Metrics: MUSD Facilities Plan, Parent Surveys, Annual updates of school site Safety Plans, Reduction in discipline incidents, Williams Act Fit assessments, EC 107002(d), SARC, Suspension Rates, Pupil Expulsion Rate, School Health Index measurement			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1</p> <p>The CWA department will provide support in implementing programs that improve school climate. District and site funds may be used to provide programs, professional development for staff and students, and curriculum that encourages positive discipline, character education, and reduces chronic absentees, discipline incidents and dropout rates. Example of such expenditures includes increased counseling time, training for SSAs, peer resource programs, conflict resolution programs, character education programs, drug awareness programs, decision skill building, contracted behavioral programs, cultural proficiency training, PBIS training, Point Break classes.</p>	District-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>a. Workshops, Assemblies, Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$23,000</p> <p>b. Training Materials 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>c. Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p> <p>d. Professional Development 5000-5999: Services And Other Operating Expenditures Base \$10,000</p>
<p>3.2</p> <p>Students may be recognized for outstanding academics, attendance and character.</p>	District-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>a. Student Incentives (Cost included in goal 2.1.j) 4000-4999: Books And Supplies Supplemental 0</p>
<p>3.3</p> <p>Deferred, routine, and emergency projects as well as modernization projects as outlined in the Master Facilities Plan will occur.</p>	All	<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>a. Classified Salaries (Cost included in goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>b. Contracted Services 5000-5999: Services And Other Operating Expenditures Base \$1,340,771</p> <p>c. Supplies and Materials 4000-4999: Books And Supplies Base \$217,000</p> <p>d. Equipment 6000-6999: Capital Outlay Base \$656,000</p> <p>f. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0</p>
<p>3.4</p> <p>Phase 1 of Measure G modernization projects focusing on health and safety consistent will occur</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	<p>a. Equipment (Cost included in goal 1.17a) 6000-6999: Capital Outlay Other 0</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>b. Supplies (Cost included in goal 1.17.b) 4000-4999: Books And Supplies Other 0</p> <p>c. Contracted Services (Cost included in goal 1.17.c) 5000-5999: Services And Other Operating Expenditures Other 0</p>
<p>3.5</p> <p>Service related departments and their operational costs will be funded such as Nutrition Services, Facilities, Personnel, Information Technology, Risk Management, Maintenance, Grounds and Purchasing.</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>a. Contracted Services and Other Operating Services 5000-5999: Services And Other Operating Expenditures Base \$900,000</p> <p>b. Materials and Supplies 4000-4999: Books And Supplies Base \$825,000</p>
<p>3.6</p> <p>Health Services will support students' health as it relates to academic needs. Examples include, but are not limited to: daily procedures per medical orders, crisis assistance, attendance at SST/IEP meetings to inform educational decisions, provide Health and Wellness service, and mandated screenings.</p>	District-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>a. Professional Development 5000-5999: Services And Other Operating Expenditures Base \$17,000</p> <p>b. Vaccines 5000-5999: Services And Other Operating Expenditures Other \$2,000</p> <p>c. Certificated Salaries (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0</p> <p>d. Contracted Services for Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$451,000</p> <p>e. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0</p> <p>f. Professional Development 5000-5999: Services And Other Operating Expenditures Other \$8,000</p>
<p>3.7</p> <p>Measure M modernization projects focusing on health and safety will occur</p>	Schools: Phase 2 Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>a. Equipment 6000-6999: Capital Outlay Other \$980,000</p>
<p>3.8</p> <p>Custodial products and equipment which are green will</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>a. Supplies 4000-4999: Books And Supplies Base \$36,450</p> <p>b. Employee Benefits (Cost included in goal 1.1.d) 3000-3999:</p>

be purchased. Custodial staff will receive one full day of professional development on best custodial practices.		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Employee Benefits Base 0 c. Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,050 d. Classified Salaries (Cost included in goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0
3.9 The Nutrition Education Department and the Health Services Department will meet quarterly with the site Health and Safety Committee consisting of one parent and one administrator from each school to in-service the committee on student health, positive student choices and its benefit to the school environment.	All	<u>X</u> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	a. Certificated Salaries (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0

LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes:	<p>The district has 100% appropriately assigned teachers and 97% with full credential, as verified by the Williams report. We expect to increase the rate of fully credentialed teachers. Because of class size reduction in 2014-2015, there were 37 vacancies, we expect to fill those vacancies within the 2015-2016 school year.</p> <p>All textbooks are in adequate supply and fair to excellent condition per the Williams Act. Zero students lack their own assigned textbooks and instructional materials. New ELA/ELD adopted material aligned to Common Core State Standards will be used in classrooms 9-12 in 15-16. We expect to maintain this.</p> <p>Projects in the Manteca Unified School District Facilities Plan projected for completion in 2015-16 will increase.</p> <p>Attendance rate from July 2014 to April 2015 was 94.2, we expect to increase the attendance rate.</p> <p>Chronic absenteeism rate for 2014 was 13.03%, dropout was 3.42%, and graduation rate was 92.8%. We expect to increase graduation rate while decreasing chronic absenteeism and dropout rates.</p> <p>Projects in the Manteca Unified School District Facilities Plan projected for completion in 2015-16 will occur.</p> <p>The most recent data available (2014) indicate a suspension rate of 7.3% and expulsion rate of 0.2%. We expect to decrease both suspension and expulsion rates.</p> <p>From the most recent available data, the 2012-2013 Healthy Kids Survey the following data</p> <p>Staff: 94% agreed or strongly agreed that their school is a safe place for staff. We expect this to increase.</p> <p>85% of staff agreed or strongly agreed that Manteca USD was a supportive and inviting place to work. We expect this to increase.</p> <p>51 % of students surveyed felt safe at school all of the time compared to feeling safe outside of school 31% of the time. We expect this to</p>
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increase.

63% of students reported a high connectedness to school. We expect this to increase.

We do not have data to measure parent connectedness to school. We expect to develop a metric and baseline numbers.

Metrics: MUSD Facilities Plan, Parent Surveys, Annual updates of school site Safety Plans, Reduction in discipline incidents, Williams Act Fit assessments, EC 107002(d), SARC, Suspension Rates, Pupil Expulsion Rate, School Health Index measurement, Healthy Kids Survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 The CWA department will provide support in implementing programs that improve school climate. District and site funds may be used to provide programs, professional development for staff and students, and curriculum that encourages positive discipline, character education, and reduces chronic absentees, discipline incidents and dropout rates. Example of such expenditures includes increased counseling time, training for SSAs, peer resource programs, conflict resolution programs, character education programs, drug awareness programs, decision skill building, contracted behavioral programs, cultural proficiency training, PBIS training, Point Break classes.</p>	District-wide	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>a. Workshops, Assemblies, Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$23,000</p> <p>b. Training Materials 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>c. Contracted Services 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p> <p>d. Professional Development 5000-5999: Services And Other Operating Expenditures Base \$10,000</p>
<p>3.2 Students may be recognized for outstanding academics, attendance and character.</p>	District-wide	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>a. Student Incentives (Cost included in goal 2.1.j) 4000-4999: Books And Supplies Supplemental 0</p>
<p>3.3 Deferred, routine, and emergency projects as well as modernization projects as outlined in the Master Facilities Plan will occur.</p>	All	<p><u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent</p>	<p>a. Classified Salaries (Cost included in goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0</p> <p>b. Contracted Services 5000-5999: Services And Other Operating Expenditures Base \$1,340,771</p> <p>c. Supplies and Materials 4000-4999: Books And Supplies</p>

		English proficient _ Other Subgroups: (Specify)	Base \$217,000 d. Equipment 6000-6999: Capital Outlay Base \$656,000 e. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0
3.4 Phase 1 of Measure G modernization projects focusing on health and safety consistent will occur	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Equipment (Cost included in goal 1.17.a) 6000-6999: Capital Outlay Other 0 b. Supplies (Cost included in goal 1.17.b) 4000-4999: Books And Supplies Other 0 c. Contracted Services (Cost included in goal 1.17.c) 5000-5999: Services And Other Operating Expenditures Other 0
3.5 Service related departments and their operational costs will be funded such as Nutrition Services, Facilities, Personnel, Information Technology, Risk Management, Maintenance, Grounds and Purchasing.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Contracted Services and Other Operating Services 5000-5999: Services And Other Operating Expenditures Base \$900,000 b. Materials and Supplies 4000-4999: Books And Supplies Base 825,000
3.6 Health Services will support students' health as it relates to academic needs. Examples include, but are not limited to: daily procedures per medical orders, crisis assistance, attendance at SST/IEP meetings to inform educational decisions, provide Health and Wellness service, and mandated screenings.	District-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Professional Development 5000-5999: Services And Other Operating Expenditures Base \$17,000 b. Vaccines 5000-5999: Services And Other Operating Expenditures Other \$2,000 c. Certificated Salaries (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 d. Contracted Services for Counseling 5000-5999: Services And Other Operating Expenditures Supplemental \$451,000 e. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0 f. Professional Development 5000-5999: Services And Other Operating Expenditures Other \$8,000
3.7 Measure M modernization projects focusing on health and safety will occur	Phase 3 Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	a. Equipment 6000-6999: Capital Outlay Other b. \$980,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3.8 Custodial products and equipment which are green will be purchased. Custodial staff will receive one full day of professional development on best custodial practices.	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Supplies 4000-4999: Books And Supplies Base \$36,450 b. Employee Benefits (Cost included in goal 1.1.d) 3000-3999: Employee Benefits Base 0 c. Professional Development 5000-5999: Services And Other Operating Expenditures Base \$2,050 d. Classified Salaries (Cost included in goal 1.1.c) 2000-2999: Classified Personnel Salaries Base 0
3.9 The Nutrition Education Department and the Health Services Department will meet quarterly with the site Health and Safety Committee consisting of one parent and one administrator from each school to in-service the committee on student health, positive student choices and its benefit to the school environment.	All	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Certificated Salaries (Cost included in Goal 1.1.a) 1000-1999: Certificated Personnel Salaries Base 0 b. Employee Benefits (Cost included in Goal 1.1.d) 3000-3999: Employee Benefits Base 0

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites 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: All MUSD students grades Pre-K through grade 12 will have access to a world class education that supports all students achieving or exceeding proficiency, meets the unique individual needs of students, and prepares them for future success		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	All MUSD schools		
	Applicable Pupil Subgroups:	All MUSD students.		
Expected Annual Measurable Outcomes:	<p>For Grades K-12, baseline metrics will be established for the implementation of Common Core standards. A District Walk Through Program will be used to measure implementation of Common Core State Standards. Instructional practices, use of technology to instruct, and assessment in Math, ELA/ELD, and Technology will be measured.</p> <p>At the Elementary Level, an assessment model will be developed using Curriculum Based E Assessments or/and Curriculum Committee created assessments.</p> <p>At the High School Level, input will be taken on the development of curriculum guides. Availability to technology will increase for students from once a week to daily.</p> <p>A District decrease in dropout rate and a decrease in discipline from most recent available data.</p> <p>Metrics: Graduation rates, district benchmark assessments, CAHSEE pass rates, AP test pass rates, EAP pass rates, enrollment in CTE pathways programs, course passage rates with C or higher, A-G enrollment and passage rates, decrease in dropout rates, suspensions and expulsions Percentage of highly qualified teachers.</p>		Actual Annual Measurable Outcomes:	<p>The district has 100% appropriately assigned teachers and 97% with full credential, as verified by the Williams report. We expect to increase the rate of fully credentialed teachers. Because of class size reduction in 2014-2015, there were 37 vacancies, we expect to fill those vacancies within the 2015-2016 school year.</p> <p>All textbooks are in adequate supply and fair to excellent condition per the Williams Act. Zero students lack their own assigned textbooks and instructional materials. . Going Digital project deploying 23,180 student devices and 1,217 teacher devices. 1,674 wireless access points were added across 33 campuses. 1,088 families attended information sessions. Over 11,470 hours of staff development related to technology was completed by teachers by February 2015. Staff data related to Common Core implementation and use of technology for instruction as measured in Staff surveys and data gathered through Walkthroughs show 59% of teachers feel confident integrating technology with instruction, 41% are not. 70% of teachers felt integrating technology into their curriculum was important for student success. 28% of teachers felt training had been adequate with the remaining 72% wanting more training.</p> <p>Manteca USD is school sites for safety and health issues and projects were prioritized in the Manteca Unified School District Master Facilities Plan. Facilities improvements have begun.</p> <p>FIT results: Facilities as measured in Ed Code section 17002(d) measuring systems, interior surfaces, Cleanliness, Electrical, Restroom, Fountains, Safety, Structural, External were reported with an overall rating of 98 listed as good.</p>

19% of teachers reported via data collected using the MUSD Walk Throughs, the tool to measure Common Core Implementation, observing teacher designed lessons with rigor utilizing higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge to adjust instructional strategies. MUSD Walk Throughs Part 1 measuring implementation of Common Core State Standards (CCSS) were completed by all schools grades K-12. Walk Throughs part 2 will be completed during the 2014-2015 school year for K-8 schools. Walk Throughs Part 2 used data from Part 1 to identify implementation needs. This data is being used to develop site specific action plans.

The following data is related the level of Common Core implementation:

Classroom observation of cooperative learning groups and student talks 66%

Teachers utilization of academic language 57%

Use of non-fiction writing strategies 33%

Teacher analyzes formative assessment results and adjusts instruction 10%

Student read and interpret nonfiction text 32

Teacher engages students in writing that persuades, explains, or conveys experiences 26%

Incorporates speaking and listening skills 64%

As outlined in the Manteca Unified School District Title III plan, an EL Coordinator continues to oversee the implementation of the ELA/ELD CCS standards and support staff in providing programs and services to EL students. Examples of these services include increased professional development on best instructional practices for EL students, effective designated and integrated CCSS and instruction to enable students' access to the curriculum across all areas. A site ELD Walk Through may be used for sites to measure implementation. Seven schools have received training on ELA/ELD implementation.

In relation to Parent Involvement, 2013-2014 survey results show a drop of 9.1% reduction in parent involvement activities such as attending Back to School Night and Parent Conferences and volunteering in the classroom. Numbers from 2013-2014 show 140 parents sitting on advisory committees and regularly attending meetings to inform decisions. In 2014-2015 140 parents continued to sit on committees but attendance averaged

70% resulting in a slight decrease in participation in decision making committees. Foster parents and parents of low income students sat on advisory councils with low income accounting for over 70% of the committee. Only 1% of the parent participants on the District Advisory Council were parents of foster students which mirrors the percentage of the foster population. As part of the Manteca USD Foster Student Plan, each foster student had an intake meeting with their foster parent, social worker, and school staff to better coordinate the student's home/school supports in their educational program. 10% of the parents on the District Advisory Council were parents of students with special needs. The Special Education Department has offered trainings but will increase these to monthly trainings and meetings for parents of special needs students based on a recent needs assessment. Parents of exceptional students will participate in 504, SST, and IEP meetings as partners in making educational decisions. Trainings will emphasize parents as partners with educators in their child's education. Trainings emphasize parents as partners with educators in their child's education. English Learner Advisory Council regularly had 80-90 parent attendees. English Learner parents received technology training to assist students as they Go Digital! English Learner parents also have site advisory committee meetings four times a year to inform, train, and gather input on English Learner programs.

High School Assistant Principals, counselors, and District staff assessed master schedules for course access, including EL access to ELD classes, Special Needs Students to core classes as well as their support classes as dictated by their IEP, foster students credit recovery and path to graduation, and low income students access to all core classes. Master Schedules were assessed by site administration to ensure access to all core classes. Counselors reviewed students of each subgroup including foster, EL, low income, and special needs for appropriate schedules which offer support when needed with the goal of graduation. Special needs student's schedules are dictated by their individual education plans. Emphasis is put on the least restrictive environment.

Recognizing that Students with Disabilities have unique needs, services to ensure services such as alternative school sites which may be public or non-public, annual meetings, extended school year for students meeting MUSD extended school year criteria, and appropriate curriculum were available as determined by the

	<p>student's IEP.</p> <p>Interventions for English Learners, Foster students, and Low Income students as well as all at risk students included Gradpoint, Read 180, ELD 3D, Moving Into English, Math 180, Rosetta Stone, Aleks, and Classworks which allowed students to gain skills that will gave them access to grade level curriculum in order to attain grade level skills and proficiency.</p> <p>Of courses covered in 51220 (Math, English Language Arts, Social Science, Science, Visual, Performing Arts, Health, PE), only math K-8 had new math states standards aligned assessments developed. We expect to develop state aligned assessments in ELA for 15-16. We expect to develop state aligned assessments in math for grades 9-12. Rigorous Design Curriculum training has occurred in grades 7-12. Common finals are expected to be developed in Social Science, Science, Visual, Performing Arts, Health, and PE.</p> <p>We expect to develop a database to track end of course assessment results in Math, English Language Arts, Social Science, Science, Science, Visual, Performing Arts, Health, PE. Baseline subject pass rates as well as subgroup data will be accumulated.</p> <p>Effectiveness: While comparison data does not yet exist, teacher surveys indicate increased use of standards aligned instruction indicating actions/services have been effective on increasing CCSS aligned instruction. Increases in CCSS aligned instruction, increased technology, and continued revisions of district assessment indicate progress is being made.</p> <p>Stakeholders indicated in LCAP input meetings that they felt Actions, Services, and Expenditures were appropriate and were effectively leading to progress towards Goals. Stakeholders identified the need for more descriptive and detailed Actions and Services in order for better understanding of all the Actions and Services and why certain expenditures would be required of an Action and Service. Stakeholders identified the need for dollar amounts to be aligned to expenditures. Stakeholders also indicated that Actions and Services needed to be more detailed to fully capture the educational picture in Manteca Unified School District.</p>
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			<p>Increased access to interventions for EL, Low Income, Foster, Special Needs, and all at risk students to allow for district-wide student access to a world class education was reported via counselor input at the high school level. While interventions at the elementary level increased, some sites reported increased needs for more funds for after school tutorials.</p> <p>Strategies to increase parent input particularly of the unduplicated student populations while not ineffective as evidenced by the 150 parents who gave input on the LCAP and school plans, did not lead to the expected increase in parent involvement. The 2014-2015 LCAP increases outreach and more closely defines.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Students will receive instruction from highly qualified staff trained to implement the Common Core State Standards	a. Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$86,932,026	Due to the grade span adjustment and other factors impacting California Teacher staffing, 97% of Manteca USD teachers are highly qualified down from 99% in 2012 and 2013.	a. Certificated Salaries 1000-1999 Base \$67,793,511
	b. Classified Salaries 2000-2999: Classified Personnel Salaries Base \$17,005,714		b. Classified Personnel Salaries 2000-2999 Base \$15,083,913
	c. Paraprofessional Salaries 2000-2999 Base \$2,680,000		c. Paraprofessional Salaries 2000-2999 Other \$2,940,090
	d. Professional Development 5800 Base \$300,000		d. Professional Development 5800 Supplemental and Concentration \$305,760
	e. Employee Benefits 3000-3999 Base \$17,102,795		e. Employee Benefits 3000-3999 Base \$18,816,080
	f. Professional Development Materials 5800 Supplemental		f. Professional Development Materials 4000-4999 Supplemental and Concentration \$48,000

		<p>\$50,000</p> <p>g. Common Core Coordinators, Mathematics, ELA, Technology, ELD 1000-1999: Certificated Personnel Salaries Other \$219,000</p> <p>h. Program Coordinator ELD 1000-1999: Certificated Personnel Salaries Other \$70,000</p> <p>i. Program Coordinators 1000-1999 Other \$1,600,000</p> <p>j. Activities and Fees to Ensure Teachers are Highly Qualified 5000-5999 Other \$0</p>		<p>g. Common Core Coordinators, Mathematics, ELA, Technology, ELD 1000-1999 Other \$272,240</p> <p>h. Program Coordinator ELD 1000-1999 Other \$76,986</p> <p>i. Program Coordinators 1000-1999 Other \$1,427,683</p> <p>j. Activities and Fees to Ensure Teachers are Highly Qualified 5000-5999 Other \$0</p> <p>k. Certificated Salaries 1000-1999 Other \$12,765,365</p> <p>l. Employee Benefits 3000-3999 Other \$2,678,623</p>	
Scope of Service	District-wide		Scope of Service	District-wide	
<p><u>X</u> 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><u>X</u> 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>1.2</p> <p>Students will have access to the core curriculum aligned with California Common Core State Standards. Curriculum includes adopted standards aligned material as well as supplementary materials and materials to bridge CCSS implementation with availability of state adopted materials. Materials may be cross curricular including Math, English, Social Studies, Science, Visual Arts, Performing Arts, Health and PE. Materials may include traditional as well as non-traditional delivery models.</p>		<p>Mathematics Curriculum Aligned to Common Core State Standards, New Adoption 4000-4999: Books And Supplies Other \$3,500,000</p> <p>ELA/ELD 4000-4999: Books And Supplies Base \$0</p> <p>Intervention Materials 4000-4999: Books And Supplies Supplemental \$10,000</p> <p>Intervention Programs Including but not Limited to Web Based Programs 5000-5999: Services And Other Operating Expenditures Concentration \$150,000</p>	<p>Students grades K-12 have new CCSS aligned Mathematics programs. Sites have been supplementing CCSS aligned curriculum for other core areas until California adoptions occur.</p>		<p>a. Mathematics Curriculum Aligned to Common Core State Standards, New Adoption (purchased in 2013-2014) 4000-4999 Other 0</p> <p>b. ELA/ELD 4000-4999 Supplemental and Concentration \$5,000</p> <p>c. Intervention Materials 4000-4999 Supplemental and Concentration \$5,000</p> <p>d. Intervention Programs Including but not Limited to Web Based Programs 5000-5999 Supplemental and Concentration \$132,665</p> <p>e. Mathematic Curriculum Aligned to</p>

Instructional supplies and operating expenses such as copier and copying costs will be funded.		Mathematics Curriculum Aligned to Common Core State Standards, New Adoption 4000-4999: Books And Supplies Base \$0		Common Core State Standards, New Adoption (purchased in 2013-2014) 4000-4999 Base \$0	
		Crosscurricular Materials for Common Core State Standards Implementation (Cost included in Goal 1.2) 4000-4999: Books And Supplies Concentration \$0		f. Crosscurricular Materials for Common Core State Standards Implementation 4000-4999 Supplemental and Concentration \$10,000	
		Copiers (Cost included in Goal 1.2) 5000-5999: Services And Other Operating Expenditures Base \$0		g. Copiers 5000-5999 Base \$100,000	
		Instructional Supplies 4000-4999: Books And Supplies Base \$100,000		h. Instructional Supplies 4000-4999 Supplemental and Concentration \$3,300	
		Copying Costs 5000-5999: Services And Other Operating Expenditures Base \$400,000		i. Copying Costs 5000-5999 Base \$200,000	
		Print Shop Costs 5000-5999: Services And Other Operating Expenditures Base \$0		j. Print Shop Costs 5000-5999 Base \$100,000	
		Scope of Service		District-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
1.3 Support services and interventions to ensure high school students are on a college or career pathway including annual consultation for high school students on course access, A-G requirements, graduation requirements, AP course interest, and credit evaluation. Evaluation of all 7-8 students to identify at risk students will		Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$2,150,000 Supplemental Counselors 1000-1999: Certificated Personnel Salaries Concentration \$490,000 Intervention Materials 4000-4999: Books And Supplies Supplemental \$10,000	Two additional counselor at each site have increased 7-12 student contact. Procedures for supporting foster, EL, and Low Income students have been implemented and are supported by the Director of Secondary Education, the Director of Health Services, District Counselor, and site administrators	a. Counselors 1000-1999 Base \$1,562,048 b. Supplemental Counselors 1000-1999 Supplemental and Concentration \$360,536 c. Intervention Materials 4000-4999 Supplemental and Concentration \$10,000	

occur annually. Interventions for at risk students include Read 180, System 44, ELD 3D, Math 180, Rosetta Stone, and Classworks		Intervention Materials 4000-4999: Books And Supplies Other \$10,000		d. Intervention Materials 4000-4999 Other \$4,000
				e. Employee Benefits 3000-3999 Base \$376,841
				f. Employee Benefits 3000-3999 Supplemental and Concentration \$92,352
Scope of Service	District-wide		Scope of Service	District-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)				
1.4 Students and staff will have access to technology in order to individualize instruction, address different learning styles, increase access to the core curriculum, increase parent curriculum awareness, increase engagement, and create 21st century learners.		Staff Technology Devices 4000-4999: Books And Supplies Other \$500,000	A 30 million dollar Going Digital Project which increases Teacher technology training, improves infrastructure, and provides students' grades K-12 with a one to one device has increased access to technology and changed the way learning occurs. 1, 217 Teacher Devices and 23,180 student devices were deployed. 1088 families attended information nights. 23,000 parent information packets were mailed home.	a. Staff Technology Devices 4000-4999 Other \$498,473
		Student Technology Devices 4000-4999: Books And Supplies Other \$10,000,000		b. Student Technology Devices 4000-4999 Other \$14,827,401
		Hardware 6000-6999: Capital Outlay Other \$1,000,000		c. Hardware 6000-6999 Base \$6,000
		Classified Personnel 2000-2999: Classified Personnel Salaries Base \$3,571,000		d. Classified Personnel 2000-2999 Supplemental and Concentration \$896,150
		Infrastructure 6000-6999: Capital Outlay Base \$500,000		e. Infrastructure 6000-6999 Base \$6,633,446
		Students and staff will Receive Training to Optimize use of Technological Tools and Programs 5000-5999: Services And Other Operating Expenditures Base \$1,135,000		f. Students and staff will Receive Training to Optimize use of Technological Tools and Programs 5000-5999 Supplemental and Concentration \$1,081,823
		Peripherals 4000-4999: Books And Supplies Supplemental \$0		g. Peripherals 4000-4999 Supplemental and Concentration \$3,300
				h. Infrastructure 6000-6999 Other \$5,000
				i. Employee Benefits 3000-3999

		Infrastructure 6000-6999: Capital Outlay Other \$0		Supplemental and Concentration \$188,260
Scope of Service	District-wide		Scope of Service	District-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)				
1.5 Students will have access to Career Technical Education at each high school and at the high school continuation schools		Instructional Supplies 4000-4999: Books And Supplies Base \$50,000 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$0	4 high schools and 1 alternative ed high school are in the planning phase of CTE pathways programs at their site.	a. Instructional Supplies 4000-4999 Base \$50,000 b. Professional Development 5000-5999 Base \$1,000
Scope of Service	All		Scope of Service	All
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
1.6 Student teacher ratios will be reduced in grades K-3 to 30		Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$883,283 Certificated Benefits 3000-3999: Employee Benefits Base \$234,797	Grade span adjustment in grades K-3 to thirty (increase of 6-FTE)	a. Certificated Salaries 1000-1999 Base \$408,000 b. Certificated Benefits 3000-3999 Base \$107,497 c. Instructional Materials Such as Increased Teacher Resources (Cost included in Goal 1.2) 4000-4999 Base \$0

		Instructional Materials Such as Increased Teacher Resources (Cost included in Goal 1.2) 4000-4999: Books And Supplies Base \$0			
Scope of Service	All		Scope of Service	All	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
1.7 MUSD will provide school readiness programs for 4 year olds		Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$227,000 Classified Staff 2000-2999: Classified Personnel Salaries Base \$54,730 Instructional Materials 4000-4999: Books And Supplies Base \$63,837 Bridge Programs May be Offered to Transition Students from PK to Kindergarten or from PK to Transitional Kindergarten (Cost included in Goal 1.7) 1000-1999: Certificated Personnel Salaries Other \$0 Preparation Materials may be Offered to Incoming students (Cost included in Goal 1.7.c) 4000-4999: Books And Supplies Other \$0	School readiness is provided to MUSD 4 year olds meeting program requirements through the Department of School Readiness		a. Certificated Staff 1000-1999 Other \$148,134 b. Classified Staff 2000-2999 Other \$44,284 c. Instructional Materials 4000-4999 Other \$33,818 d. Bridge Programs May be Offered to Transition Students from PK to Kindergarten or from PK to Transitional Kindergarten (Cost included in Goal 1.7.a) 1000-1999 Other \$0 e. Preparation Materials may be Offered to Incoming Students (Cost included in Goal 1.7.c) 4000-4999 Other \$0 f. Employee Benefits 3000-3999 Other \$36,686
Scope of Service	All		Scope of Service	All	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: _ Low Income pupils			OR: _ Low Income pupils		

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1.8 MUSD students will have access to engaging educational programs such as LOGIC, AgVenture, and Planet Party, and Energy Education		Instructional Materials 4000-4999: Books And Supplies Base \$100,000	MUSD students will access to LOGIC, AgVenture, and Planet Party by May 29, 2015.		a. Instructional Materials 4000-4999 Base \$1,918
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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)		
1.10 Alternative schools will be available to best serve the needs of students.		Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental \$2,243,000 Classified Staff (Cost included in Goal 1.1) 2000-2999: Classified Personnel Salaries Supplemental \$0 Instructional Supplies 4000-4999: Books And Supplies Supplemental \$20,000 Facilities Maintenance 5000-5999: Services And Other Operating Expenditures Supplemental \$0	Manteca Day School, Calla High School, and New Vision High School are available to meet the needs of students.		a. Certificated Staff 1000-1999 Supplemental and Concentration \$2,292,358 b. Classified Staff 2000-2999 Supplemental and Concentration \$671,560 c. Instructional Supplies 4000-4999 Supplemental and Concentration \$58,168 d. Facilities Maintenance 5000-5999 Supplemental and Concentration \$0 e. Employee Benefits 3000-3999 Supplemental and Concentration \$934,330
Scope of Service	District-wide		Scope of Service	District-wide	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As a result of reviewing progress, expenditures, actions and services, the following changes were made: <ul style="list-style-type: none"> • Priorities addressed in the 2014-2015 LCAP were found by the stakeholders to be to 1, 2,3,7,8 as those were the priorities determined by stakeholder to best align to the goal and the supporting Actions/Services. However, in the 2015-2016 LCAP the priorities will be 1,2,3,7 as the Actions/Services in 2015-2016 reflect those priorities. • Initially 1.2.b was going to be funded with base but funding changed to supplemental to reflect increase services to English Learners. • 1.1.d. and 1.5.b., funding sources in 2014-2015 LCAP were marked as Base but supplemental/concentration was used 			

instead.

- 1.7 a,b,c, and f had estimated budget amounts from base but received a grant and paid for services with the grant instead of base.
- Addition of words “innovative ways of teaching and learning” to illustrate Manteca Unified School District commitment to developing critical career related skills individualized for each student
- Action 1.1 Support staff listed (Administrators, LSTs, DSTs, Paraprofessionals, Coordinators, Counselors, Program Specialist, Directors, Occupational Therapists, Teachers on Special Assignment to better illustrate the support staff currently in Manteca Unified School District)
- Reasons for hiring new staff added
- Addition of rigorous and relevant curriculum
- All certificated and classified salaries listed in total for ease of stakeholder understanding.
- 1.2 Mathematics adoption eliminated because the adoption has been completed and replaced by 9-12 ELA/ELD adoption.
- Funding sources changed from concentration to supplemental as management code for supplemental includes concentration funds.
- New adoptions HS Foreign Language, AP History, CAHSEE, TK Mathematics, Family Life, TCI Social Studies
- Previous 1.3 from 2014-2015 moved to new goal 2. 2015-2016 1.3 technology Actions and Services will include professional development for teachers, staff, and students as this is a need identified in stakeholder meetings, surveys, and needs assessments
- 1.4 Previous technology Actions and Services now a Professional Development related Actions and Services as this is a need identified in Stakeholder meetings, surveys, and needs assessments
- New 1.5 grade span reduction to 29, previously grade span was 1.6 in 2014-2015
- 2014-2015 1.5 was moved to 1.8 on the 2015-2016 LCAP and specific new career pathway academies were identified for better stakeholder understanding
- 2014-2015 1.7 School Readiness Action and Service became 1.6 in 2015-2016 and better explains full array of School Readiness Department services for students
- 1.9 Parent information nights related to SBAC and Common Core State Standards moved to 1.14 in the 2015-2016 LCAP to illustrate the parent involvement activities of multiple departments and the increase in parent involvements activities including events which are informational, input gathering, and trainings.
- 2014-2015 1.10 Alternative Schools Action and Service moved to 2015-2016 1.9
- In 2015-2016 Actions and Service were added in the following areas: Alignment to the Title III Plan for English Learners (1.11), Transportation (1.12), Databases (1.16) Career Pathways Alliance (1.15), Adult Education (1.16), Nutrition Education (1.17) as they had previously been omitted
- Reasons for hiring new staff added
- Each expenditure has an estimated budgeted amount rather than a summary at the end of the goal for better stakeholder understanding

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	2: In order to provide a safe and healthy learning environment, on-going maintenance updates and deferred maintenance will be funded as well as all operational costs.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input 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 type="checkbox"/>
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year LCAP:			COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	All MUSD Schools	
	Applicable Pupil Subgroups:	All MUSD students	
Expected Annual Measurable Outcomes:	<p>Improved facilities, reduction in student suspensions and expulsions, increase in students' feelings of safety on site surveys</p> <p>Metrics: MUSD Facilities Plan, Parent Survey, California Healthy Kids Survey Results, Annual updates of School Site Safety Plans, Reduction in discipline incidents, Williams Act FIT assessments, EC 17002 (d), SARC</p>		<p>Actual Annual Measurable Outcomes:</p> <p>Review of the 2014-2015 LCAP indicated that only Priorities 1 and 6 were covered in Goal 2. Priorities 3, 4, 5, and 8 will be addressed in actual outcome summaries for other goals as the Actions and Services were more closely aligned with those priorities.</p> <p>The district has 100% appropriately assigned teachers and 97% with full credential, as verified by the Williams report. We expect to increase the rate of fully credentialed teachers. Because of class size reduction in 2014-2015, there were 37 vacancies, we expect to fill those vacancies within the 2015-2016 school year.</p> <p>All textbooks are in adequate supply and fair to excellent condition per the Williams Act. Zero students lack their own assigned textbooks and instructional materials. New ELA/ELD adopted material aligned to Common Core State Standards will be used in classrooms 9-12 in 15-16</p> <p>Manteca USD projects were prioritized for safety and health issues in the Manteca Unified School District Master Facilities Plan. Facilities improvements have begun.</p> <p>Schools did a major rewrite of their School Safety Plans in 2013-2014 and annually make necessary changes based on needs.</p> <p>FIT results: Facilities as measured in Ed Code section 17002(d) measuring systems, interior surfaces, Cleanliness, Electrical, Restroom, Fountains, Safety, Structural, External were reported with an overall rating of 98 listed as good.</p> <p>Chronic absenteeism rate for 2014 was 13.03% and the dropout rate was 3.42%.</p> <p>Middle school dropout rate was 1.3. We expect to maintain or</p>

decrease this.

The graduation rate was 93.8%. We expect to maintain or increase this rate.

Middle school dropout rate was 1.3. .

Attendance rate was 94.2.

Chronic absenteeism rate for 2014 was 13.03%, high school dropout was 3.42%, and graduation rate was 92.8%.

Manteca Unified School District has a suspension rate of 7.26%. Subgroups that exceed that rate include American Indian with 13.02%, Pacific Islander with 7.66, African Americans with 18.76, Whites with 7.28%, Students identifying with two or more races 7.59%, and Foster students with 8.55%.

From the most recent available data, the 2012-2013 Healthy Kids Survey the following data

Staff: 94% agreed or strongly agreed that their school is a safe place for staff. We expect this to increase.

85% of staff agreed or strongly agreed that Manteca USD was a supportive and inviting place to work. We expect this to increase.

51 % of students surveyed felt safe at school all of the time compared to feeling safe outside of school 31% of the time. We expect this to increase.

63% of students reported a high connectedness to school. We expect this to increase.

We do not have data to measure parent connectedness to school. We expect to develop a metric and baseline numbers.

Manteca Unified School District has an expulsion rate of .214%. Subgroups that exceed that rate include Pacific Islanders with .418%, and African Americans with .817%. 55 students were expelled in total, 24 Hispanics, 18 African Americans, 8 Whites, 2 Asians, 2 Hispanics, 2 English Learners, 1 Filipino, 1 Pacific Islander, 18 were low income (Total does not add to 55 because students may be in more than one demographic group).

			<p>Effectiveness: Stakeholders felt actions and services effectively led to progress being made on the health and safety issues on campus. Prioritization of projects has occurred. Positive indicators include a Good FIT rating and no Williams Act findings. Further work must be done. Identified Actions and Services such as Point Break, PBIS, and Character Counts are showing reduction in discipline incidents of up to 10% in schools with fidelity to the programs.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
2.1 Health Services will provide procedures as needed during the school day per medical orders	Health Services Salaries 2000-2999: Classified Personnel Salaries Base \$1,075,000	Health Services are provided procedures as needed during the school day per medical orders	a. Health Services Certificated Salaries 1000-1999 Base \$470,081
			b. Health Services Classified Salaries 2000-2999 Base \$177,162
			c. Employee Benefits 3000-3999 Base \$149,339
Scope of Service	All	Scope of Service	All
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Health Services Staff will provide assistance during school site crisis	No Additional Cost	Health Service Staff has been available during medical emergencies on site as well as supporting students and staff with grief due to the loss of staff and students.	a. No Additional Cost
Scope of Service	All	Scope of Service	All

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<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)			
2.3 Health Services Staff may attend IEP, 504, and SST meetings to inform educational decisions related to health		No Additional Cost		Health Services Staff regularly attend IEP, 504, and SST meetings to inform educational decisions related to health		a. No Additional Cost
Scope of Service	All			Scope of Service	All	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				<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)		
2.4 Health Service will provide Health and Wellness services		Vaccines 5000-5999: Services And Other Operating Expenditures Base \$10,000		Health Service staff provides a flu shot clinic for staff, students and families		a. Vaccines 5000-5999 Base \$400
Scope of Service	All			Scope of Service	All	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				<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)		

2.5 Health Services will provide mandated screenings		Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000	Sight, hearing, and scoliosis screenings are examples of health screenings provided by Health Services this year.	a. Contracted Services 5800 Base \$54,609	
		Professional Development 5000-5999: Services And Other Operating Expenditures Base \$10,000		b. Professional Development 5000-5999 Base \$1,202	
		Training and Screening Materials 4000-4999: Books And Supplies Base \$10,000		c. Training and Screening Materials 4000-4999 Base \$0	
Scope of Service	All		Scope of Service	All	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> 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)		
2.6 Transportation may be provided to students based on MUSD criteria		Transportation Operating Expenses 5000-5999: Services And Other Operating Expenditures Base \$6,000,000	Transportation has been provided per MUSD criteria	a. Capital Outlay 6000-6999: Capital Outlay Base \$610,529	
		Transportation Staff 2000-2999: Classified Personnel Salaries Base \$0		b. Transportation Staff 2000-2999 Base \$2,432,461	
				c. Employee Benefits 3000-3999 Base \$683,264	
				d. Supplies including fuel 4000-4999 Base \$1,263,273	
				e. Services & Other Operating Expenditures 5000-5999 Base \$106,332	
Scope of Service	All		Scope of Service	All	
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All		
OR:			OR:		
<input type="checkbox"/> Low Income pupils			<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)	
2.7 Deferred and Routine Maintenance	Maintenance Personnel 2000-2999: Classified Personnel Salaries Base \$4,000,000 Materials 5000-5999: Services And Other Operating Expenditures Base \$7,277,592	MUSD met most standards of good facility conditions on most recent inspection with an overall rating of 98.61. Maintenance is occurring.	a. Maintenance Personnel 2000-2999 Base \$3,253,547 b. Services & Other Operating Expenses 5000-5999: Services And Other Operating Expenditures Base \$442,825 c. Employee Benefits 3000-3999 Base \$1,006,531 d. Materials & Supplies 4000-4999 Base \$664,216 e. Capital Outlay 6000-6999 Base \$12,926
Scope of Service All		Scope of Service All	
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)	
2.8 Nutrition Services	Nutrition Services Staff 2000-2999: Classified Personnel Salaries Base \$4,000,000 Materials 6000-6999: Capital Outlay Base \$1,000,000 Supplies 4000-4999 Base \$5,000,000	Nutrition services provides breakfast and lunch at all Manteca USD schools. Nutrition education is piloting dinner programs at pilot elementary schools and one high school. A student meal is provided during the summer as well.	a. Nutrition Services Staff 2000-2999 Other \$4,335,677 b. Operating Expenses & Capital Outlay 6000-6999 Other \$256,745 c. Supplies 4000-4999 Other \$5,223,875 d. Services & Other Operating Expenses 5000-5999 Other \$1,124,964 e. Employee Benefits 3000-3999 Other

				\$1,036,752
Scope of Service	All		Scope of Service	All
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
2.9 District and site funds may be used to provide programs, professional development for staff and students, and curriculum that encourage positive discipline, character education, and reduces chronic absentees and dropout rates, Examples of such expenditures include increased counseling time, training for SSAs, peer resource programs, conflict resolution programs, character education programs, and Point Break contracted services.		Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100,000 Instructional Supplies 4000-4999: Books And Supplies Supplemental \$1,600,000 Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,169,199	Specific sites are providing on and off site Professional Development for their teachers. District provided Bilingual Paraprofessionals with CCSS aligned instructional training. All teachers K-12 received initial training on using the newly adopted Math curriculum. Teachers and intervention staff were trained on intervention materials such as Read 180, Math 180, Rosetta Stone, English 3D, ALEKs, and Edviation. Updated curriculum and licenses for Read 180, System 44, Math 180, and Rosetta Stone were purchased. Teachers earned a 1% bonus for 12 hours of instructional technology training.	
			a. Professional Development 5800 Supplemental and Concentration \$20,155 b. Instructional Supplies including student incentives 4000-4999 Supplemental and Concentration \$371,752 c. Contracted Services 5800 Supplemental and Concentration \$1,000,300	
Scope of Service	District-wide		Scope of Service	District-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)				

<p>2.10 MUSD and sites funds may be used to implement incentive programs to encourage academic success and positive character traits and reduce chronic absenteeism and dropout rate.</p>	<p>Student incentives 4000-4999: Books And Supplies Supplemental \$0</p>	<p>Sites used funds to provide student incentives to improve school climate and engagement</p>	<p>a. Student Incentives 4000-4999 Supplemental \$10,000</p>
<p>Scope of Service District-wide</p> <hr/> <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>Scope of Service District-wide</p> <hr/> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of reviewing progress, expenditures, actions and services, the following changes were made for the 2015-2016 LCAP:</p> <ul style="list-style-type: none"> • Goal 2 became Goal 3 so that Goal 2 in 2015-2016, an academic support goal followed goal 1 which is also an academic goal. • In 2014-2015 priorities 1, 3,4,5,6, and 8 were marked as being covered in Goal 2 but in review, stakeholders felt that this Goal, Actions, and Services only addressed Priority 1 and 6. Priorities 1 and 6 will be addressed in the 2015-2016 LCAP. • Stakeholders indicated in LCAP input meetings that they felt Actions, Services, and Expenditures were appropriate and were leading to progress towards meeting School Climate goals. • Estimated budget amounts are aligned to expenditures rather than as a summary at the end of the goal. • Health Services Actions and Services 2.1, 2.2, 2.3, 2.4, 2.5, were combined into 2015-2016 Goal 3.6 per the stakeholders desire to show a completeness of services rather than a listing of services • 3.1 and 3.2 Actions and Services that cover restorative practices to decrease discipline incidents moved to the top of the Goal to indicate the stakeholders desire to emphasis the importance of services that impact school climate positively. These actions and services were previously covered in 2.9 and 2.10. CWA was identified as a supporting department for School Climate issues. • 2.6 Transportation and 2.8 Nutrition were moved to goal 1 • 2.7 Deferred and routine maintenance became more detailed in 3.3 and was rewritten to include emergency and modernization projects. Equipment, an identified need was added to the expenditure list. • 3.4 Measure G with its focus on Health and Safety projects was added as it's a new initiative. Stakeholders wanted the words, "Health and safety, " added for transparency purposes • 3.5 and 3.8 Other departments such as, Facilities, Personnel, Information Technology, Risk Management, Maintenance, Grounds and Purchasing were added into the LCAP as their responsibilities support Goal 3. • 3.7 Based on stakeholder input, for greater transparency, Phase 1 and Phase II list schools were identified. 		

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

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: MUSD establishes programs to meet the needs of Students with Disabilities.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:		Schools:	All MUSD Schools	
		Applicable Pupil Subgroups:	Students with Disabilities	
Expected Annual Measurable Outcomes:	<p>Increase in Students with Disabilities completing their education with a certificate, a decrease in suspensions, expulsions, and dropout rate from the most recent available data, increase in use of technology.</p> <p>Metrics: Attendance rates, discipline rates, testing results, certificates of academic achievement by age 22, graduation rate. Percentage of teachers highly qualified.</p>		Actual Annual Measurable Outcomes:	<p>Review of the 2014-2015 LCAP indicated that only Priority 5 was covered in Goal 3. Priorities 1, 2, 3, 4, 6, 7, and 8 will be addressed in actual outcome summaries for other goals as the Actions and Services were more closely aligned with those priorities.</p> <p>Most recent data indicates Students with Disabilities graduation rate of 74.6%, a 0.8% increase from the previous year. Attendance rate for 2013-2014 was 94.2, we expect to increase the attendance rate</p> <p>Chronic absenteeism rate for 2014 was 13.03% and the high school dropout rate was 3.42%. We expect chronic absenteeism and dropout rates to decrease.</p> <p>Middle school dropout rate was 1.3. We expect to maintain or decrease this.</p> <p>The most recent dropout rate was 7.2%, a reduction of 1.6% from the previous year.</p> <p>9.4% of Manteca Unified School District are Students with Disabilities cohort completers.</p> <p>23 students with disabilities students were suspended for more than ten days or expelled. This is a rate of .7% which is less than the state average of 2.54%.</p> <p>The most recent state standardized tests scores show the 28.9% of Students with Disabilities were proficient in ELA. 28.8% were</p>

		<p>proficient in math.</p> <p>The most recent available CAHSEE results indicate an increase of 2% in student with disabilities ELA pass rate from 2013 (37%) to 2014 (39%) and another increase of 1% in ELA proficient and above pass rate from 2013 (10%) to 2014 (11%). Math pass rate maintained the same from 2013 (38%) to 2014 (38%) and a decrease of 3% in Math proficient and above pass rate from 2013 (16%) to 2014 (13%).</p> <p>Students with Disabilities have received student devices and have increased access to technology. IEPs dictate individual student access and use of devices.</p> <p>In 2014, MUSD has 121 SDC and RSP staff with full credential and 19 interns with a total of 140 staff. In 2015, there were 121 fully credentialed staff and 15 interns totaling 136, a 0.03% decrease in interns.</p> <p>Effectiveness: Stakeholders felt the Actions and Services for Goal 3 were effective in meeting the objectives of Goal 3 as supported by the increase CAHSEE pass rates, increased graduation rate, and low expulsion and suspension rate.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Staff will be trained to address students' with disabilities mental health, emotional, IEP goals and physical needs as they relate to academics	Professional Development 5000-5999 Base \$1,200,000 Contracted Services 5800 Base \$200,000 Materials and Supplies 4000-4999 Base \$703,972	Training has occurred.	a. Professional Development 5000-5999 Base \$62,320 b. Contracted Services 5800 Base \$200,000 c. Materials and Supplies 4000-4999 Base \$262,647
Scope of Service	All	Scope of Service	All
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	
3.2 Appropriately credentialed staff will educate Students with Disabilities		Due to nationwide Special Education staffing shortages, Manteca USD has had to hire interns for their Special Education positions. Interns are supported by Program Specialists.	
		a. Director of Student Services 1000-1999 Base \$146,476 b. Program Specialists 1000-1999 Base \$651,845 c. Special Education Paraprofessionals (Cost Included in Goal 1.1.c) 2000-2999 Base 0 d. Special Education Credentialed Staff 1000-1999 Base \$1,083,127 e. Employee Benefits 3000-3999 Base \$250,257 f. Special Education Credentialed Staff 1000-1999: Certificated Personnel Salaries Other \$11,700,000 g. Employee Benefits 3000-3999: Employee Benefits Other \$2,644,200	
Scope of Service	All	Scope of Service	All
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>			
3.3 MUSD may contract with SJCOE or other alternative educational providers to appropriately educate MUSD Students with Disabilities		MUSD contracted with SJCOE or other alternative educational providers to best meet the educational needs of MUSD Students with Disabilities	
		a. Contracted Services 5800 Base \$31,475 b. Contracted Services 5800 Other \$1,155,800	
Scope of Service	All	Scope of Service	All

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>		<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	
3.4 Transportation may be provided per IEP team decision		Transportation Costs 7000-7439: Other Outgo Base \$2,500,000 Transportation staff 2000-2999: Classified Personnel Salaries Base \$1,000,000	
Scope of Service All		a. Transportation Costs 7000-7439: Other Outgo Base \$2,341,685 b. Transportation Staff (Cost Included in Goal 2.6.b) 2000-2999: Classified Personnel Salaries Base \$0 c. Benefits (Cost Included in Goal 2.6.c) 3000-3999: Employee Benefits Base \$0	
<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>		<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	
3.5 Extended School Year will be provided if recommended by the IEP team		Certificated Staff 1000-1999: Certificated Personnel Salaries Base \$1,671,000 Classified Staff 2000-2999: Classified Personnel Salaries Base	
Scope of Service All		a. Certificated Staff (Cost included in Goal 1.1.a) 1000-1999 Base \$0 b. Classified Staff (Cost included in Goal 1.1.b) 2000-2999 Base \$0 c. Materials and Supplies 4000-4999 Base \$15,000 Benefits (Cost included in Goal 1.1.e)	
Scope of Service All		Scope of Service All	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>			<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>		
3.6 Parents of Students with Disabilities will be participants on site and district advisory council to inform educational decisions		Copying and Mailing Costs (Cost included in Goal 1.9) 5900: Communications Base \$0	Parents of Students with Disabilities are member of the DACSFP and DELAC.		a. Copying and Mailing Costs (Cost included in Goal 1.9) 5900 Base \$0
Scope of Service	All		Scope of Service	All	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>			<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As a result of reviewing progress, expenditures, actions and services, the following changes were made for the 2015-2016 LCAP <ul style="list-style-type: none"> In 2014-2015 priorities 1,2,3,4,5,6,7, and 8 were marked as being covered in Goal 3 but in review, stakeholders felt that this Goal, Actions, and Services only addressed Priority 5. 2014-2015 Goal 3 Students with Disabilities was combined with 2014-2015 Goal 4-7 to create 2015-2016 Goal 2 Academic Support. In the 2015-2016 LCAP, when Goals, 3, 4, 5, 6, and 7 are combined to become Goal 2, priorities 4, 5, 7, and 8 will be addressed. Estimated budget amounts are aligned to expenditures rather than as a summary at the end of the goal. <p>The ability to track data to determine whether academic achievements have improved has been difficult and a systematic data tracking mechanism is in development for subgroups for AP pass rate, course passage rate of C or higher in A-G courses. Common Core State Standards aligned district benchmarks were not fully developed in 2014-2015, data was not collected on this metric.</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.

Original	The educational outcomes of English Language Learners will mirror that of the general population.	Related State and/or Local Priorities:
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GOAL 4 from prior year LCAP:			1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:	All MUSD Schools	
	Applicable Pupil Subgroups:	English Language Learner	
Expected Annual Measurable Outcomes:	<p>For Grades K-12, baseline metrics will be established for the implementation of Common Core standards. A District Walk Through Program will be used to measure implementation of Common Core State Standards. Instructional practices, use of technology to instruct, and assessment in Math, ELA/ELD, and Technology will be measured.</p> <p>At the Elementary Level, an assessment model will be developed using Curriculum Based E Assessments or/and Curriculum Committee created assessments.</p> <p>At the High School Level, input will be taken on the development of curriculum guides</p> <p>Availability to technology will increase for students from once a week to daily.</p> <p>A District decrease in dropout rate and a decrease in discipline from most recent available data.</p> <p>Metrics: Graduation rates, district benchmark assessments, CAHSEE pass rates, AP test pass rates, EAP pass rates, enrollment in CTE pathways programs, course passages rates with C or higher, A-G enrollment and passage rates, decrease in dropout rates.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>Review of the 2014-2015 LCAP indicated that only Priority 5 and 6 were covered in Goal 4. Priorities 1, 2, 3, 4, 6, 7, and 8 will be addressed in actual outcome summaries for other goals as the Actions and Services were more closely aligned with those priorities.</p> <p>The latest available data shows graduation rate for EL students over 13% lower than for Manteca USD all students subgroup.</p> <p>EL students' high school graduation rate increased 3.3% from 78.1% in 2013 to 81.4% in 2014.</p> <p>EL middle school graduation and dropout rates do not currently exist. Subgroup data is expected to be available in 2015-2016.</p> <p>The most recent available CAHSEE results indicate a decrease in ELA pass rate from 34% to 28% with 5% of EL students scoring proficient or above in both years. There is also a decrease in the Math pass rate from 54% to 50%, but an increase of 3% in proficient and above</p> <p>EL students have a suspension rate of 2.38% and expulsion rate of 0.04%.</p> <p>1.66% of EL students were chronically absent in 2014, 11.37% lower than that of the district average.</p> <p>There is a decrease of 2.1% in EL high school dropout rate from 2013 to 2014 from 15.8 to 13.7.</p> <p>63% of student reported a high degree of student connectedness to school. There is no data for EL parent and teacher connectedness to school.</p>

			Effectiveness: Increase in EL student graduation rate and a decrease in dropout rate along with low district suspension and expulsion percentages indicate the Actions and Services in Goal 4 were effective in showing progress. Increase in programs such as Rosetta Stone and English 3D as well as additional coordination of services by the supplemental counselors are actions and services school sites report to be most significant and are expected to be effective when assessment results arrive in the fall of 2015 and spring 2016.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Interventions which provide academic and language acquisition assistance will be funded. Examples of such programs include but are not limited to Rosetta Stone for grades K-8 and ELD 3D for grades 9-12	Teacher Time Sheeting for Teacher Instruction Beyond the School Day 5800: Professional/Consulting Services And Operating Expenditures Concentration \$90,000 Supplies and Materials 4000-4999 Concentration \$120,000	English 3D, Read 180, and Rosetta Stone were purchased and teachers and support staff were trained to use the programs.	a. Teacher Time Sheeting for Teacher Instruction Beyond the School Day 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,611 b. Supplies and Materials (Cost included on Goal 1.2) 4000-4999 Supplemental and Concentration \$0 c. Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$22,225
Scope of Service	All	Scope of Service	All
_ 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)	
4.2 RFEP and EL students will be monitored and documentation kept to	Time Sheeting Beyond the School Day 2000-2999: Classified Personnel Salaries Supplemental	Site visits have begun to assess ELD instruction and verify EL student monitoring. Staff from the Student	a. Time Sheeting Beyond the School Day 2000-2999 Supplemental and Concentration \$27,709

ensure monitoring for academic achievement and language acquisition.		\$10,000	Information System Department has been active in appropriately identifying students newly enrolled in MUSD's EL status.		
Scope of Service	District-wide		Scope of Service	District-wide	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
4.3 Counselors will support EL achievement		High School Counselors 1000-1999: Certificated Personnel Salaries Concentration \$490,000	Two supplemental counselors at each site are tasked with overseeing the academic needs and progress of EL students. District has not monitored their oversight.		a. High School Counselors (Cost Included in Goal 1.3.b) 1000-1999 Supplemental and Concentration 0
Scope of Service	All		Scope of Service	All	
<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)		
4.4 Parents of EL students will be invited to join the Parent Advisory Council		Copying and Mailing Charges 5000-5999 Base \$500	Parent of EL students were invited to join DELAC.		a. Copying and Mailing Charges 5000-5999 Supplemental and Concentration \$500
Scope of Service	All		Scope of Service	All	
<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 checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>As a result of reviewing progress, expenditures, actions and services, the following changes were made for the 2015-2016 LCAP</p> <ul style="list-style-type: none"> • In 2014-2015 all priorities were marked as being covered in Goal 4 but in review, stakeholders felt that this Goal, Actions, and Services only addressed Priority 5 and 6. In the 2015-2016 LCAP, when Goals, 3, 4, 5, 6, and 7 are combined to become Goal 2, priorities 4, 5, 7, and 8 will be addressed. • 2014-2015 Goal 4 English Language Learners were combined with 2014-2015 Goal 3, 5, 6, and 7 to create 2015-2016 Goal 2 Academic Support. • Estimated budget amounts are aligned to expenditures rather than as a summary at the end of the goal. <p>The ability to track data to determine whether academic achievements have improved has been difficult and a systematic data tracking mechanism is in development for subgroups for academic achievement.</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 5 from prior year LCAP:	5: English Language Learners will acquire English proficiency		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All MUSD Schools		
	Applicable Pupil Subgroups:	English Language Learners		
Expected Annual Measurable Outcomes:	<p>EL students will increase language acquisition for all EL students, for students receiving EL instruction for five years, and for EL students receiving EL instruction for less than five years as measured by the CELDT tests results</p> <p>Metrics: CELDT scores, District benchmark assessments</p>		Actual Annual Measurable Outcomes:	<p>Review of the 2014-2015 LCAP indicated that only Priority 4 was covered in Goal 5. Priorities 2, 3, 5, 6, 7, and 8 will be addressed in actual outcome summaries for other goals as the Actions and Services were more closely aligned with those priorities.</p> <p>On the Spring 2014 CELDT exam, Manteca USD did not meet AMAO 1 or 2. AMAO-51.9% with a target of 59%, AMAO 2 part 1- 20.2% with a target of 22.8%, AMAO 2- 41% with a target of 49%. At the school level, Brock Elliot, Golden West, New Haven, and Veritas met the AMAO 1 target. On AMAO 2 part 1, August Knodt, Brock Elliot, Great Valley, Mossdale, Neil Hafley, New Haven, and Stella Brockman met the target of 22.8% In AMAO 2 part 2, August Knodt, Brock Elliot, Golden West, Mossdale, New Haven, and Veritas met the target of 49%</p> <p>The most recent available CAHSEE results indicate a decrease in ELA pass rate from 34% to 28% with 5% of EL students scoring proficient or above in both years. There is also a decrease in the Math pass rate from 54% to 50%, but an increase of 3% in proficient and above.</p> <p>No EL students who participated in the 2014 EAP showed signs of college readiness in ELA or Math. Only one student who participated in 2013 EAP showed college readiness in math, none in 2013 ELA.</p> <p>There was an increase of 142 EL students who were enrolled in a CTE pathway from 2013 to 2014.</p> <p>A-G enrollment rate for EL students increased by 0.6% from 2014</p>

(21.8%) to 2015 (22.4%). In 2015, MUSD EL A-G enrollment rate exceeds state enrollment rate by 0.1%. Completion rate data not available at this time.

AP data is not disaggregated by subgroups. Overall AP exam scores of 3 or higher by high schools are as follow:

East Union High School - 2013 (37.9%); 2014 (37.5%); decrease of 0.4%.

Lathrop High School - 2013 (22.1%); 2014 (32.8); increase of 10.7%.

Manteca High School - 2013 (46.9%); 2014 (46.5); decrease of 0.4%.

Sierra High School - 2013 (22.3); 2014 (38.3); increase of 16%.

Weston Ranch High - 2013 (37%); 2014 (25.6); decrease of 11.4%.

Out of 23,188 English Learners, 520 (10.3%) were reclassified as fluent.

While APIs are no longer generated it, the most recent EL API was 721 compared to a district-wide API of 752.

CSTs have been replaced by SBAC assessments. The most recent CST ELA score for EL students was 37.7% proficient compared to district-wide proficiency of 48.5%. In Math, 45.8% of ELs were proficient compared to district-wide proficiency of 51.1%.

There was an increase of 142 EL students who were enrolled in a CTE pathway from 2013 to 2014.

Effectiveness:

It is difficult to measure effectiveness of the 2014-2015 Actions and Services using 2013-2014 data which is all that is available. However, information shows that although Manteca USD is not meeting its AMAOs 1 and 2 targets, progress is being made as evidenced by the following:

AMAO students meeting proficiency

2012-2013 49.9 2013-2014 51.9 an increase of 2%

AMAO 2 part 1, student in US schools less than five years

2012-2013 18.6 2013-2014 22.8 an increase of 2.2%

AMAO 2 part 2 student in US more than five years

			2012-2013 39.9 2013-2014 41.0 an increase of 1.1%
			Other indicators of effectiveness include increases in CTE enrollment. The addition of an EL Coordinator led to increased staff development and awareness of the ELD/ELA standards and best instructional methods to address these standards. Findings led to the continuation of Rosetta Stone and English 3D. Fall 2015 CELDT assessments will be a better measure of effectiveness but preliminary reports from the school indicate expected improvement for Language acquisition.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
5.1 Each elementary site will form groups at each grade level based on CELDT scores for designated ELD instruction.		Site visits are still occurring but initial visits do not indicate all classes are forming EL groups for ELD instruction based on CELDT score levels.	
No Additional Cost		a. No Additional Cost	
Scope of Service	Elementary Schools	Scope of Service	Elementary Schools
<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)	
5.2 High School EL students will have access to ELD classes at their level		ELD classes are offered at all five high schools and two alternative sites. All sites do not have classes for all learners.	
ELD Materials 4000-4999: Books And Supplies Base \$25,000		a. ELD Materials 4000-4999 Base \$12,000	
Scope of Service	High Schools	Scope of Service	High Schools
<input type="checkbox"/> All OR:		<input type="checkbox"/> All OR:	

<div><div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div></div>		<div><div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div><div></div><div></div><div></div><div></div><div></div><div></div></div>	
<div>5.3</div> <div>District and site administrators will monitor ELD lessons for quality and placement. An EL Coordinator, site program coordinators, outside consultants, and site administrators will provide professional development for staff on instructional strategies to increase EL English acquisition</div>	<div>EL Coordinator Salary 1000-1999: Certificated Personnel Salaries Other \$70,000</div>	<div>An EL coordinator has been hired and site monitoring has begun. Program Coordinators are being trained on EL strategies and the ELA/ELD CCSS to act as site trainers. French Camp and Walter Woodward provided EL training on a site SDD day.</div>	<div>a. EL Coordinator Salary (Cost Included in Goal 1.1.h) 1000-1999 Other 0</div>
<div><div><div>Scope of Service</div><div>All</div></div></div>		<div><div><div>Scope of Service</div><div>All</div></div></div>	
<div><div><div></div><div>All</div></div><div>OR:</div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div>		<div><div><div></div><div>All</div></div><div>OR:</div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div>	
<div>5.4</div> <div>Interventions which assist EL students in acquiring English will be provided</div>	<div>Intervention Materials and Programs 4000-4999: Books And Supplies Supplemental \$120,000</div>	<div>Manteca USD has provided all sites with unlimited Rosetta Stone to provide a research based intervention to their students. Sites also provide Moving into English tutorials.</div>	<div>a. Intervention Materials and Programs (Cost included in Goal 1.2) 4000-4999 Supplemental and Concentration \$4,000</div>
<div><div><div>Scope of Service</div><div>All</div></div></div>		<div><div><div>Scope of Service</div><div>All</div></div></div>	
<div><div><div></div><div>All</div></div><div>OR:</div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div>		<div><div><div></div><div>All</div></div><div>OR:</div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div></div>	

<div><div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div>			<div><div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div>	
5.5 Teachers will be trained on the ELA/ELD CCSS standards		Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000	Only seven schools were trained on the new ELA/ELD standards. No additional cost for training as it was part of the coordinators' job duties during their regular work day.	no additional cost
<div><div>Scope of Service</div><div>All</div></div>		<div><div>Scope of Service</div><div>All</div></div>		
<div><div><div><div></div><div>All</div></div><div>OR:</div><div><div></div><div>Low Income pupils</div></div><div><div><div></div><div>English Learners</div></div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div>			<div><div><div><div></div><div>All</div></div><div>OR:</div><div><div></div><div>Low Income pupils</div></div><div><div><div></div><div>English Learners</div></div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div>	
5.6 Paraprofessionals will assist with language acquisition under the supervision of a classroom teacher		Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental \$1,012,000	Bilingual paraprofessionals have been received training at the SJCOE Bilingual Paraprofessional Institute to increase their knowledge of ELA/ELD CCSS and effective instructional strategies. In addition, a district-wide directive has resulted in increased student contact time.	a. Classified Salaries 2000-2999 Supplemental \$820,805 b. Employee Benefits 3000-3999 Supplemental \$191,334
<div><div>Scope of Service</div><div>All</div></div>		<div><div>Scope of Service</div><div>All</div></div>		
<div><div><div><div></div><div>All</div></div><div>OR:</div><div><div></div><div>Low Income pupils</div></div><div><div><div></div><div>English Learners</div></div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div>			<div><div><div><div></div><div>All</div></div><div>OR:</div><div><div></div><div>Low Income pupils</div></div><div><div><div></div><div>English Learners</div></div></div><div><div></div><div>Foster Youth</div></div><div><div></div><div>Redesignated fluent English proficient</div></div><div><div></div><div>Other Subgroups: (Specify)</div></div></div></div>	

5.7 Long Term English Language Learners will be identified and instruction evaluated to ensure appropriate ELD instruction for Long Term English Language Learners		Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$0	Long Term English Learners have been identified by the District, communication to site needs to improve. Identification was done during staff's regular school day so no costs were accrued.	no additional cost \$0	
Scope of Service	All		Scope of Service	All	
<div><div>All</div><div>OR:<div><div>Low Income pupils</div><div>X English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div></div>			<div><div>All</div><div>OR:<div><div>Low Income pupils</div><div>X English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div></div>		
5.8 EL student progress will be monitored quarterly via Elementary ALT meetings and High School PLCs, QISA, and department Meetings		No Cost \$0	Monitoring is inconsistent between sites.	a. No Cost \$0	
Scope of Service	All		Scope of Service	All	
<div><div>All</div><div>OR:<div><div>Low Income pupils</div><div>X English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div></div>			<div><div>All</div><div>OR:<div><div>Low Income pupils</div><div>X English Learners</div><div>Foster Youth</div><div>Redesignated fluent English proficient</div><div>Other Subgroups: (Specify)</div></div></div></div>		
5.9 Trainings for new teachers on instructional strategies for EL students will occur annually		Professional Development 5800: Professional/Consulting Services And Operating Expenditures Other \$45,000	21 new teachers received Structures and Strategies Training in the Spring of 2015. Due to the unexpected large numbers of new teachers however, not all will be able to be trained during the	a. Professional Development 5800 Other \$42,000	

			2014-2015 school year. However all Teacher Induction (formerly BTSA) Participating Teachers and their Support Providers received training.		
Scope of Service	All		Scope of Service	All	
<u> </u> All			<u> </u> All		
OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)			OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)		
5.10 Each school site and MUSD will have an EL Parent Advisory Council to inform educational decisions for EL students		Copying and Mailing 5000-5999: Services And Other Operating Expenditures Base \$1,000	Each school has an official ELAC. Members of the District English Learner Advisory indicates participation at the site level needs to increase.		a. Copying and Mailing 5000-5999 Base \$1,000
Scope of Service	All		Scope of Service	All	
<u> </u> All			<u> </u> All		
OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)			OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> 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?		As a result of reviewing progress, expenditures, actions and services, the following changes were made for the 2015-2016 LCAP <ul style="list-style-type: none">• In 2014-2015 2-8 priorities were marked as being covered in Goal 5 but in review, stakeholders felt that this Goal, Actions, and Services only addressed Priority 4.• 2014-2015 Goal 5 English Language Learners were combined with 2014-2015 Goal 3-7 to create 2015-2016 Goal 2 Academic Support. In the 2015-2016 LCAP, when Goals, 3, 4, 5, 6, and 7 are combined to become Goal 2, priorities 4, 5, 7, and 8 will be addressed.• Estimated budget amounts are aligned to expenditures rather than as a summary at the end of the goal.			

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|--|---|
| | <ul style="list-style-type: none">Award EL students who meet state and district criteria for Seal of Biliteracy was added to 2015-2016 LCAP Goal 2.14. <p>Common Core State Standards aligned district benchmarks were not fully developed in 2014-2015, data was not collected on this metric.</p> |
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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: The educational outcomes of Foster Students will mirror that of the general population		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	All MUSD Schools		
	Applicable Pupil Subgroups:	MUSD Foster students		
Expected Annual Measurable Outcomes:	<p>A District Walk Through Program will continue to measure Common Core State Standards Implementation of the use of Technology, instructional strategies, use of adopted materials and assessments for ELA/ELD, Math, and Technology. Quality of implementation at both the elementary and high school levels will increase.</p> <p>Baseline proficiency levels will be established for Math in grades K-8 using summative and formative assessments.</p> <p>High School Math Curriculum guides will be created. High School site Math summative assessments will be developed.</p> <p>Use of technology will increase for students grades K-12.</p> <p>A District decrease in dropout rate and a decrease in discipline from the most recent available data. Increase in partial credits, graduation rates</p> <p>A Foster Student Point of Contact Program will be established.</p> <p>Foster students will be identified in a systematic way and an intake interview held by a site point of contact to coordinate services as needed</p> <p>Metrics: Implementation of procedures to identify Foster Students, Number of Foster Students needing services provided services through site or district Foster Student staff, Number of Foster Students correctly receiving credits, of Foster Students in a MUSD for eight or more consistent months achievement data such as</p>		Actual Annual Measurable Outcomes:	<p>Review of the 2014-2015 LCAP indicated that only Priority 5 was covered in Goal 6. Priorities 2, 4, 7, and 8 will be addressed in actual outcome summaries for other goals as the Actions and Services were more closely aligned with those priorities.</p> <p>Manteca USD implemented a Foster Student Program in the Fall of 2014. All Administrators, Counselors, Program Coordinators, Attendance Clerks, and Registrars were trained on Foster Student identification. Points of contact (at the Elementary Schools, the Program Coordinator, and at the High Schools, Counselors) were established to hold a Foster Student Meeting to identify needs and facilitate services. Implementation has been thorough. 100% of foster students had an intake meeting. 100% of foster students had their transcripts monitored for partial credit assessment and access to courses for a graduation pathway.</p> <p>Foster students had a suspension rate of 8.55% in 2014 with no expulsions. Chronic absenteeism rate was 0.31%, below the district rate of 13.03%.</p> <p>In 2014, 84.62% of Foster students graduated from high school and 15.38% dropped out of high school.</p> <p>Middle school foster student data regarding graduation and dropout rates does not currently exist. Data is expected to be available in 2015-2016.</p> <p>There is no data yet to track foster student or parent or staff that deals directly with foster students' connectedness to school.</p>

Graduation rates, district benchmark assessments, CAHSEE pass rates, AP test pass rates, EAP pass rates, enrollment in CTE pathways programs, course passage rates with C or higher, A-G enrollment and passage rates	Effectiveness: Stakeholders felt the actions and services were effective in meeting the objectives. The ability to track data to determine whether academic achievements have improved has been difficult and a systematic data tracking mechanism is needed. Data collected from 2014 will set the baseline for Foster Students measurable outcomes. Data collection for Foster students began in 2014. The addition of supplemental counselors at each site has enabled 100% of foster students to have an intake meeting focusing on their needs and opening communication between home, school, and outside service programs to increase student success. This has increased services although data was not collected to show percent of increase. Indicators of success include low chronic absentee rate of .31% and 0 expulsions. The graduation rate is lower than district average at 84.62% and is an area that will be focused on in 2015-2016. Sites reported the ability to more quickly gather historical information about each student via the support of the Director of Health Services and the Health Services Department who did outreach to HSA.
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6.1 MUSD will work with courts, agencies, and foster families to ensure when possible, foster students remain at their homeschool for the duration of the school year	Point of Contact at Each School 2000-2999: Classified Personnel Salaries Concentration \$150,000 Training for School Staff including Site Administrators, Counselors, Attendance Clerks, and Registrars, and Classified and Certificated Points of Contacts (Cost included in Goal 1.1) 5800: Professional/Consulting Services And Operating Expenditures Concentration \$0 District Foster Liaison 1000-1999: Certificated Personnel Salaries Base \$151,000	MUSD Director of Health Services works with HSA and the courts as well as facilitates contact for the school sites.	a. Point of Contact at Each School (Cost Included in Goal 2.1.b) 2000-2999 Base \$7,500 b. Training for School Staff including Site Administrators, Counselors, Attendance Clerks, and Registrars, and Classified and Certificated Points of Contacts 5800 Supplemental and Concentration \$500 c. District Foster Liaison 1000-1999 Base \$133,191 d. Employee Benefits 3000-3999 Base \$18,389
Scope of Service	All	Scope of Service	All

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" 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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6.2 Transferring foster youth will be promptly enrolled in the appropriate school and classes and transferring foster youth will be awarded credit for all work completed, including partial credits.	Training for School Staff including Site Administrators, Counselors, Attendance Clerks, and Registrars, and Classified and Certificated Points of Contacts (Cost included in Goal 1.1) 5800: Professional/Consulting Services And Operating Expenditures Concentration \$0	Transferring foster students are promptly and properly enrolled. Credits are evaluated.	a. Training for School Staff including Site Administrators, Counselors, Attendance Clerks, and Registrars, and Classified and Certificated Points of Contacts (Cost included in Goal 1.1.d) 5800 Supplemental and Concentration \$0
Scope of Service All		Scope of Service All	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" 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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6.3 Site points of contact modeled after the MUSD homeless point of contact program will evaluate and coordinate services for Foster Students	Time Sheetting for Site Point of Contacts 1000-1999: Certificated Personnel Salaries Supplemental \$150,000	K-8 sites have Program Coordinators as point of contacts, High School Counselors serve as point of contacts.	a. Time Sheetting for Site Point of Contacts 1000-1999 Supplemental and Concentration \$1000
Scope of Service All		Scope of Service All	
<input type="checkbox"/> All OR:		<input type="checkbox"/> All OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" 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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
6.4 Foster parents will be invited to participate on site and district advisory councils to advocate for the needs of Foster students as they impact their academic achievement	Copying and Mailing 5900: Communications Base \$500	There are Foster parents on the advisory councils.	a. Copying and Mailing 5900 Supplemental and Concentration \$100				
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
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6.5 Foster parents will be invited to participate on site and district advisory councils to advocate for the needs of Foster students as they impact their academic achievement	Copying and Mailing (Cost included in Goal 6.4) 5900: Communications Supplemental \$0	There are Foster parents on the advisory councils.	a. Copying and Mailing 5900: Communications Supplemental and Concentration \$100				
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
Scope of Service	All						
Scope of Service	All						
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient					

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>As a result of reviewing progress, expenditures, actions and services, the following changes were made for the 2015-2016 LCAP</p> <ul style="list-style-type: none"> • In 2014-2015 priorities 2, 4, 5, 7, and 8 were marked as being covered in Goal 6 but in review, stakeholders felt that this Goal, Actions, and Services only addressed Priority 5 and 6. • 2014-2015 Goal 6 Foster Students were combined with 2014-2015 Goals 3, 4, 5, and 7 to create 2015-2016 Goal 2 Academic Support. In the 2015-2016 LCAP, when Goals, 3, 4, 5, 6, and 7 are combined to become Goal 2, priorities 4, 5, 7, and 8 will be addressed. • Estimated budget amounts are aligned to expenditures rather than as a summary at the end of the goal. <p>The ability to track data to determine whether academic achievements have improved has been difficult and a systematic data tracking mechanism is in development for subgroups for AP pass rate, course passage rate of C or higher in A-G courses. Common Core State Standards aligned district benchmarks were not fully developed in 2014-2015, data was not collected on this metric.</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 7 from prior year LCAP:	7: The educational outcomes of Low Income Students will mirror that of the general population		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:		Schools:	All MUSD Schools	
		Applicable Pupil Subgroups:	MUSD Low Income Students	
Expected Annual Measurable Outcomes:	<p>For Grades K-12, baseline metrics will be established for the implementation of Common Core standards. A District Walk Through Program will be used to measure implementation of Common Core State Standards. Instructional practices, use of technology to instruct, and assessment in Math, ELA/ELD, and Technology will be measured.</p> <p>At the Elementary Level, an assessment model will be developed using Curriculum Based E Assessments or/and Curriculum Committee created assessments.</p> <p>At the High School Level, input will be taken on the development of curriculum guides.</p> <p>Availability to technology will increase for students from once a week to daily.</p> <p>A District decrease in dropout rate and a decrease in discipline from most recent available data.</p> <p>Metrics: Graduation rates, district benchmark assessments, CAHSEE pass rates, AP test pass rates, EAP pass rates, enrollment in CTE pathways programs, course passage rates with C or higher, A-G enrollment and passage rates, decrease in dropout rates.</p>		Actual Annual Measurable Outcomes:	<p>Review of the 2014-2015 LCAP indicated that only Priorities 5 and 6 were covered in Goal 7. Priorities 1, 2, 3, 4, 7, and 8 will be addressed in actual outcome summaries for other goals as the Actions and Services were more closely aligned with those priorities.</p> <p>Graduation rate for MUSD Low Income students is 85.95% while 89.41 percent for all students.</p> <p>Most recent available data shows an increase in both expulsion and suspension rate for Low Income students. The expulsion rate increase by .03% from 2013 (0.11%) to 2014 (0.14%). The suspension rate increased by 0.27% from 2013 (5.19%) to 2014 (5.46%).</p> <p>Middle School dropout rate is not reported by subgroup.</p> <p>The high school dropout rate for Low Income Students decreased from 6.9% in 2013 to 5.9% in 2014.</p> <p>Chronic absenteeism mirrors that of the district at 13.03% and is indicative of a concern about lack of connectivity to school.</p> <p>School attendance rates are 92%</p> <p>From the most recent available data, the 2012-2013 Healthy Kids Survey the following data</p> <p>Staff: 94% agreed or strongly agreed that their school is a safe place for staff. We expect this to increase.</p> <p>85% of staff agreed or strongly agreed that Manteca USD was a supportive and inviting place to work. We expect this to increase.</p>

		<p>51 % of students surveyed felt safe at school all of the time compared to feeling safe outside of school 31% of the time. We expect this to increase.</p> <p>63% of students reported a high connectedness to school. We expect this to increase.</p> <p>We do not have data to measure parent connectedness to school. We expect to develop a metric and baseline numbers.</p> <p>Effectiveness: Stakeholders felt that actions and services were effective in meeting district objectives. As the largest Manteca USD LCFF subgroup, more work needs to be done to increase Low Income student engagement and school climate. Increases in suspensions and expulsions for this subgroup indicate a need to examine if specific interventions are needed or if more attention needs to be paid to ensuring this subgroup receives attention such as the level newly given to foster students. Early indicators of success include a decrease in dropout of 1%. School attendance rate of 92% are in line with the district average and indicate comparable levels of engagement.</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7.1 Meals will be provided	Meals 4000-4999 Other \$4,020,000 Food Service Staff 2000-2999: Classified Personnel Salaries Other \$2,680,000	Breakfast and lunch are provided at all schools. Dinner is provided at four elementary schools and one high school. Summer lunches are provided.	a. Meals (Cost include in Goal 2.8.c) 4000-4999 Other \$0 b. Food Service Staff (Cost included in Goal 2.8.a) 2000-2999 Other \$0 Benefits (Cost included in Goal 2.8.e)
Scope of Service All		Scope of Service All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7.2	Certificated Staff 1000-1999:	Sites use supplemental funds for before	a. Certificated Staff 1000-1999

Tutorials and school day interventions	Certificated Personnel Salaries Concentration \$175,000 Programs and Materials 5000-5999: Services And Other Operating Expenditures Concentration \$2,600,000	and after school tutorials.	Supplemental and Concentration \$3,000 b. Intervention and tutorial programs 5000-5999 Supplemental and Concentration \$1,173,632 Materials for interventions and tutorials 4000-4999: Books And Supplies Supplemental and Concentration \$223,414
<div>Scope of Service</div> <div>All</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input checked="" 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>All</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input checked="" 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>	
7.3 Supplemental Counselors will monitor educational levels, credits, and needs of site Low Income Students as they impact academics	Certificated Staff 1000-1999: Certificated Personnel Salaries Concentration \$490,000	Supplemental Counselors monitor the educational levels, credits, and needs of Low Income Students.	a. Certificated Staff (Cost included in Goal 1.3.b) 1000-1999 Supplemental and Concentration \$0 Benefits (Cost included in Goal 1.3.e) 3000-3999: Employee Benefits Supplemental and Concentration \$0
<div>Scope of Service</div> <div>All</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input checked="" 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>All</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input checked="" 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>	
7.4 District Staff overseeing the MUSD homeless program will evaluate the	District Homeless Staff 2000-2999: Classified Personnel Salaries Base \$52,690	The Director of Health Services and District Homeless Liaisons evaluate the needs of homeless students.	a. District Homeless Staff (Cost Included in Goal 2.1.a) 1000-1999 Base 0

needs of homeless students and provide resources and outreach		District Homeless Staff 2000-2999: Classified Personnel Salaries Other \$25,000		b. Employee Benefits (Cost Included in Goal 2.1.b) 2000-2999 Base 0
				c. Employee Benefits (Cost Included in Goal 2.1.c) 3000-3999 Base 0
Scope of Service	All		Scope of Service	All
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
7.5 A certificated and classified homeless point of contact at each MUSD site will do an intake interview and coordinate resources supported by MUSD District staff		Point of Contact Time Sheeting 1000-1999: Certificated Personnel Salaries Other \$56,681 Point of Contact Time Sheeting (Cost included in Goal 7.5) 1000-1999: Certificated Personnel Salaries Other \$0 Point of Contact Training 5800: Professional/Consulting Services And Operating Expenditures Other \$500 Point of Contact Training Materials 4000-4999: Books And Supplies Other \$500 Needed items for students including but not limited to school supplies, clothing, and transportation 4000-4999: Books And Supplies Other \$20,000	There are certificated and classified points of contact to facilitate homeless student services.	a. Point of Contact Time Sheeting 1000-1999 Other \$72,681 b. Point of Contact Time Sheeting (Cost included in Goal 7.5) 1000-1999 Other \$5,000 c. Point of Contact Training 5800: Professional/Consulting Services And Operating Expenditures Other \$0 d. Point of Contact Training Materials 4000-4999: Books And Supplies Other \$500 e. Needed items for students including but not limited to school supplies, clothing, and transportation 4000-4999: Books And Supplies Other \$3,000
Scope of Service	All		Scope of Service	All
<input type="checkbox"/> All			<input type="checkbox"/> All	

OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
7.6 Parents of Low Income students will be participants on site and district advisory council to inform educational decisions		Copying and Mailing (Cost included in Goal 1.9) 5000-5999: Services And Other Operating Expenditures Supplemental \$0	Parents of low income students are on district advisory councils.	a. Copying and Mailing 5000-5999 Supplemental and Concentration \$5,000
Scope of Service	All		Scope of Service	All
<input type="checkbox"/> All			<input type="checkbox"/> All	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			OR: <input checked="" type="checkbox"/> Low Income pupils <input 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?		As a result of reviewing progress, expenditures, actions and services, the following changes were made for the 2015-2016 LCAP <ul style="list-style-type: none">• In 2014-2015 all priorities were marked as being covered in Goal 7 but in review, stakeholders felt that this Goal, Actions, and Services only addressed Priority 5 and 6.• 2014-2015 Goal 7 Low Income Students Actions and services were combined with 2014-2015 Goal 3-6 Actions and Services to create 2015-2016 Goal 2 Academic Support. In the 2015-2016 LCAP, when Goals, 3, 4, 5, 6, and 7 are combined to become Goal 2, priorities 4, 5, 7, and 8 will be addressed.• Free meals for Low Income students has been moved to 2015-2016 Goal 1(1.18) Nutrition Education will provide meals• Estimated budget amounts are aligned to expenditures rather than as a summary at the end of the goal. <p>The ability to track data to determine whether academic achievements have improved has been difficult and a systematic data tracking mechanism is in development for subgroups for AP pass rate, course passage rate of C or higher in A-G courses. Common Core State Standards aligned district benchmarks were not fully developed in 2014-2015, data was not collected on this metric.</p>		

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$23,015,753</u>
<p>Manteca Unified School District has calculated Supplemental and Concentration funds to be \$23,015,753. The minimally proportionality percentage calculated pursuant to 5 CCR 1546 (a) (5) is 14.02% Manteca Unified School District's unduplicated count of students is 67% with all schools having an unduplicated student count of 40% or above.</p> <p>The following services are provided on a district wide basis with supplemental/concentration funds:</p> <ul style="list-style-type: none"> Intervention programs Support personnel Allocations to all school sites to address the needs of their unique populations Climate support and incentives Parent involvement activities Access to technology and the core curriculum Alternate schools Professional development <p>District-wide funds to support these programs are principally directed toward and effective in meeting the district's goals for its unduplicated pupils in the State priority areas by increasing graduation rates, engagement, improved attendance, access to a wide range of classes, increased language proficiency, individualized instruction, and increased parent involvement, early identification of academic needs, reduction in discipline incidents, aligned curriculum, and better trained staff. Positive data from stakeholder surveys, benchmark assessments, and district walk throughs indicate justification for expenditures of supplemental funds district-wide.</p> <p>This is a time of many new initiatives both in Manteca Unified School District and in California. Sweeping changes with the State Standards, imbedded technology skills, new CAASPP assessments, the Manteca Unified School District Going Digital project, and new curriculum recognizes that funding is justified to be used district-wide as the goal of each is an enhanced education for all students in the district. These initiatives have at their core a mission is to ensure students are engaged, and college and career ready. The use of funding district wide improves the education for all students but is even more justified for the unduplicated population who research shows have less resources which impact student achievement. \$1.7 million dollars have been allocated at the site level to give students' access to on-line databanks, research tools, instructional sites, and interventions so unduplicated students can differentiate their learning. (Action and Service 2.1) Alternative Ed sites, with their large percentage of at risk students, many unduplicated students, also received funding for the same purposes. (Action and Service 1.9). Peripherals to support these interventions such as headphones with microphones needed for Rosetta Stone, support individualized learning. (Action and Service 1.3) Learning can take place anywhere in student specific modalities.</p> <p>In 2014-2015, students grades K-12 received devices in the Going Digital one to one initiative. Research indicated that access to technology was an equity issue for the unduplicated students. The Going Digital project eliminated the discrepancy and ensured all students had the rich tools to develop Career or College skills. While implementation of technology in classroom instruction is still in the early stages, over 11,470 hours of staff development related to technology has been completed by Manteca</p>	

Unified School District teachers. However, more professional development for teachers, parents, and students is needed. Better prepared and trained teachers ensure improved instruction which benefits all students but the unduplicated students in particular. Sites are using site allocated supplemental funds for training staff on integrating technology with instruction (Action and Service 2.1) Site program coordinators in grades K-8 as well as subject specific program coordinators in English Language Arts, English Language Development, and Mathematics, and Special Education Program Specialist provide support and training to school staff and provide training on programs sites select for use with the unduplicated student to assure they are growing toward grade level proficiency per Goal 2. (Action and Service 2.2)

In 2014-2015 two supplemental counselors were added to each school. This number will be maintained. Early data indicates increased achievement by the unduplicated students based on increased services by the supplemental counselors. While counselors may work with students other than the unduplicated student population, the reason for counselor increase was to ensure they could first and foremost provide each foster student an intake appointment, oversee the scheduling of EL students, and evaluate Low Income student's credits towards graduation (Action and Service 2.3, 2.4, 2.18). Further training on databases will enable counselors to better identify at risk students and intervene earlier.

Like the supplemental counselors, an increase in bilingual paraprofessionals provides an increase in direct student services. Bilingual paraprofessionals are receiving unprecedented training in state standards and instruction. Training to work with small groups under the direction of a classroom teacher increases their effectiveness and student language acquisition. Supplemental funds are also used to ensure monitoring of EL and RFEP student progress (Action and Service 2.9).

Point of contacts for foster students and the Manteca Unified School District foster student plan ensure all foster students had an intake meeting within the first 30 days of enrollment. Like Foster students, Homeless student who are a subset of our Low Income students, also have services coordinated by a site point of contact (Action and Service 2.9).

Recognizing that engagement is an area of need for all students but in particular Low Income Students, Foster Students, and English Learners, increased supplemental and concentration funds are justified for use for programs to ensure students are interested, safe and secure at school, in alignment with Goal 1 and 3. These include:

School and district wide events and assemblies (Action and Service 1.7)

To celebrate the diverse community, Multicultural Activities (Action and Service 1.10)

CWA Programs to reduce discipline incidents (Action and Service 3.1) as some unduplicated student groups such as the large Low Income student group are showing increases in suspensions and expulsions.

Student incentives as a means to recognize academic achievement, character, and attendance (Action and Service 3.2).

At risk student counseling (Action and Service 3.6)

Parent Outreach and Education for all parents but in particular programs for the parents of Low Income, English Learners, Students with Disabilities, and Foster Students (Action and Service 1.14)

- 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.

14.0	%
2	

An increase in specific services shown to improve student achievement for English Learners, Low Income Students, and Foster Students account for 14.02% improved services as compared to all pupils. For English Learners, an increase in Language Acquisition curriculum and a pilot curriculum for younger students. A change in the duties for the Program Coordinators to allow 20% of their time to focus on English Learner achievement and language acquisition. A district EL Coordinator will provide additional site level training on designated and integrated ELD instructional as well as staff training on the ELA/ELD standards. The EL Coordinator will work monthly with the Program Coordinators to develop site training modules related to best practices for EL students. ELD specific walk throughs will provide data on site curriculum and training needs. Bilingual paraprofessionals trained to work strategically in small groups implementing the ELA/ELD standards under the direction of a classroom teacher will increase student contact time.

Supplemental counselors and program coordinators act as site support for Foster students. Both supplemental counselors and program coordinators ensure all foster students are evaluated annually for academic, social, and emotional needs. Interventions to meet those needs are in place including tutoring and counseling. Increased professional development to Foster Site point of contacts at each school will further ensure coordination of services.

Low income students have access to free or reduced meals, tutoring, and afterschool programs to ensure their achievement.

Intervention programs such as ALEKS, Read 180, Math 180, Rosetta Stone, English 3D, and Integrated Reader as well as general curriculum with a differentiated component such as ConnectEd, Big Ideas, MyOn Reader, and Classworks increase services to the unduplicated students in excess of 6.52%. Trainings for these programs increase the percentage further.

Site allocations totaling \$1.7 million dollars allow for site specific activities to address the needs of the LCFF unduplicated students. More specific criteria for use of these funds will result in increased intervention programs at each site.

Procedures to identify students of the unduplicated who are being refined and staff trained to ensure appropriate offer of intervention programs including credit recovery programs.

Direct service providers will look for individual engagement opportunities for unduplicated students to increase their school connectedness. Such examples would include enrollment in CTE academies, CWA interventions, and CTE summer camps.

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).