

**Introduction:**

**LEA:** Cotati-Rohnert Park Unified School District **Contact (Name, Title, Email, Phone Number)** Elizabeth Kaufman, Assistant Superintendent, [elizabeth\\_kaufman@crpusd.org](mailto:elizabeth_kaufman@crpusd.org), 707-792-4708 **LCAP Year:**2014-15

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

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

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

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

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

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

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should*

demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

## **State Priorities**

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

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

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

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

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

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

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

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

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>October 2014: Parent, Staff and Community Recruitment for LCAP Advisory Committee: Robocalls placed to all families inviting them to apply to join LCAP Advisory Committee. Flyers sent home with application and meeting dates. One parent applied for the committee.</p> <p>November 6, 2014: DAC-DELAC Meeting</p> <p>November 2014-December, 31 2014: LCAP Community Survey window.</p> <p>February 26, 2015: LCAP Survey results analyzed by DAC/DELAC/LCAP Advisory Group</p> <p>March 10, 2015: Consultation with Bargaining Unit representatives</p> <p>April 22, 2015: DAC and DELAC Meeting</p> <p>May 14, 2015: DAC and DELAC Meeting</p> <p>May 21, 2015 – Consultant William Kuzma met with Focus groups of representative students from Rancho Cotate and Technology High Schools.</p> <p>May 28, 2015 – Consultant William Kuzma met with a representative student focus group from Jones MS</p> <p>June 16, 2015: Public Hearing at Board Meeting</p> <p>June 18, 2015: DAC and DELAC Meeting</p> <p>June 30, 2015: Board Meeting – Approval</p>	<p>November 2014: One parent applied to be a member of the LCAP advisory committee.</p> <p>November 6, 2014: DAC and DELAC assumed responsibility for initial LCAP Advisory role.</p> <p>February 26, 2015: DAC-DELAC reviewed LCAP Survey. Top three priorities for community identified and discussed: (1) highly qualified teachers, (2) safe school environments, (3) welcoming schools. Parent focus group provided feedback about how we could improve items two and three. DAC/DELAC/LCAP Advisory Group reviewed top twenty survey results to make sure they were already addressed in LCAP and to address any outlying information. All top community survey results were identified as priorities and actions in the 2014-2017 LCAP.</p> <p>March 2015: Consultation with bargaining unit members, many of whom are also district parents. Consultation included analysis of metrics and survey data to help refine annual LCAP goals into a set of simpler goals. Provided verbal update of process and timeline to teachers’ association bargaining team.</p> <p>April 22, 2015: Continued review of survey results and integration of priorities from surveys into three year plan; alignment of Title III plan with LCAP; continued ongoing revision and alignment of goals in order to simplify goals and action in new three year plan.</p> <p>May 14, 2015: Review of goals, actions and services for new three year plan</p> <p>June 16, 2015: Public Hearing at Board Meeting No members of the public commented on the annual</p>

	<p>update.  June 18, 2015: Review of public feedback; alignment of LCAP content with LEA Plan; confirmation and final approval of plan. The Superintendent responded in writing to any questions or concerns  June 30: Board approval of plan.</p>
<p><b>Annual Update:</b>  October 2014: Parent, Staff and Community Recruitment for LCAP Advisory Committee: Robocalls placed to all families inviting them to apply to join LCAP Advisory Committee. Flyers sent home with application and meeting dates.  November 2014-December, 31 2014: LCAP Community Survey window.  February 26, 2015: LCAP Survey results analyzed by DAC/DELAC/LCAP Advisory Group  March 10, 2015: Consultation with Bargaining Unit representatives  April 22, 2015: DAC and DELAC Meeting  May 21, 2015 – Consultant William Kuzma met with Focus groups of representative students from Rancho Cotate and Technology High Schools.  May 28, 2015 – Consultant William Kuzma met with a representative student focus group from Jones MS  June 16, 2015 –Public Hearing, LCAP Annual Update and Three Year Plan  June 18, 2015- DAC and DELAC Meeting  June 30, 2015 – Board Approval of Annual Update and Three Year Plan  At these meetings data was shared from all required metrics.</p>	<p><b>Annual Update:</b>  November 2014: Few parents offered to participate on LCAP Advisory Committee. Determination made to reach out to site councils and PTAs through site administrators in the spring.  November 6, 2014: DAC and DELAC assumed responsibility for initial LCAP Advisory role.  February 2015: Top three priorities for community identified and discussed: (1) highly qualified teachers, (2) safe school environments, (3) welcoming schools. Parent focus group provided feedback about how we could improve items two and three.  DAC/DELAC/LCAP Advisory Group reviewed top twenty survey results to make sure they were already addressed in LCAP and to address any outlying information. All top community survey results were identified as priorities and actions in the 2014-2017 LCAP.  March 2015: Consultation with bargaining unit members, many of whom are also district parents. Shared reviewed LCAP annual goals and actions and provided updates. Team members also provided information about proposed 15-16 goals and actions. Provided verbal update of process and timeline to teachers’ association bargaining team.  April 22, 2015: Review of survey results and integration of priorities from surveys into plan; completion of annual update; alignment of Title III plan with LCAP  May 21, 2015 The two high school student focus</p>

	<p>groups unanimously that they feel very safe at school. In addition they reported that their sense of academic rigor varied between the two sites from “average” at RCHS to “appropriate to their interests” at THS. The students from THS also indicated that they feel the project-based learning strategy used at THS provides “real life” learning experiences. Both groups did not know about career or exploratory pathways but felt that they would be helpful in the instructional process.</p> <p>May 28, 2015 The middle school focus group indicated unanimously that they feel very safe at school and in the community. They felt that the academic rigor was appropriately challenging for students of differing academic abilities. The also said that they were not aware of exploratory pathways but also felt that they would be helpful in the instructional process.</p> <p>More thorough summaries were prepared for each focus group.</p> <p>June 16, 2015 –Public Hearing: No members of the public commented on the annual update.</p> <p>June 18, 2015- DAC and DELAC members conducted a final review of the plan update. This meeting was planned to accommodate input from the public hearing. As there was no public comment, no additional changes.</p>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

#### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school



climate)?

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

<b>GOAL:</b>	<b>Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.</b>	<b>Related State and/or Local Priorities:</b> 1__x 2__x 3__ 4__x 5__ 6__ 7__ 8__x COE only: 9__ 10__ Local : Specify _____										
<b>Identified Need :</b>	CAHSEE 10 <sup>th</sup> Grade Census data for 2014 show that district wide 44.9 % achieved “Proficient” in ELA and 46.3% achieved “Proficient” in math. In the white subgroup 54.46% achieve “Proficient” in ELA and 56.87% in math. The Hispanic subgroup had 0.0% achieve “Proficient” in ELA and 1.89% in Math while the Socio Economic Disadvantaged subgroup had 29.8% earn “Proficient” in ELA and 31.07 % “Proficient in math. STAR data from 2012-13 percent of student subgroups scoring “Proficient” or “Advanced”: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">ELA:</td> <td style="width: 50%;">Math:</td> </tr> <tr> <td>White – 60.43%</td> <td>54.71%</td> </tr> <tr> <td>Hispanic – 40.49%</td> <td>39.83%</td> </tr> <tr> <td>EL - 20.16%</td> <td>30.34%</td> </tr> <tr> <td>Socio Econ.41.62%</td> <td>41.18%</td> </tr> </table> DIBELS data for 2014-15 by grade level between beginning of the school year and middle of the school year: % of students needing “Intensive Support”		ELA:	Math:	White – 60.43%	54.71%	Hispanic – 40.49%	39.83%	EL - 20.16%	30.34%	Socio Econ.41.62%	41.18%
ELA:	Math:											
White – 60.43%	54.71%											
Hispanic – 40.49%	39.83%											
EL - 20.16%	30.34%											
Socio Econ.41.62%	41.18%											

	<u>Grade Level</u>	<u>Beginning</u>	<u>Middle</u>
	K	22%	10%
	1 <sup>st</sup>	25%	31%
	2 <sup>nd</sup>	25%	24%
	3 <sup>rd</sup>	34%	30%
	4 <sup>th</sup>	32%	28%
	5 <sup>th</sup>	31%	24%
	All grades K-5	28%	24%
<p>In 2014, the percentage of English learners district wide attaining English proficiency, as measured through Title III AMAO 2 (English Proficient), was 20.9% for students receiving ELD for 5 years or less and 50.0% for EL's receiving ELD for more than 5 years.</p> <p>English Learner Reclassification Rate = 13.62% (2014)</p> <p>Percentage of students taking AP Exams and scored 3 or higher = 70.11 % (2013)</p> <p>Percent of teachers misassignment = 0%</p> <p>Percentage textbook sufficiency = 100%</p> <p>Percentage of teachers implementing ELD Standards = 30%</p> <p>Percentage of teachers implementing CCSS in ELA and math = 100%</p> <p>Percentage of content area teachers implementing CCSS in ELA = 20%</p> <p>Percentage of elementary teachers and secondary science teachers implementing NGSS = 30%</p> <p>95% of those responding to the district LCAP Stakeholder Feedback Survey indicated that increased student achievement is "important" or "very important".</p> <p>73 % of stakeholders rated increasing the English proficiency rates of English learners on the Stakeholder Feedback Survey.</p> <p>96% of those responding to the district LCAP Stakeholder Feedback Survey indicated that having highly-qualified teachers assigned to appropriate classrooms is "important" or "very important".</p> <p>83% of those responding to the district LCAP Stakeholder Feedback Survey indicated that intervention teachers are needed to support student learning is "important" or "very important".</p>			
<b>Goal Applies to:</b>	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	Results from state assessments in English language arts and mathematics will be collected and analyzed in 2014-15 to establish a baseline with growth expected		

	<p>each year. The performance of continuously enrolled students who achieve proficiency as measured on state assessments (CASSP, CAA, and CAHSEE if administered) in 2015-16 will increase 3% from the 2014-15 baseline.</p> <p>An increase of 3% of English learners will meet or exceed growth targets for academic and English language proficiency based on prior year data</p> <p>Increase the English learner reclassification rate by 3% from the previous year</p> <p>Increase the percentage of students taking AP exams and scoring a 3 or higher by 3% from the previous year</p> <p>Maintain the percent of teachers misassignment at 0%</p> <p>Maintain the percentage textbook sufficiency at 100%</p> <p>Increase percentage of teachers implementing ELD Standards by 30% from the previous year</p> <p>Maintain the percentage of teachers implementing CCSS in ELA and math at 100%</p> <p>Increase percentage of content area teachers implementing CCSS in ELA by 10% from the previous year</p> <p>Increase the percentage of elementary teachers and secondary science teachers implementing NGSS by 10% from previous year</p> <p>The percentage of student scoring at benchmark on DIBELS NEXT will increase by 10% for each grade level from the previous year.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p><b>Offer Building Background in CCSS ELA &amp; Math professional development to all teachers</b></p>	<p>District &amp; All sites</p>	<p><input checked="" 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) _____</p>	<p>01-3010-0-1110-2140-5830-992-PDEV \$16,700 ELA &amp; Math Training  01-3010-0-1110-1000-4310-992-PDEV Materials for 120 participants \$6,000  01-3010-0-1110-1130-992-PDEV Extra duty 120 teachers x 2 days x \$245day = \$58,800</p>
<p>Provide professional development in the implementation of ELD standards, the use of direct interactive instruction, and guided language acquisition and design for teachers of English learners</p>		<p><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) _____</p>	<p>01-4203-0-4760-1000-5830-992-0000-PDEV \$44,000 Direct Interactive Instruction  01-4203-0-4760-1000-4310-992-0000-PDEV \$2,250 Materials for 30 participants</p>
<p><b>Provide web-based instructional planner to facilitate course planning and curriculum development in Engrade, to all elementary teachers and all middle school and high school ELA and math teachers.</b></p>	<p>District &amp; All sites</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>01-0000-0-1110-1000-5840-992-NGRD License = \$44,400</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	01-0000-0-1110-2140-5830-992-NGRD  \$16,000
<b>Provide 10 days course planning time for 4 course planners per grade level for each content area: ELA and math for approximately four teachers from each elementary grade K-5 and approximately 4 teachers from each grade (6-12) for ELA and math departments</b>	District & All sites	<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)_____	01-3010-0-1110-1000-1130-992-NGRD 50 teachers X 10 days X 245/day = \$112,500
		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)_____	
<b>Provide literacy intervention courses and sections for grades K-10</b>	All sites	<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)_____	01-0000-1100  \$360,000  MPP
<b>Provide math intervention curriculum</b>	All sites	<input checked="" type="checkbox"/> ALL	01-6300-0-1110-1000-4xxx-992-0000 \$47,000  01-1100-0-1110-1000-4310-993-0000 Training: \$5,000

<p><b>Offer mathematics professional development through in house training. Grades 3-10 – approximately 30 teachers</b></p>	<p>District &amp; All sites</p>	<p><u>  </u>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>01-3010-0-1110-1000-1130-992-MATH 2 Teacher leads + 3 days = \$1,470  01-3010-0-1110-1000-1130-992-MATH 30 teachers X 5 days X 245/day = \$36,750</p>
<p><b>Provide Response to Intervention Literacy Training and Coaching, to all K-5 teachers and all 6-8 ELA teachers and 9-10 Language! teachers and all special education teachers working in Learning Center model</b></p>	<p>District, All sites</p>	<p><u>  </u>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>  </u>X_Other Subgroups:(Specify) <u>  </u>Students with Disabilities</p>	<p>01-3010-1110-2140-5830-992-KAM KAM Consulting: 10 days/site X12 sites X \$1,800 day = \$183,600  0001-3010-1110-11149-992-KAM Sub Days: \$120/day X 10 days X 10 sites = \$12,000</p>
<p><b>Provide <i>Language!</i> Training for New Staff Middle and high school teachers</b></p>	<p>District and all sites</p>	<p><u>  </u>X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Consultant costs included above.  01-3010-0-1110-1000-1130-992-KAM New Staff (teachers) = 5 teachers @ 245 day (teacher rate) X 2 days = \$2,450</p>
<p><b>Provide Literacy Intervention and Assessment Training for New</b></p>		<p><u>  </u>X_ALL</p>	<p>01-3010-0-1110-1000-</p>

<p><b>K-5 elementary and 6-8 ELA teachers and K-8 paraeducators</b></p>		<p>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>1130-992-KAM New Staff (teachers and paras) =15  5 teachers @ 245 day (teacher rate) X 2 days = \$2,450</p> <p>01-3010-0-1110-1000-2130-992-KAM-IA  10 paras @ 131 (para rate) x 2 days = \$2,589</p>
<p><b>All elementary teachers and special ed teachers will use DIBELS universal screening and progress monitoring tools for ELA.</b></p>	<p>Elem. &amp; MS</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>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>01-0004-0-1110-1000-5800-992-DIBL  DIBELS License = \$5,000  01-0004-0-1110-1000-5840-992-DIBL</p>
<p><b>Kindergarten teachers will use ESGI for progress monitoring as well.</b></p>	<p>Elementary sites</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>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>01-3010-0-1110-1000-5840-992-ASMT  ESGI= \$4,296</p>
<p><b>Students who are struggling are also administered the <i>Language!</i> placement test.</b></p>	<p>All sites</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>No additional costs.</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>District will provide DIBELS Assessment Copies to all K-5 elementary teachers and 6-8 ELA teachers</b>	Elem. & MS sites	<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)_____	01-0004-0-1110-1000-5812-992-ASMT DIBELS Assessment Printing = \$30,000
<b>The district will purchase CBM assessments for screening and progress monitoring in mathematics in elementary school</b>	District & Elem. sites	<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)_____	01-3010-0-1110-1000-5840-992-ASMT Aimswab CBM Math Costs: \$11,300
<b>The middle school and high school mathematics departments will administer annual MDTP screening test to incoming fifth and ninth graders.</b>	MS & HS	<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)_____	NO COST
<b>To ensure they are fully trained in district protocols and practices relating to students with disabilities, beginning teachers will participate in the BTSA program</b>	District & All sites	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	01-0000-0-1110-0000-1149-992-BTSA  BTSA Stipend



		<p> <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify) _____  _____ </p>	<p>= \$40,000</p> <p>01-0000-0-1110-0000-1149-992-BTSA</p> <p>First Year Special Education Teachers Special Education BTSA support providers = \$6,000</p> <p>01-0301-0-5770-1120-1149-995-MAA 3 release days per first year special education teacher 10 teachers X 3 days @ \$120/day = \$3,600</p> <p>01-0301-0-5770-1120-1130-995-MAA 1 training day before school X 10 teachers X 1 day @ 245/day = \$2,450</p> <p>01-0000-0-1110-100-5800-992-BTSA North Coast Beg Teacher Fee -\$79,000</p>
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<p><b>District will purchase Lexia, Dreambox (or equivalent) and Aventa (Fuel Ed) software and provide additional access to technology so these programs can be used maximally</b></p>	<p>District &amp; All sites</p>	<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>01-3010-0-1100-5840-992-0000 Fuel Ed and Learn Bot= \$103,500  01-3010-0-1100-5840-992-0000 Dream Box or equivalent = \$47,000  Lexia: No Cost</p>
<p><b>In the 2015-16 school year, the district will provide one tablet for each ed specialist classroom and one projector for use by special ed staff during IEPS at each school.</b></p>	<p>District &amp; All sites</p>	<p><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></p>	<p>Funding pending state budget outcome, would like to use funds freed up by using educator effectiveness grant for professional development activities.  Projector for special education for each school = 11X1,500=\$16,500  1 IPAD/tablet for each ed specialist= \$500X20 = \$16,500</p>
<p><b>Licenses for Bookshare, Google Read and Write, and ProloQuo to support students with individual learning needs will be purchased.</b></p>	<p>District and all sites</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>01-6500-5840-1190  District licenses: Bookshare= No Cost</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Proloquo = \$8,200 Google Read and Write = \$8,783
<b>Collaboration time will be used for elementary teachers and middle and high school science teachers to audit their existing science curriculum and instructional pacing and materials with the NGSS.</b>	District & Elem. sites	<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)_____	No cost
<b>District will coordinate a study regarding increased focus on handwriting (TK, K) and typing skills</b>	District & Elem. sites	<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)_____	No cost.
<b>District will provide materials for the Handwriting Without Tears program for its TK and K students</b>	District & Elem. sites	<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)_____	01-6300-0-1110-4310-992-0  Handwriting without Tears -\$12,000
<b>The district will provide and integrate access to the Type to Learn keyboarding program for students in grades 1-5. This program will be available in the elementary school classrooms and lab.</b>	District & Elem. sites	<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	01-1100-0-1110-1000-5840-992-0000 Type to Learn (Sunburst Digital) = \$800

		Subgroups:(Specify)_____	
<b>District and sites will study the potential use of a freshman advisory and orientation program to increase the success of students entering high school</b>	District, RCHS & THS	<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)_____	No Cost
<b>Each school site will hold quarterly data review meetings of their English learner progress during teacher collaboration time. Staff will discuss individual, grade, and school level progress of English learners and classroom teachers with English learners who are not progressing will establish individual learning plans for these students and monitor and communicate progress over time.</b>	All sites	<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)_____	01-4203-4760-100-1149-992-0000 Quarterly release time for EL progress monitoring conferences 12 days (3 sub days per quarter) X 10 schools X \$120/day = \$14,400
<b>The district will continue to contract with Key Data Systems for district and school ELSSAs, AMAO reporting, and the development of EL intervention lists</b>	District & All sites	<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)_____	0-0500-4760-2100-5800-992-0000  Key Data Systems Contract: \$20,000
<b>Contract and training with Quick Schools student information and attendance monitoring systems will be continued annually</b>	District & All sites	<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)_____	01-0711-0-1110-2700-5840-989-QKSC \$8,802

		_____	
<b>Certificated training on non-instructional days Office managers and office assistant extra duty trainings prior to start of school</b>	District & all sites	<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)_____	01-0711-1-1110-2430-955-QKSC \$10,000
<b>Individual learning plans for high school will be established in the second semester of eighth grade and the first semester of ninth grade. Counselors will hold group parent-student advisory meetings annually to monitor students' progress on their learning plans.</b>	HS sites	<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)_____	01-0000-0-1110-3110-1230-955-0000  High school counselor parent/student advisory meetings Three hours per counselor X four grade levels per year = 12 hours X \$35/hour X 5 counselors = \$2,100
<b>ILP templates to be developed with Quick Schools as part of base contract.</b>	MS & HS	<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)_____	No additional costs.
<b>LCAP Year 2: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	The performance of continuously enrolled students who achieve proficiency as measured on state assessments (CASSP, CAA, and CAHSEE if administered) in 2015-16 will increase 3% from the previous year. An increase of 3% of English learners who will meet or exceed growth targets for		

	<p>academic and English language proficiency based on prior year data.          Increase the English learner reclassification rate by 3% from the previous year.          Increase the percentage of students taking AP exams and scoring a 3 or higher by 3% from the previous year.          Maintain the percent of teachers misassignment at 0%          Maintain the percentage textbook sufficiency at 100%          Percentage of teachers implementing ELD Standards = 30%          Percentage of teachers implementing CCSS in ELA and math = 100%          Percentage of content area teachers implementing CCSS in ELA = 20%          Percentage of elementary teachers and secondary science teachers implementing NGSS = 30%          The percentage of student scoring at benchmark on DIBELS NEXT will increase by 10% for each grade level from the previous year.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p><b>Provide professional development in Next Gen Science Standards for teachers in grades 6-12</b></p>	<p>District, MS &amp; HS</p>	<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>01-0000-0-1610-2140-5830-992-NGSS           Training Costs:          \$10,000           01-0000-0-1610-1000-5830-992-NGSS          20 teachers X 3 days          @245/day = \$14,700           01-0000-0-1610-1000-1149-992-NGSS           20 teachers X 2          release days          @120/day = \$4,800</p>
<p><b>Provide web-based instructional planner to facilitate course planning and curriculum development in Engrade, to all elementary teachers and all middle school and high school</b></p>	<p>District &amp; All sites</p>	<p><input checked="" type="checkbox"/> ALL          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>01-0000-0-1110-1000-5840-992-NGRD</p>

<p><b>ELA and math teachers.</b></p>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>\$57,600</p>
<p><b>Increase collaboration and planning time for ELA and math teachers in grades 6-12 by adjusting middle and high school schedules to ensure time for weekly collaboration</b></p>	<p>MS &amp; HS</p>	<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>01-0000-1100 and 01-1400-1100    Included in certificated staffing costs.</p>
<p><b>Provide mathematics intervention curriculum and sections for grades 3-10</b></p>	<p>District &amp; All sites</p>	<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>01-3010-0-1110-1000-4310-992-Math    Curriculum: \$45,000    01-3010-0-1110-1000-5840-992-Math  Training: \$5,000    01-0000-0-1110  Scheduling: 2 sections per secondary site (except THS) \$40,000  X 3 = \$120,000</p>
<p><b>Provide literacy intervention courses and sections for grades K-10</b></p>	<p>All sites</p>	<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>01-0000-1100    \$360,000    MPP</p>

<p><b>Offer mathematics professional development through CA Math Project Professional Development Institutes Grades 3-10 – approximately 30 teachers</b></p>	<p>District &amp; all sites</p>	<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>01-3010-0-1110-1000-1130-992-Math Training - \$5,000  01-3010-0-1110-1000-1130-992-Math  30 teachers X 5 days X 245/day = \$36,750</p>
<p><b>Provide Literacy Intervention and Assessment Training for New Staff</b></p>	<p>District, Elem. &amp; MS</p>	<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>01-3010-0-1110-2140-5830-992-KAM  KAM Consulting: 5 days @ \$1,800/day = \$9,000  01-3010-0-1110-1000-1130-992-KAM New Staff (teachers and paras) =15 5 teachers @ 245 day (teacher rate) X 2 days = \$2,450  01-3010-0-1110-1000-2130-992-KAM-IA 10 paras @ 131(para rate) x 2 days = \$2,589</p>
<p><b>Provide <i>Language!</i> Training for New Staff Middle and high school teachers</b></p>	<p>District, MS &amp; HS</p>	<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</p>	<p>01-3010-1110-2140-5830-992-KAM  KAM Consulting: 2 days @ \$1,800/day =</p>



		English proficient __Other Subgroups:(Specify)_____	\$3,600  01-3010-1130-1000-5830-992-KAM  New Staff Training =10 teachers @ 245 day (teacher rate) X 3 days = \$7,350  10 para X131/day x 3 days = \$3938
<b>Provide Response to Intervention Literacy Training and Coaching, to all K-5 teachers and all 6-8 ELA teachers and 9-10 Language! teachers and all special education teachers working in Learning Center model</b>	District & All sites	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> _Other Subgroups:(Specify) <u>Stu</u> <u>de</u> <u>nts with Disabilities</u>	01-3010-1110-2140-5830-992-KAM  Consulting: 10 days/site X10 sites X \$1,800 day =\$180,000  01-3010-1110-1000-1149-992-KAM  Sub Days: \$120/day X 10 days X 10 sites = \$12,000
<b>All elementary grade teachers will use DIBELS universal screening and progress monitoring tools for ELA.</b>	Elem.	<u>X</u> _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	01-0004-0-1110-1000-5800-DIBL  DIBELS Website Access = \$5000
<b>All middle school ELA teachers will use DIBELS universal</b>	MS sites	<u>X</u> _ALL	No additional costs.

<p><b>screening and progress monitoring for students as appropriate.</b></p>		<p>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><b>Students who are struggling are also administered the Language! placement test.</b></p>	<p>All sites</p>	<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>No additional costs.</p>
<p><b>Elementary schools will use CBM assessments for screening and progress monitoring in mathematics</b></p>	<p>Elem. sites</p>	<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>01-0004-0-1110-1000-5800-ASMT   CBM Math Costs: \$40,000</p>
<p><b>The middle school mathematics department will administer annual MDTP screening test to incoming fifth graders. The high school math department will administer annual MDTP screening test to incoming ninth graders</b></p>	<p>MS &amp; HS</p>	<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>No additional cost.</p>
<p><b>All ELA and math teachers in grades K-11 will administer end</b></p>	<p>All sites</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Costs included above</p>

<p><b>of unit assessments and/or SBAC interim blueprint assessments aligned to CCSS and grade level curriculum pacing within Engrade and/or Quick Schools.</b></p>		<p>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>in web planner</p>
<p><b>District will provide DIBELS Assessment Copies to all K-5 elementary teachers and 6-8 ELA teachers</b></p>	<p>District, Elem. &amp; MS</p>	<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>01-0004-0-1110-1000-5812-DIBL   DIBELS Assessment Printing = \$30,000</p>
<p><b>The district will provide training and coordination of DIBELS to:  K-5 elementary teachers  6-8 ELA teachers  K-8 special education ELA staff  All elementary paraeducators</b></p>	<p>District, Elem. &amp; MS</p>	<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>Costs included in KAM coaching above.   01-3010-1130-1000-5830-992-KAM   New Staff Training =10 teachers @ 245 day (teacher rate) X 3 days = \$7,350   10 para X131/day x 3 days = \$3938</p>
<p><b>In addition to BTSA, there will be additional coaching provided to special education teachers who are new to our district on a voluntary basis to ensure they are fully trained in district protocols and practices relating to students with disabilities</b></p>	<p>District &amp; All sites</p>	<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</p>	<p>01-0000-0-1110-0000-1149-992-BTSA   BTSA Stipend = \$40,000</p>

		<p>English proficient ___ Other Subgroups:(Specify)_____</p> <hr/>	<p>01-0000-0-1110-0000-1149-992-BTSA</p> <p>First Year Special Education Teachers Special Education BTSA support providers = \$6,000</p> <p>01-0301-0-5770-1120-1149-995-MAA 3 release days per first year special education teacher 10 teachers X 3 days @\$120/day =\$3,600</p> <p>01-0301-0-5770-1120-1130-995-MAA 1 training day before school X 10 teachers X 1 day @245/day =\$2,450</p> <p>01-0000-0-1110-100-5800-992-BTSA North Coast Beg Teacher Fee -\$79,000</p>
<p><b>District will purchase Lexia, Dreambox (or equivalent) and Fuel Ed software and provide additional access to technology so these programs can be used maximally</b></p>	<p>District &amp; All sites</p>	<p><u>X</u>_ALL</p> <hr/> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth</p>	<p>01-3010-0-1100-5840-992-0000 Lexia; \$36,000</p> <p>01-3010-0-1100-5840-</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	992-0000 Dreambox or equivalent: \$47,000  01-3010-0-1100-5840-992-0000 Fuel Ed: \$100,000
<b>District will provide materials for the Handwriting Without Tears program for its TK and K students</b>	District & Elem. sites	<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)_____	01-6300-0-1110-4310-992-0  Handwriting without Tears -\$12,000
<b>The district will provide and integrate access to the Type to Learn keyboarding program for students in grades 1-5. This program will be available in the elementary school classrooms and lab</b>	District & Elem. sites	<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)_____	01-1100-0-1110-1000-5840-992-0000 Type to Learn (Sunburst Digital) = \$800
<b>The district will use Engrade Teach as the platform for web-based online planning</b>	District & All sites	<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)_____	01-0000-8011; 01-0000-8021-8049; 01-1400-8012  01-0000-1110-1000-5830-992-NGRD \$57,600
<b>Contract and annual training with Quick Schools student information and attendance monitoring systems will be continued annually</b>	District & All sites	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	01-0711-0-1110-2700-5840-989-QKSC  \$8,802

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>District will offer cohorts of teachers who participated in the effective instruction for English learners paid summer work to review existing K-12 ELD program offerings to ensure program alignment and use of evidence based instructional practices</b>	District & All sites	<input type="checkbox"/> ALL	01-4203-0-4760-1000-1130-992-1234 3 planning days X 30 teachers X \$245/day = \$22,050
		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)_____	
<b>Each school site will hold quarterly data review meetings of their English learner progress during teacher collaboration time. Staff will discuss individual, grade, and school level progress of English learners and classroom teachers with English learners who are not progressing will establish individual learning plans for these students and monitor and communicate progress over time.</b>	All sites	<input type="checkbox"/> ALL	01-4203-0-4760-1000-1149-992-1234  Quarterly release time for EL progress monitoring conferences 12 days (3 sub days per quarter) X 10 schools X \$120/day = \$14,400
		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)_____	
<b>The district will continue to contract with Key Data Systems for district and school ELSSAs, AMAO reporting, and the development of EL intervention lists</b>	District & All sites	<input type="checkbox"/> ALL	01-0500-04760-2100-5800-992-0000 Key Data Systems Contract: \$11,000/year
		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)_____	
<b>Implement a freshman advisory and orientation program to increase the success of students entering high school</b>	RCHS & THS	<input checked="" type="checkbox"/> ALL	01-1100-0-1110-5202-992-LKCR Link Crew Training = \$2500 per coordinator X 4 coordinators = \$10,000
		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)_____	01-1100-0-1110-1130-992-LKCR  5 days of training X 4 coordinators @ \$245/day = \$4,900
<b>Provide 10 days course planning time using Engrade for 4 course planners per grade level for each content area: ELA and math for approximately four teachers from each elementary grade K-5 and approximately 4 teachers from each grade (6-12) for ELA and math departments</b>	District & All sites	<input checked="" type="checkbox"/> ALL	01-3010-0-1110-1000-1130-992-NGRD 50 teachers X 10 days X 252/day = \$126,000
		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)_____	
<b>Licenses for Bookshare, Google Read and Write, and ProloQuo to support students with individual learning needs will be purchased.</b>	District & All sites	<input type="checkbox"/> ALL	01-6500-5840-1190  District licenses: Bookshare= No Cost Proloquo = \$8,200 Google Read and Write = \$8,783
		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) <u>Student with Special Needs</u>	
<b>District will provide release time to middle and high school teachers to audit their existing curriculum and instructional pacing and align with the NGS.</b>	District, MS & HS	<input checked="" type="checkbox"/> ALL	01-0000-0-1610-1000-1149-992-NGSS  20 teachers X 3 release days @ 120/day = \$7,200
		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)_____	
<b>Individual learning plans for high school will be established in the second semester of eighth grade and the first semester of ninth grade. Counselors will hold group parent-student advisory meetings annually to monitor students' progress on</b>	MS & HS	<input checked="" type="checkbox"/> ALL	01-0000-0-1110-3110-1230-955-0000  High school counselor
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

their learning plans.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ _____	parent/student advisory meetings Three hours per counselor X four grade levels per year = 12 hours X \$35/hour X 5 counselors = \$2,100
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**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>The performance of continuously enrolled students who achieve proficiency as measured on state assessments (CASSP, CAA, and CAHSEE if administered in 2015-16) will increase 3% from the previous year.</p> <p>An increase of 3% of English learners will meet or exceed growth targets for academic and English language proficiency based on prior year data.</p> <p>Increase the English learner reclassification rate by 3% from the previous year.</p> <p>Increase the percentage of students taking AP exams and scoring a 3 or higher by 3% from the previous year.</p> <p>Maintain the percent of teachers misassignment at 0%</p> <p>Maintain the percentage textbook sufficiency at 100%</p> <p>Percentage of teachers implementing ELD Standards = 30%</p> <p>Percentage of teachers implementing CCSS in ELA and math = 100%</p> <p>Percentage of content area teachers implementing CCSS in ELA = 20%</p> <p>Percentage of elementary teachers and secondary science teachers implementing NGSS = 30%</p> <p>The percentage of student scoring at benchmark on DIBELS NEXT will increase by 10% for each grade level from the previous year.</p>
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p><b>Make professional development training to elementary teachers in Next Gen Science Standards.</b></p>	<p>District &amp; Elem. sites</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><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:</p>	<p>01-0000-0-1610-2140-5830-992-NGSS</p> <p>Training Costs: \$10,000</p> <p>01-0000-0-1610-1000-</p>



		(Specify) _____ _____	1130-992-NGSS  50 teachers X 3 days @252/day = \$37,800 01-0000-0-1610-1000- 1149-992-NGSS  50 teachers X 2 release days @120/day = \$12,000
<b>Provide web-based instructional planner to facilitate course planning and curriculum development in Engrade, to all elementary teachers and all middle school and high school ELA and math teachers.</b>	District & All sites	<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) _____ _____	01-0000-0-1110-1000- 5830-992-NGRD  \$57,600
<b>Increase collaboration and planning time for ELA and math teachers in grades 6-12 by adjusting middle and high school schedules to ensure time for weekly collaboration</b>	MS & HS	<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) _____ _____	01-1100 01-1400 \$303, 000
<b>Provide mathematics intervention curriculum and sections for grades 3-10</b>	All sites	<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	01-3010-0-1110-1000- 4310-Math  Curriculum: 20,000  01-1100

		Subgroups: (Specify) _____ _____	Scheduling: 2 sections per secondary site  \$40,000 X 3 = \$120,000
<b>Provide literacy intervention courses and sections for grades K-10</b>	All sites	<u>X</u> _ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____ _____	01-1100  \$360,000 See MPP
<b>Offer mathematics professional development through CA Math Project Professional Development Institutes Grades 3-10 – approximately 30 teachers</b>	District & All sites	<u>X</u> _ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____ _____	01-3010-0-1110-1000- 1130-992-Math Training = \$6000  01-3010-0-1110-1000- 1130-992- 30 teachers X 5 days X 252/day = \$37,800
<b>Provide Literacy Intervention and Assessment Training for New Staff K-5 elementary and 6-8 ELA teachers and K-8 paraeducators</b>	District, Elem. & MS sites	<u>X</u> _ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify) _____ _____	01-3010-0-1110-2140- 5830-992-KAM  KAM Consulting: 5 days@ \$1,800/day = \$9,000  01-3010-0-1110-1000- 1130-992-KAM New Staff 5 teachers @ 252 day

			(teacher rate) X 2 days = \$2,520  01-3010-0-1110-1000-2130-992-KAM-IA 10 paras @ 131 (para rate) x 2 days = \$2,620
<b>Provide <i>Language!</i> Training for New Staff Middle and high school teachers</b>	District, MS & HS	<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) _____ _____	01-3010-1110-2140-5830-992-KAM  KAM Consulting: 2 days @ \$1,800/day = \$3,600  01-3010-1130-1000-5830-992-KAM  New Staff Training =10 teachers @ 245 day (teacher rate) X 3 days = \$7,350  10 para X131/day x 3 days = \$3930
<b>Provide Response to Intervention Literacy Training and Coaching, to all K-5 teachers and all 6-8 ELA teachers and 9-10 <i>Language!</i> teachers and all special education teachers working in Learning Center model</b>	District & all sites	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>	01-3010-1110-2140-5830-992-KAM  KAM Consulting: 10 days/site X10 sites X \$1,800 day =\$180,000  01-3010-0-1110-1000-1149-992-KAM  Sub Days: \$120/day X

			10 days X 10 sites = \$12,000
<b>All elementary grade teachers will use DIBELS universal screening and progress monitoring tools for ELA.</b>	Elem. & MS sites	<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) _____ _____	01-0004-0-1110-1000-5800-992-DIBL  DIBELS Website Access = \$5000
<b>All middle school ELA teachers will use DIBELS universal screening and progress monitoring for students as appropriate.</b>	MS sites	<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) _____ _____	No additional cost.
<b>Students who are struggling are also administered the Language! placement test.</b>	All sites	<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) _____ _____	No additional cost.
<b>Elementary schools will use CBM assessments for screening and progress monitoring in mathematics</b>	Elem. Sites	<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	01-0004-0-1110-10000-5800-992-ASMT  CBM Math Costs: \$40,000

		Subgroups:(Specify)_____	
<b>The middle school and high school mathematics departments will administer annual MDTP screening test to incoming fifth and ninth graders.</b>	MS & HS	<input checked="" type="checkbox"/> ALL	No cost
		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)_____	
<b>All ELA and math teachers in grades K-11 will administer end of unit assessments aligned to CCSS and grade level curriculum pacing</b>	All sites	<input checked="" type="checkbox"/> ALL	Costs included above in web planner
		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)_____	
<b>District will provide DIBELS Assessment Copies to all K-5 elementary teachers and 6-8 ELA teachers</b>	District, Elem. & MS sites	<input checked="" type="checkbox"/> ALL	01-0004-0-1110-1000-5812-992-DIBL  DIBELS Assessment Printing = \$30,000
		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)_____	
<b>The district will provide training and coordination of DIBELS to: K-5 elementary teachers 6-8 ELA teachers K-8 special education ELA staff All elementary paraeducators</b>	District, Elem. & MS sites	<input checked="" type="checkbox"/> ALL	01-3010-1130-1000-5830-992-KAM  Staff Training =10 teachers @ 252 day (teacher rate) X 3 days = \$7,560  10 para X131/day x 3
		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)_____	

			days = \$3930
<b>In addition to BTSA, there will be additional coaching provided to special education teachers who are new to our district on a voluntary basis to ensure they are fully trained in district protocols and practices relating to students with disabilities</b>		<u>X</u> ALL	01-0000-0-1110-0000-1149-992-BTSA
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	BTSA Stipend = \$40,000
			01-0000-0-1110-0000-1149-992-BTSA
			First Year Special Education Teachers Special Education BTSA support providers = \$6,000
			01-0301-0-5770-1120-1149-995-MAA 3 release days per first year special education teacher 10 teachers X 3 days @ \$120/day = \$3,600
			01-0301-0-5770-1120-1130-995-MAA 1 training day before school X 10 teachers X 1 day @ 252/day = \$2,520
<b>District will purchase Lexia, Dreambox (or equivalent) and Fuel</b>	District &	<u>X</u> ALL	01-3010-0-1100-5840-

<p><b>Ed software and provide additional access to technology so these programs can be used maximally</b></p>	<p>All sites</p>	<p>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>992-0000 Lexia; \$36,000</p> <p>01-3010-0-1100-5840-992-0000 Dreambox or equivalent: \$47,000</p> <p>01-3010-0-1100-5840-992-0000 Fuel Ed: \$100,000</p>
<p><b>District will provide materials for the Handwriting Without Tears program for its TK and K students</b></p>	<p>District &amp; Elem. sites</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>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>01-6300-0-1110-4310-992-0</p> <p>Handwriting without Tears -\$12,000</p>
<p><b>The district will provide and integrate access to the Type to Learn keyboarding program for students in grades 1-5. This program will be available in the elementary school classrooms and lab</b></p>	<p>District Elem. sites</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>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>01-1100-0-1110-1000-5840-992-0000 Type to Learn (Sunburst Digital) = \$800</p>
<p><b>District will offer cohorts of teachers who participated in the effective instruction for English learners paid summer work to review existing K-12 ELD program offerings to ensure program alignment and use of evidence based instructional</b></p>	<p>District &amp; All sites</p>	<p>All</p>	<p>01-4203-0-4760-1000-1130-992-1234</p> <p>3 planning days X 30 teachers X \$252/day = \$22,680</p>
<p><b>Each school site will hold quarterly data review meetings of</b></p>	<p>All sites</p>	<p><input type="checkbox"/> ALL</p>	<p>01-4203-0-4760-1000-</p>

<p><b>their English learner progress during teacher collaboration time. Staff will discuss individual, grade, and school level progress of English learners and classroom teachers with English learners who are not progressing will establish individual learning plans for these students and monitor and communicate progress over time.</b></p>		<p>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)_____</p>	<p>1149-992-1234   Quarterly release time for EL progress monitoring conferences  12 days (3 sub days per quarter) X 10 schools X \$120/day = \$14,400</p>
<p><b>The district will continue to contract with Key Data Systems for district and school ELSSAs, AMAO reporting, and the development of EL intervention lists</b></p>	<p>District &amp; All sites</p>	<p>__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)_____</p>	<p>01-0500-04760-2100-5800-992-0000  Key Data Systems Contract:  \$11,000/year</p>
<p><b>Implement a freshman advisory and orientation program to increase the success of students entering high school.</b></p>	<p>RCHS &amp; THS</p>	<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>01-1100-0-1110-1130-992-LKCR   \$2500 per coordinator X 4 coordinators = \$10,000   01-1100-0-1110-1130-992-LKCR  5 days of training X 4 coordinators @ \$245/day = \$4,900</p>
<p><b>Provide 10 days course planning time for 4 course planners per grade level for each content area: ELA and math for approximately four teachers from each elementary grade K-5 and approximately 4 teachers from each grade (6-12) for ELA and math departments</b></p>	<p>District &amp; All sites</p>	<p>__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</p>	<p>01-3010-0-1110-1000-1130-992-NGRD  50 teachers X 10 days X 225/day = \$112,500</p>



		Subgroups:(Specify)_____	
<b>Licenses for Bookshare, Google Read and Write, and ProloQuo to support students with individual learning needs will be purchased.</b>	All sites	<input type="checkbox"/> ALL	01-6500-5840-1190
		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 Special needs</u>	District licenses: Bookshare= No Cost Proloquo = \$8,200 Google Read and Write = \$8,783
<b>District will provide release time to middle and high school teachers to audit their existing curriculum and instructional pacing and align with the NGS.</b>	MS & HS	<input checked="" type="checkbox"/> ALL	01-0000-0-1610-1000-1149-992-NGSS
		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)_____	20 teachers X 3 release days @120/day = \$7,200
<b>Contract and annual training with Quick Schools student information and attendance monitoring systems will be continued annually</b>	District & All sites	<input checked="" type="checkbox"/> ALL	01-0711-0-1110-2700-5840-989-QKSC
		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)_____	\$8,802
<b>Individual learning plans for high school will be established in the second semester of eighth grade and the first semester of ninth grade. Counselors will hold group parent-student advisory meetings annually to monitor students' progress on their learning plans.</b>	HS & MS	<input type="checkbox"/> ALL	01-0000-0-1110-3110-1230-955-0000
		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)_____	High school counselor parent/student advisory meetings Three hours per counselor X four grade

			levels per year = 12 hours X \$35/hour X 5 counselors = \$2,100
<b>Provide 10 days course planning time for 4 course planners per grade level for each content area: ELA and math for approximately four teachers from each elementary grade K-5 and approximately 4 teachers from each grade (6-12) for ELA and math departments</b>	District & All sites	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____	01-3010-0-1110-1000- 1130-992-NGRD 50 teachers X 10 days X 252/day = \$126,000
<b>GOAL:</b>	<b>Implement a broad course of study that meets all students' needs and interests and prepares them for college and career. The percentage English language learners, foster youth, and low-income students enrolled in AP and honors courses is equal to that of the general population. Students with disabilities access AP and honors courses as their IEPs allow.</b>	Related State and/or Local Priorities: 1_ 2__ 3_ 4X 5X 6_ 7X 8X COE only: 9__ 10__ Local : Specify _____	
<b>Identified Need</b>	<p>100% of high school students and all students, including English Learners, low Income, foster youth and students with disabilities, at Technology Middle School have <b>access</b> to a broad course of study including visual and performing arts, foreign language, and CTE. Students at Lawrence Jones Middle School have access to all of the above, except foreign language.</p> <p>88% of those responding to the LCAP Stakeholder Survey indicated that high school graduation rates are "Important" or "Very Important".  82% of those responding to the LCAP Stakeholder Survey indicated that student access to Advanced Placement courses is "Important" or "Very Important".  In 2014 EAP results show that 30% were college ready in ELA and 12% were college ready in math.  In 2013, the district's high school graduation rate was 80.44% while the high school dropout rate was 11.50%.  The middle school drop out rate was 0%.  In 2014- 2015, the number/percentage of RCHS students career/technical pathways was 64%. All Technology High School and all middle schools students enroll in CTE pathways.</p>		

	The number/percentage of graduating high school seniors who successfully completed A-G requirements in 2013 was 25.0%		
<b>Goal Applies to:</b>	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>In 2014-15 our goal was to address access for all students to a broad course of study. CTE, AP, and honors course enrollment for 2014-15 will form the baseline for evaluating progress on these goals moving forward. It is anticipated that an increase of 3% of English learners, low-income students, and foster youth will be enrolled in upper level CTE classes, AP classes, honors classes, visual and performing arts and foreign language courses annually. An increase of 3% annually is expected in the enrollment of students with disabilities in CTE courses.</p> <p>District high school graduation rate will increase by 3% from previous year.  The percentage of students in high school taking AP courses will increase by 3% from previous year.  The percentage of college ready students for ELA will increase by 3% from previous year.  The percentage of students in middle school and high school enrolled in exploratory pathways will increase by 3 % from previous year.  The percentage of students in high school enrolled in career technical education pathways will increase by 3% from previous year.  Teachers will report the increased availability and use of technology for classroom instruction by 100% from previous year.  Teachers and students will report the increased institutionalized use of AVID strategies in classrooms by 3%.  The number/percentage of graduating high school seniors who successfully complete A-G requirements in will increase by 3% from previous year.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>Ensure 100% of district certificated staff will be appropriately credentialed for their assignments</b>	District & All sites	<u>X</u> _ALL	01-VARIOUS-1100-1300 and 1900 plus benefits

			\$31,746,970
<b>Maintain current level of school office staffing.</b>	District & All site	<u>X</u> All	01-0000-0-1110-2700-2400-XXX-0000  \$1,435,601
<b>Ensure all elementary school students in grades 1-5 receive 200 minutes of PE instruction every ten days</b>	Elem. sites	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Costs for elementary PE teachers included in certificated salary costs.
<b>Offer exploratory pathways and career technical educational pathways at the secondary level</b>	MS & HS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	01-0004-0-3800-1000-4310-992-DIST  \$35,000  01-3550 \$38,000
<b>Middle school students will complete career interest survey in Kuder in grade 8. High school students will integrate information from Kuder and other career inventory and planning tools in their four year planning process.</b>	MS & HS	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	01-0004-0-1110-1000-5840-992-KUDR  \$4800
<b>Ensure all classrooms are fitted with up-to-date educational technology for daily use by students and teachers</b>	District & All sites	<u>X</u> ALL OR: __Low Income pupils	21-0821  \$ 8,329,451

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>Use weekly departmental collaboration time to analyze data and plan the enrollment of non-traditional students in A-G, AP, Honors, and CTE classes.</b>	RCHS, THS	<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) students with disabilities	No additional costs. Included in previous goal.
<b>Maintain AVID classes at RCHS</b>	RCHS	<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)_____	01-1100-0-1000-5800-992-AVID  \$4,000
<b>Middle schools will extend one period four days a week so that students may receive additional academic support.</b>	District & MS	<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)_____	No additional costs.
<b>LCAP Year 2: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	District high school graduation rate will increase by 3% from previous year. The percentage of students in high school taking AP courses will increase by 3% from previous year. The percentage of college ready students for ELA will increase by 3% from previous year. The percentage of students in middle school and high school enrolled in exploratory pathways will increase by 3 % from previous year. The percentage of students in high school enrolled in career technical education		

	<p>pathways will increase by 3% from previous year.  Teachers will report the increased availability and use of technology for classroom instruction by 100% from previous year.  Teachers and students will report the increased institutionalized use of AVID strategies in classrooms by 3%.  The number/percentage of graduating high school seniors who successfully complete A-G requirements in will increase by 3% from previous year.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>Maintain current level of school office staffing.</b>	District & All site	<u>X</u> All	01-0000-0-1110-2700-2400-XXX-0000  \$1,435,601 statutory increases, health and welfare, and step and column
<b>Ensure 100% of district certificated staff will be appropriately credentialed for their assignments</b>	District & All sites	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____	01-VARIOUS-1100-1300 and 1900 plus benefits \$31,746,970 statutory increases, health and welfare, and step and column
<b>Ensure all elementary school students in grades 1-5 receive 200 minutes of PE instruction every ten days</b>	District & Elem. sites	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____ _____	Costs for elementary PE teachers included in certificated salary costs.
	MS & HS	<u>X</u> ALL	01-0004-0-3800-1000-

<p><b>Offer exploratory pathways and career technical educational pathways at the secondary level</b></p>		<p>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>4310-992-DIST   \$35,000   01-3550  \$38,000</p>
<p><b>Middle school students will complete career interest survey in Kuder in grade 8.  High school students will integrate information from Kuder and other career inventory and planning tools in their four year planning process</b></p>	<p>MS &amp; HS</p>	<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>01-0004-0-1110-1000-5840-992-KUDR   \$4800</p>
<p><b>Ensure all classrooms are fitted with up-to-date educational technology for daily use by students and teachers</b></p>	<p>District &amp; All sites</p>	<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>21-0821...TTCH and 25   \$ 500,000  (Richard Crane and growth)</p>
<p><b>Use weekly departmental collaboration time to analyze data and plan the enrollment of non-traditional students in A-G, AP, Honors, and CTE classes.</b></p>	<p>RGHS &amp; THS</p>	<p><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></p>	<p>No additional costs. Included in previous goal.</p>
<p><b>Maintain AVID classes at RGHS</b></p>	<p>Elem. &amp; MS</p>	<p><input checked="" type="checkbox"/> ALL   OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>01-1100-0-1000-5800-992-AVID   \$4,000</p>

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>Secondary schools will extend one period four days a week so that students may receive additional academic support.</b>	District & MS	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional costs.
<b>LCAP Year 3: 2017-18</b>			
<b>Expected Annual Measurable Outcomes:</b>	District high school graduation rate will increase by 3% from previous year. The percentage of students in high school taking AP courses will increase by 3% from previous year. The percentage of college ready students for ELA will increase by 3% from previous year. The percentage of students in middle school and high school enrolled in exploratory pathways will increase by 3 % from previous year. The percentage of students in high school enrolled in career technical education pathways will increase by 3% from previous year. Teachers will report the increased availability and use of technology for classroom instruction by 100% from previous year. Teachers and students will report the increased institutionalized use of AVID strategies in classrooms by 3%. The number/percentage of graduating high school seniors who successfully complete A-G requirements in will increase by 3% from previous year.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>Ensure 100% of district certificated staff will be appropriately credentialed for their assignments</b>	District & All sites	X__ALL	01-VARIOUS-1100-1300 and 1900 plus



		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)_____	benefits  \$31,746,970 plus statutory increases, health and welfare, and step and column
<b>Maintain current level of school office staffing.</b>	District & All site	<input checked="" type="checkbox"/> All	01-0000-0-1110-2700-2400-XXX-0000  \$1,435,601 statutory increases, health and welfare, and step and column
<b>Ensure all elementary school students in grades 1-5 receive 200 minutes of PE instruction every ten days</b>	Elem. sites	<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)_____	Costs for elementary PE teachers included in certificated salary costs.
<b>Offer exploratory pathways and career technical educational pathways at the secondary level</b>	MS & HS	<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)_____	01-0004-0-3800-1000-4310-992-DIST  \$35,000  01-3550 \$38,000
<b>Middle school students will complete career interest survey in Kuder in grade 8. High school students will integrate information from Kuder and other career inventory and planning tools in their four year planning process.</b>	MS & HS	<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	01-0004-0-1110-1000-5840-992-KUDR  \$4800

		English proficient __Other Subgroups:(Specify)_____	
<b>Ensure all classrooms are fitted with up-to-date educational technology for daily use by students and teachers</b>	District & All sites	<u>X</u> _ALL	2108-25
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 200,000
<b>Use weekly departmental collaboration time to analyze data and plan the enrollment of non-traditional students in A-G, AP, Honors, and CTE classes.</b>	RCHS, THS	<u>X</u> _ALL	No additional costs. Included in previous goal.
		OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>students with disabilities</u>	
<b>Maintain AVID at RCHS</b>	RCHS	<u>X</u> _ALL	01-1100-0-1000-5800- 992-AVID  \$4,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>Secondary schools will extend one period four days a week so that students may receive additional academic support.</b>	District & MS	<u>X</u> _ALL	No additional costs.
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<b>GOAL:</b>	<b>Create and maintain optimum learning and working environments for students and staff.</b>					Related State and/or Local Priorities:	
						1_ <u>X</u> 2__ 3 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8_ <u>X</u>	
						COE only: 9__ 10__	
						Local : Specify _____	
<b>Identified Need :</b>	<p>Results of most recent Healthy Kids Survey</p> <p>95% of those responding to the LCAP Stakeholder Survey indicated that a safe school and classroom environment is “Important” or “Very Important”.</p> <p>89% of those responding to the LCAP Stakeholder Survey indicated that feeling connected to school is “Important” or “Very Important”.</p> <p>87% of those responding to the LCAP Stakeholder Survey indicated that daily attendance rates are “Important” or “Very Important”</p> <p>83% of those responding to the LCAP Stakeholder Survey indicated that the development of a school site anti bullying plan that addresses bullying at all levels and includes the expected behavior of all, including children and adults is “Important” or “Very Important”.</p> <p>95% of those responding to the LCAP Stakeholder Survey indicated that having a welcoming environment at the school site is “Important” or “Very Important”</p> <p>88% of those responding to the LCAP Stakeholder Survey indicated that parent access to student grades, attendance and citizenship in real time is “Important” or “Very Important”</p> <p>In 2014, the district’s attendance rate was 96.20%. As of April 30, 2015, the 2014-15 attendance rate is 95.88%.</p> <p>In 2013, the district’s chronic absentee rate was 6.53%.</p> <p>In 2013-14, there were 337 suspensions district wide. In 2014-15, 334 suspensions have been reported up to April 30, 2015.</p> <p>In 2013-14 there were 27 expulsions. In 2014-15, 18 expulsions have been reported up to April 30, 2015.</p> <p>School facilities FIT Survey results – All schools in the district have exemplary ratings.</p>						
<b>Goal Applies to:</b>	Schools:	All					
	Applicable Pupil Subgroups:	All					
<b>LCAP Year 1: 2015-16</b>							
<b>Expected Annual Measurable Outcomes:</b>	<p>The percentage of students who report feeling safe at school on the CHKS will increase by 3% from the previous survey administration.</p> <p>The percentage of those responding through survey (CHKS or LCAP) who indicate</p>						

they feel connected to school will increase by 3% from previous survey administration.  
 The attendance rate district wide will increase by 3% from previous year.  
 Parents who report through survey that schools have a welcoming environment will increase by 3% from previous year.  
 The district's chronic absentee rate will decrease by .5 % from previous year.  
 The number of suspensions will decrease by 3% from previous year.  
 The number of expulsions will decrease by 3% from previous year.

All schools in the district will have exemplary ratings in the school facilities FIT Survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Continue to employ sufficient custodial, maintenance and grounds staff, including equipment, materials and supplies, to ensure safe and well maintained facilities</b></p>	<p>District</p>	<p><u>X</u>_ALL</p>	
		<p>OR:            __Low Income pupils            __English Learners            __Foster Youth            __Redesignated fluent English proficient __Other            Subgroups:(Specify)_____</p>	<p>01-0000-0-0000-8130-2200             Grounds personnel = \$218,655</p>
			<p>01-0000-0-0000-8130-4XXX-6XXX             Grounds supplies, services and equipment = \$109,714             01-0000-0-0000-8210-2200             Custodial personnel = \$1,555,808</p>

			01-0000-0-0000-8210-4XXX-6XXX  Custodial and operation supplies, services and equipment = \$1,457,196  01-8150 Routine Restricted Maintenance = \$1,590,599
<b>Continue to reduce class size in K-3 using the site-based grade span reduction (GSR) formula under LCFF</b>	District & Elem. sites	<u>X</u> _ALL	01-0000-0-1111-1000-1100 plus benefits
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$175,454
			01-0004-0-1111-1000-1100 plus benefits  \$868,801
			01-0500-0-1111-1000-1100 plus benefits  \$171,503
			01-4035-0-1111-1000-1100 plus benefits  \$134,363
<b>Maintain mental health services for students and plan for cost</b>	District	<u>X</u> _ALL	01-6512 Interns,

<p><b>effective ways to expand services through community partnerships, use and supervision of interns and use of CANS assessment for referral to CPI</b></p>		<p>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>counseling, support, NPS counseling, board and care  =\$660,000 ERMHS</p> <p>01-5640-7151-3130-1299</p> <p>Counseling interns=\$2,000 per site X 9 sites X 2 interns per site - \$36,000</p> <p>01-5640-7151-3130-5100</p> <p>Mental Health Counselors for students with IEPS (3 half-time counselors at \$20,000/ counselor = \$60,000</p>
<p><b>Support the implementation of Positive Behavior Interventions and Supports, as funds are available</b></p>	<p>Reed &amp; Waldo Schools &amp; Tech MS</p>	<p>Pending State Budget Outcome:</p>	<p>Funding Pending State Budget Outcome:  Would like to use resource 0500</p> <p>Leadership Team Training Time: 6 teachers X 3 sites X\$252/day = X 5 days = \$22,680</p> <p>2 paraeducators X 3 sites X \$131/day X 5 days = \$3,930</p>

			\$90,000 for Title I sites and feeder middle school – John Reed, Waldo Rohnert, and Technology
<b>Purchase Social Skills Toolbox Curriculum for elementary sites as funds are available</b>	District & Elem. sites	<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) _____ _____	Funding Pending State Budget Outcome: \$68,000
<b>Explore the implementation of restorative practices at the middle and high school levels</b>	District, MS & HS	<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) _____ _____	Costs included in certificated staffing above.
<b>Conduct team-building/culture development activities during the first four days of school and during one or two days after the first semester ends</b>	Jones MS, Tech MS. Page Academy & Rancho Cotate HS	<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) _____ _____	Funding Pending State Budget Outcome: Would like to use resource 0500  Leadership team time to develop the First Four Days Model: 10 teachers/ site X 5 days per teachers @\$252 X 4 sites = \$50,400

<b>Continue to implement its merit system</b>	Jones MS	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Included in Quick Schools contract
<b>Implement a K-2, 3-5, and 6-8 behavioral learning center at selected sites to support the integration of students with school conduct disorders and emotional behavioral disturbances on regular school settings</b>	Elementary, Middle School	<input checked="" type="checkbox"/> ALL	Staffing – included in certificated and classified costs
<b>Ensure the nutritional needs of all students are met</b>	District	<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)___	01-0000-0-0000-9300-7616-000-0000  \$286, 610

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>The percentage of students who report feeling safe at school on the CHKS will increase by 3% from the previous survey administration.</p> <p>The percentage of those responding through survey (CHKS or LCAP) who indicate they feel connected to school will increase by 3% from previous survey administration.</p> <p>The attendance rate district wide will increase by 3% from previous year.</p> <p>Parents who report through survey that schools have a welcoming environment will increase by 3% from previous year.</p> <p>The district's chronic absentee rate will decrease by .5 % from previous year.</p> <p>The number of suspensions will decrease by 3% from previous year.</p> <p>The number of expulsions will decrease by 3% from previous year.</p>
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	All schools in the district will have exemplary ratings in the school facilities FIT Survey.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>Continue to employ sufficient custodial, maintenance and grounds staff, including equipment, materials and supplies, to ensure safe and well maintained facilities</b>	District	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	01-0000-0-0000-8130-2200  Grounds personnel = \$218,655 plus step and column and appropriate benefits increases  01-0000-0-0000-8130-4XXX-6XXX Grounds supplies, services and equipment = \$109714, plus estimated 2% COLA  01-0000-0-0000-8210-2200  Custodial personnel = \$1,555,808 plus step and columns and appropriate benefits increases  01-0000-0-0000-8210-4XXX-6XXX  Custodial and

			<p>operation supplies, services and equipment =\$1,457,196 plus estimated 2% COLA</p> <p>01-8150 Routine Restricted Maintenance = \$1,700,000</p>
<p><b>Continue to reduce class size in K-3 using the site-based grade span reduction (GSR) formula under LCFF</b></p>	<p>District &amp; Elem. sites</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>01-0000-0-1111-1000-1100 plus benefits</p>
		<p>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>\$175,454</p>
			<p>01-0004-0-1111-1000-1100 plus benefits</p>
			<p>\$868,801</p>
			<p>01-0500-0-1111-1000-1100 plus benefits</p>
			<p>\$171,503</p>
			<p>01-4035-0-1111-1000-1100 plus benefits</p>
			<p>\$134,363</p>
<p><b>Maintain mental health services for students and plan for cost effective ways to expand services through community partnerships, use and supervision of interns and use of CANS assessment for referral to CPI</b></p>	<p>District</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>01-6512 Interns, counseling, support, NPS counseling, board and care =\$660,000 ERMHS</p>
		<p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent</p>	

		English proficient __Other Subgroups:(Specify)_____	01-5640-7151-3130-1299  Counseling interns= \$2,000 per site X 9 sites X 2 interns per site - \$36,000  01-5640-7151-3130-5100  Mental Health Counselors for students with IEPs (3 half-time counselors at \$20,000/ counselor = \$60,000
<b>Support the implementation of Positive Behavior Interventions and Supports, as funds are available.</b>	Reed & Waldo Schools & Tech MS	<u>_ALL</u> OR: <u>X</u> Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)____	Funding Pending State Budget Outcome: Would like to use resource 0500  Leadership Team Training Time: 6 teachers X 3 sites X\$252/day = X 5 days = \$22,680  2 paraeducators X 3 sites X \$131/day X 5 days = \$3,930  \$90,000 for Title I sites and feeder middle school – John Reed,

			Waldo Rohnert, and Technology
<b>Conduct team-building/culture development activities during the first four days of school and during one or two days after the first semester ends</b>	Jones MS, Tech MS. Page Academy & Rancho Cotate HS	<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)____ _____	Funding Pending State Budget Outcome: Would like to use resource 0500  Leadership team time to develop the First Four Days Model: 10 teachers/ site X 5 days per teachers @\$252 X 4 sites = \$50,400
<b>Implement a K-2, 3-5, and 6-8 behavioral learning center at selected sites to support the integration of students with school conduct disorders and emotional behavioral disturbances on regular school settings</b>	District, University & Monte Vista Schools, Jones MS	<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)____ _____	Staffing – included in certificated and classified costs
<b>Ensure the nutritional needs of all students are met</b>	District	<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)____ _____	01-0000-0-0000-9300-7616-000-0000  \$293, 489

<b>LCAP Year 3: 2017-18</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>The percentage of students who report feeling safe at school on the CHKS will increase by 3% from the previous survey administration.</p> <p>The percentage of those responding through survey (CHKS or LCAP) who indicate they feel connected to school will increase by 3% from previous survey administration.</p> <p>The attendance rate district wide will increase by 3% from previous year.</p> <p>Parents who report through survey that schools have a welcoming environment will increase by 3% from previous year.</p> <p>The district's chronic absentee rate will decrease by .5 % from previous year.</p> <p>The number of suspensions will decrease by 3% from previous year.</p> <p>The number of expulsions will decrease by 3% from previous year.</p> <p>All schools in the district will have exemplary ratings in the school facilities FIT Survey.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>Continue to employ sufficient custodial, maintenance and grounds staff, including equipment, materials and supplies, to ensure safe and well maintained facilities</b>	District	<u>X</u> _ALL	01-0000-0-0000-8130-2200.
		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Grounds personnel = \$218,655 plus step and column and appropriate benefits increases  01-0000-0-0000-8130-4XXX-6XXX Grounds supplies, services and equipment = \$109,714 plus estimated 2% COLA

			<p>01-0000-0-0000-8210-2200</p> <p>Custodial personnel = \$1,555,808 plus step and columns and appropriate benefits increases</p> <p>01-0000-0-0000-8210-4XXX-6XXX</p> <p>Custodial and operation supplies, services and equipment = \$1,457,196 plus estimated 2% COLA</p> <p>01-8150 Routine Restricted Main \$1,800,000</p>
<p><b>Continue to reduce class size in K-3 using the site-based grade span reduction (GSR) formula under LCFF</b></p>	<p>District &amp; Elem. sites</p>	<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> <hr/>	<p>01-0000-0-1111-1000-1100 plus benefits</p> <p>\$175,454</p> <p>01-0004-0-1111-1000-1100 plus benefits</p> <p>\$868,801</p>

			01-0500-0-1111-1000-1100 plus benefits  \$171,503  01-4035-0-1111-1000-1100 plus benefits  \$134,363
<b>Maintain mental health services for students and plan for cost effective ways to expand services through community partnerships, use and supervision of interns and use of CANS assessment for referral to CPI</b>	District	<u>X</u> _ALL	Funding Pending State Budget Outcome:
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Counseling interns= \$2,000 per site X 9 sites X 2 interns per site - \$36,000 Mental Health Counselors for students with IEPS (3 half-time counselors at \$20,000/counselor - \$60,000 funded ERMHS) Assistant principals and program specialist costs included in admin and special education costs
<b>Support the implementation of Positive Behavior Interventions and Supports, as funds are available</b>	Reed & Waldo Schools & Tech MS	_ALL	Funding Pending State Budget Outcome:
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Leadership Team Training Time: 6 teachers X 3 sites X 5 days X\$252/day =

			<p>\$22,680</p> <p>2 paraeducators X 3 sites X \$131/day = \$630/day X 5 days = \$3, 930</p> <p>\$30,000/site for John Reed, Waldo Rohnert, and Technology Middle School = \$90,000</p>
<p><b>Conduct team-building/culture development activities during the first four days of school and during one or two days after the first semester ends</b></p>	<p>Jones MS, Tech MS. Page Academy &amp; Rancho Cotate HS</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other</p> <p>Subgroups:(Specify)_____</p>	<p>Funding Pending State Budget Outcome: Would like to use resource 0500</p> <p>Leadership team time to develop the First Four Days Model: 10 teachers/ site X 5 days per teachers @\$252 X 4 sites = \$50,400</p>
<p><b>Implement a K-2, 3-5, and 6-8 behavioral learning center at selected sites to support the integration of students with school conduct disorders and emotional behavioral disturbances on regular school settings</b></p>	<p>District, University &amp; Monte Vista Schools, Jones MS</p>	<p><input checked="" type="checkbox"/>_X_ALL</p> <p>OR:</p> <p><input type="checkbox"/>_Low Income pupils</p> <p><input type="checkbox"/>_English Learners</p> <p><input type="checkbox"/>_Foster Youth</p> <p><input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other</p> <p>Subgroups:(Specify)_____</p>	<p>Staffing – included in certificated and classified costs</p>



<b>Ensure the nutritional needs of all students are met</b>	__ALL	01-0000-0-0000-9300-7616-000-0000
	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)_____	\$301,120

<b>GOAL:</b>	<b>Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.</b>	Related State and/or Local Priorities:
		1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____

**Identified Need**

92% of those responding to the LCAP Stakeholder Survey indicated that increased student engagement is “Important” or “Very Important”.

88% of those responding to the LCAP Stakeholder Survey indicated that schools should contact parents in a timely manner regarding repeat occurrences of low academic scores, behavioral issues, and missed attendance is “Important” or “Very Important”

75% of those responding to the LCAP Stakeholder Survey indicated that access too community college courses is “Important” or “Very Important”.

74% of those responding to the LCAP Stakeholder Survey indicated that parent trainings on student advocacy and educational priorities is “Important” or “Very Important”.

72% of those responding to the LCAP Stakeholder Survey indicated that parent-led committees are “Important” or “Very Important”.

71% of those responding to the LCAP Stakeholder Survey indicated that family activities at school sites are “Important” or “Very Important”.

67% of those responding to the LCAP Stakeholder Survey indicated that translation at parent events and meetings is “Important” or “Very Important”.

59% of those responding to the LCAP Stakeholder Survey indicated that childcare at parent events and meetings is “Important” or “Very Important”.

Data from parents of English learners, low income, foster youth and students with disabilities will be disaggregated annually to examine trends for data. As our target for survey participation is 10% of our parents, we do will not report specific parent engagement percentages for these groups as we anticipate annual fluctuation due to small sample size.

<b>Goal Applies to:</b>	Schools:	All
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	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p>The percentage of parents who report through surveys (CHKS or LCAP) that their child is engaged in learning will increase by 3% from the previous year.</p> <p>The percentage of parents will report through survey that schools have contacted them in a timely manner regarding repeat occurrences of low academic scores, behavioral issues, and missed attendance will increase by 3% from previous year.</p> <p>The percentage of parents responding through surveys who indicate that translation was provided at parent events and meetings will increase by 3% from previous year.</p> <p>The percentage of parents responding through surveys who indicate that childcare at parent events and meetings will increase by 3% from previous year.</p>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
<p><b>Provide families improved access to school and district information technology and 21<sup>st</sup> Century communication tools through extended media center hours and certificated staffing for media center during the extended time</b></p>	<p>District &amp; all sites</p>	<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</p> <p>Subgroups:(Specify)_____</p>	<p>01-1100-0-1110-2495-1930-992-0000</p> <p>4 hours per week X 36 weeks X 2 teachers X \$35/hour = \$10,080</p>	
<p><b>Provide parents, staff and students with improved access to achievement, attendance, and discipline data through electronic gradebooks and reporting portals.</b></p>	<p>District &amp; All sites</p>	<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</p> <p>Subgroups:(Specify)_____</p>	<p>Costs included above</p>	
<p><b>Offer parent involvement opportunities through programs</b></p>	<p>District &amp;</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>01-4203-0-</p>	

<p><b>including kinder screening, curriculum and family nights, volunteer programs and English language classes after school and in the evenings.</b></p>	<p>all sites</p>	<p>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)_____</p>	<p>\$4,000 per semester – staffing, materials, etc. = \$8,000 per year</p>
<p><b>Recruit and hire bilingual personnel in school offices within existing staffing allocations.</b></p>	<p>District &amp; all sites</p>	<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>Costs included in staffing above.</p>
<p><b>Offer translation for families and students to support communication and outreach</b></p>	<p>District &amp; all sites</p>	<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>01-0500-0-4760   Interpreter = \$70,000   Translation = \$6,000</p>
<p><b>Conduct customer service training for office staff and develop procedural handbook and orientation for new office staff.</b></p>	<p>District &amp; all sites</p>	<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>01-0000-1110-2700-2430-955  =\$1200</p>
<p><b>Develop measures, goals and actions that address increased parental involvement at the school site and increase families' sense of welcome on campuses as measured by parent sign-in sheets and parent surveys (CHKS and/or LCAP)</b></p>	<p>District &amp; all sites</p>	<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</p>	<p>No additional costs anticipated.</p>

		English proficient __Other Subgroups:(Specify)_____	
<b>District will collaborate with Child Parent Institute to provide outreach and parent education training to families of foster children for facilitating school success.</b>	District & all sites	__ALL OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Costs included in previous goals.
<b>LCAP Year 2: 2016-17</b>			

Expected Annual Measurable Outcomes:	<p>The percentage of parents who report through surveys that they have utilized technology to access information regarding their student (attendance, grades, other information) will increase by 3% from previous year.</p> <p>Parent participation as measured through sign-in sheets district wide in curriculum and family nights, parent education nights and Leadership teams will increase by 3% from previous year.</p> <p>The number and percentage of parent participation in volunteer activities at school sites will increase by 3% from previous year.</p> <p>The number of parents who participate in English classes at school sites will increase by 3% from previous year.</p> <p>The percentage of parents who report through surveys (CHKS or LCAP) that their child is engaged in learning will increase by 3%.</p> <p>The percentage of parents will report through surveys that schools have contacted them in a timely manner regarding repeat occurrences of low academic scores, behavioral issues, and missed attendance will increase by 3% from previous year.</p> <p>The percentage of parents responding through surveys who indicate that translation was provided at parent events and meetings will increase by 3% from previous year.</p> <p>The percentage of parents responding through surveys who indicate that childcare at parent events and meetings will increase by 3% from previous year.</p>		
	Actions/Services	Scope of Service	Budgeted Expenditures
		Pupils to be served within identified scope of service	
Establish after-hours access to high school		<u>X</u> ALL	01-3010-0-

computer lab for families who need internet access to support their children's education		<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)_____	1110-1130-993  4 hours per week X 36 weeks X 2 teachers X \$35/hour = \$10,080
Provide parents, staff and students with improved access to achievement, attendance, and discipline data through electronic gradebooks and reporting portals.	District & all sites	<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)_____	Costs included above
Offer parent involvement opportunities through programs including kinder screening, curriculum and family nights, volunteer programs and English language classes after school and in the evenings.	District & all sites	<input checked="" 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)_____	01-4203-0-\$4,000 per semester – staffing, materials, etc. = \$8,000 per year
District and sites will conduct ongoing recruitment to hire bilingual personnel in school offices within existing staffing allocations.	District & all sites	<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)_____	Costs included in staffing above.
Offer translation for families and students to support communication and outreach	District & all sites	<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)_____	01-0500-0-4760  Interpreter = \$70,000  Translation = \$6,000

District will collaborate with Child Parent Institute to provide outreach and parent education training to families of foster children for facilitating school success.	District & all sites	<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)_____	Costs included in previous goal.
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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p>The percentage of parents who report through surveys that they have utilized technology to access information regarding their student (attendance, grades, other information) will increase by 3% from previous year.</p> <p>Parent participation as measured through sign-in sheets district wide in curriculum and family nights, parent education nights and Leadership teams will increase by ___% from previous year.</p> <p>The number and percentage of parent participation in volunteer activities at school sites will increase by 3% from previous year.</p> <p>The number of parents who participate in English classes at school sites will increase by 3 % from previous year.</p> <p>The percentage of parents who report through surveys (CHKS or LCAP) that their child is engaged in learning will increase by 3%.</p> <p>The percentage of parents will report through surveys that schools have contacted them in a timely manner regarding repeat occurrences of low academic scores, behavioral issues, and missed attendance will increase by 3% from previous year.</p> <p>The percentage of parents responding through surveys who indicate that translation was provided at parent events and meetings will increase by 3% from previous year.</p> <p>The percentage of parents responding through surveys who indicate that childcare at parent events and meetings will increase by 3% from previous year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish evening access to high school computer lab for families who need internet access and teach basic computer applications to support their children's education.	District and all sites	<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)_____	01-1100-0-1110-2495-1130-992-0000  4 hours per week X 36 weeks X 2 teachers X \$35/hour = \$10,080

Provide parents, staff and students with improved access to achievement, attendance, and discipline data through electronic gradebooks and reporting portals.	District & all sites	<u>  X  </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Costs included above
Offer parent involvement opportunities through programs including kinder screening, curriculum and family nights, volunteer programs and English language classes after school and in the evenings.	District & all sites	<u>  X  </u> ALL OR: __ Low Income pupils <u>  X  </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	01-4203-0-\$4,000 per semester – staffing, materials, etc. = \$8,000 per year
Recruit and hire bilingual personnel in school offices within existing staffing allocations.	District & all sites	<u>  X  </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	No additional funding required
Offer translation for families and students to support communication and outreach	District & all sites	<u>  X  </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	01-0500-0-4760  Interpreter = \$70,000  Translation = \$6,000
Collaborate with Child Parent Institute to provide outreach and parent education training to families of foster children for facilitating school success.	District & all sites	__ ALL OR: __ Low Income pupils __ English Learners <u>  X  </u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Costs included in previous goal.

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

### Annual Update

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

**Guiding Questions:**

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

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

Original GOAL from prior year LCAP:		All students have appropriately assigned and fully credentialed teachers.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:		Schools: All				
		Applicable Pupil Subgroups: All Students				
Expected Annual Measurable Outcomes:	100% of teachers will be fully credentialed in the subject areas and for the pupils they are teaching All teachers are appropriately assigned and fully credentialed		Actual Annual Measurable Outcomes:	In content areas 100% of teachers were highly qualified. The District had to hire interns in the following areas: science, math, and special education. The District had no teacher misassignments in 2014-15.		
<b>LCAP Year: 2014-15</b>						
Planned Actions/Services			Actual Actions/Services			



		Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire highly qualified teachers.		\$19,134,934 Funding Source: LCFF Base	District conducted extensive recruiting and outreach process throughout the 2014-15 school year. The District had to hire interns in the following areas: science, math, and special education. The district was unable to fill two of its speech teaching slots and contracted for services.	\$19,134,934 Funding Source: LCFF Base 01-0000—8011
Scope of service:	LEA wide		Scope of service:	LEA 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?		<p>An assessment of the effectiveness of this goal indicates the goal was met. The district had to hire interns in the following areas: science, math, and special education. The district was unable to fill two of its speech teaching slots and contracted for services resulting in 0% of classes/teachers being misassigned.</p> <p>Advisory committee members suggested consideration of a bonus for positions that are hard to fill.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into a more encompassing goal: <b>Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.</b></p>		
Original GOAL from prior year LCAP:		All students have access to standards- aligned instructional materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All schools		
Expected Annual	District will re- evaluate its common core standards pacing and audit alignment of existing	Actual Annual	The district has explored publisher materials from McGraw Hill, Pearson, and Discovery but has not	

Measurable Outcomes:	texts. 0% of students have access to publisher developed, state- adopted standards aligned instructional materials	Measurable Outcomes:	identified texts for piloting or adoption.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase CCSS aligned instructional materials	See below.	<p>The district purchased Synced Solution a web-based, standards-aligned instructional planner that hosts teacher identified CCSS aligned resources.</p> <p>The district purchased Lexia, Dreambox, Aventa and Criterion software to support CCSS aligned instruction.</p>	<p>2a) Synced: \$104,675 01-3010-5800-SYNC</p> <p>2b) Lexia:\$0.00</p> <p>2c) Dreambox: \$46,713 01-3010-5840 and 01-0004-5840</p> <p>2d) Fuel Ed: \$99,500 01-0000-5840-AVNT 01-1100-5840-AVNT</p> <p>2e) Criterion: \$45,100 01-3010-5840 and 5830-ASMT</p>

Scope of service: LEA wide		Scope of service: LEA 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?		<p>An assessment of the effectiveness of this goal indicates the goal was met through the realignment of existing materials and harvesting of open source materials to backfill gaps. The district has 100% sufficiency of textbooks. The multiyear LCAP projects the adoption and purchase of published CCSS aligned materials.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into a more encompassing goal: <b>Provide a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.</b></p>	
Original GOAL from prior year LCAP:		All students attend schools in which facilities are maintained in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	Depending on outcome of 6- 2014, GO Bond, facilities master plan implementation Year 1 begins. Facilities Master Plan priority list by site at <a href="http://www.crpUSD.org">www.crpUSD.org</a> provides baseline for each site.  All schools in the district will have exemplary ratings in the school facilities FIT Survey.	Actual Annual Measurable Outcomes:	The district passed at General Obligation Bond and has established a multiyear, prioritized facilities improvement and modernization plan. Phase 1 projects will be complete at Rancho Cotate High School, Thomas Page Academy, Evergreen Elementary and elementary school playgrounds across the district. All schools in the district received exemplary ratings on the FIT survey.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
District facilities will be maintained in good condition with repairs made as identified through ongoing facilities assessments.		Repairs and upgrades will be made as identified through facilities assessments. Deferred maintenance, Bond Custodians, maintenance staff and grounds keepers will maintain safe and clean facilities. \$3,849,617 for salaries Funding Source: LCFF Base	District facilities remain in good repair. Modernization efforts are underway as part of our General Obligation Bond implementation  Custodians, maintenance staff and grounds keepers maintained safe and clean facilities. All costs for maintenance, grounds, and operations are included in the annual update budget provided.		21-0000 \$ 5,776,718  21-0821 \$ 4,253,749  21-0851 \$ 9,841  01-VARIOUS-8130, 8210, 8110, Objects 1-7  \$ 4,150,024 estimated costs
Scope of service:	LEA wide		Scope of service:	LEA 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		An assessment of the effectiveness of this goal indicates that the goal is met. With bond projects in progress at every district site, our facilities are monitored daily for safety.			

and/or changes to goals?	This goal is being changed in the three year plan. We are integrating this goal into a more encompassing goal: <b>Create and maintain optimum learning and working environments for students and staff.</b>
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Original GOAL from prior year LCAP:	Assessment of effectiveness of this goal indicates it has been met. All students attend schools which are safe and well- managed.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	Maintain current level of school administrative and office staffing.	Actual Annual Measurable Outcomes:	The district wide staffing was maintained.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All students	School administrative and office salaries and benefits: 3,282,502 Funding Source: LCFF Base	All schools offices were staffed with site administrator(s), office managers, and other support staff needed to ensure safe and efficient operations. In addition, the office assistant time at Monte Vista was increased and a long-term sub position was opened to enable the Teacher in Charge to assist with student management in Monte Vista's ED pilot program.  Note: Administrative costs were not included in the proposed 2014-15 budget expenditures. The actual expenditures include the administrators.	01-0000-2700-1-3  \$3,423,889 Estimated
Scope of service:	LEA wide	Scope of service:	LEA wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		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"/> 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?		An assessment of the effectiveness of this goal indicates that the goal is met. DELAC, DAC, and ELACs would like to see additional bilingual personnel available in school offices. Advisory committee suggests customer service training for office staff and the development of office procedures training checklists and protocols. .  This goal is being changed in the three year plan. We are integrating this goal into a more encompassing goal: <b>Create and maintain optimum learning and working environments for students and staff.</b>	
Original GOAL from prior year LCAP:		All teachers implement CC academic and content standards, including Next Gen Science Standards, and related performance standards.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	Maintain implementation of CCSS content standards ELA and mathematics, and expand implementation and analysis of performance standards by 10% in ELA and mathematics classes.  100% of English language arts and mathematics classes are implementing Common Core standards. Approximately 20% of other content area classes are implementing Common Core standards. Measure: Interim Benchmarks	Actual Annual Measurable Outcomes:	Approximately eight Science teachers attended voluntary trainings on NGSS and will plan alignment of their curriculum during paid time in summer 2015.  State Interim Benchmarks were not released in time for administration. Local assessments were used formatively to identify student progress on CCSS aligned pacing.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Create curriculum maps to pace the CCSS into		All grades K-5	Pacing for ELA and mathematic was adopted K-11; however, the CCSS pacing was not  June 2015 professional

<p>integrated units.</p>	<p>and 6-12 ELA and math teachers will participate in quarterly grade level or department audits of their instructional materials and standards pacing to ensure proper alignment and supplementation as necessary.</p> <p>Synced Solution Licenses: \$81,000</p> <p>Synced Solution Implementation Support: \$32,456</p> <p>Synced Solution Design Team Materials: \$3,900</p> <p>Synced Solution Middle School/High School</p>	<p>universally attempted. Elementary mathematics and high school English are particular areas of struggle. The district's most current mathematics program is a spiral curriculum while the CCSS in math are paced sequentially. In high school English, the traditional approach to instruction is through the use of novels. It was difficult to ensure standards coverage in a sequential manner through the use of novels.</p> <p>A math articulation committee developed a CCSS standards pathway for students in grades 6-12. A community parent night was hosted by middle-school teachers to explain the changes in mathematics as a result of the CCSS.</p> <p>Each grade level (K-10) developed CCSS aligned curriculum maps and pacing for ELA and math. Not all pacing was used in all classes. Additionally many staff found it difficult to maintain the pacing prescribed in the standards mapping. It is assumed that the issue is the result of the increased rigor of the CCSS compared to children's previous instruction in the 1997 content standards and the fact that the pacing was complicated because we did not start using the maps the first day of school.</p>	<p>development is in progress. Costs below are estimates.</p> <p>Funding is from 01-1100-1130 plus benefits</p> <p>\$7,000 = Secondary Teacher Overview Training</p> <p>\$105,000 for Design Team Training and Hourly Work Time</p> <p>\$7,680 = CCSS Training by CTA</p>
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		<p>Teacher training approximately : \$7,000 (\$100 x 70 teachers)  ALS Training: \$28,600  Design Team: 78 teachers 12 days/7hours/day X \$32/hour = \$209,664  Funding: LCFF Base, pending 13-14 carryover of Common Core and Measure D</p>		
Scope of service:	LEA wide		Scope of service:	LEA 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)_____	
Create rigorous measurable objectives for each CCSS to drive learning	Teams of K-5 and 6-12 ELA and math teachers will develop measurable objectives for each CCSS to	The “on-ramp” to Common Core Standards and online assessments was a challenge this year both technically and practically. Efforts to conduct assessments and collect accurate data were frequently stymied by failures of our technology or misalignment of standards pacing and actual assessment content. We are revising pacing and assessments in 15-16.	Costs included in Design Teams above.	



		<p>drive learning. Grade level or department teams will meet quarterly to review formative assessment data and to ensure curriculum and instruction are properly aligned to these objectives. Training in development of common, formative assessments of CCSS Funding : See above.</p> <p>.</p>			
Scope of service:	LEA wide		Scope of service:	LEA 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)_____		

<p>In all grades and all content areas, teachers will evaluate current instructional materials as a tool to teach the CCSS. In all grades and all content areas, adjust lesson, units, and classroom assessments to address the gap between what standards require and what students know and are able to do.</p>	<p>2014-15 will be an instructional materials audit year as outlined in the preceding actions and services.</p>	<p>The Synced Solution web planner provided a repository for saving curriculum materials identified throughout the year. In spring and summer 2015, course planner teams will review these materials and determine which materials best meet instructional needs.</p> <p>As noted above, it is difficult and time consuming to identify resources that adequately reflect the rigor of the CCSS and can be taught within the specified pacing.</p>	<p>Costs included in Design Teams above.</p>
<p>Scope of service:</p>	<p>LEA wide</p>	<p>Scope of service:</p>	<p>LEA wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>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>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>In all grades and all content areas, teachers plan and teach lessons that integrate the literacy and math CCSS instructional shifts.</p>	<p>Plan professional development with district Common Core Planning team:  20 teachers X 2 hours/meeting X 4 meetings X \$32/hour = \$5,120  Training in CCSS instructional shifts = \$10,000</p>	<p>This activity was completed as part of the ongoing curriculum maps and pacing development mentioned above.</p>	<p>Costs included in budget expenditures above.</p>

Training in pedagogy for implementing shifts = \$10,000  
 Training in Informative/ Explanatory Writing = \$10,000  
 Release days for training (300 teachers X \$120/sub X 3 days = \$108,00)  
 Hourly pay for after- school best practice lesson forums (300 teachers X \$64 X 12 months = \$230,400)  
 Funding source: LCFF Base, pending 13-14 carryover of Common Core and Measure D

Scope of service:

LEA wide

X\_ALL

LEA wide

X\_ALL

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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<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>An assessment of the effectiveness of this goal indicates that the goal is met for English language arts and mathematics but not for science.          Advisory group recommends that teachers receive printed copies of standards, including Next Gen Standards and focused time for study and vertical alignment of standards.          Advisory group recommends increased focus on handwriting (TK, K) and typing skills.          Synced platform was difficult to use for pacing; need to consider alternative programs with more accessible pacing and assessment tools.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into a more encompassing goal: <b>Provide a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.</b></p>
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Original GOAL from prior year LCAP:	All teachers implement ELD standards and ELD teachers will implement ELD assessments.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English learners
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Expected Annual Measurable Outcomes:	All elementary teachers will implement ELD standards in their classrooms.  0% of teachers implement the current English Language Development standards and assessments	Actual Annual Measurable Outcomes:	10% of district teachers will attend summer training in the ELD standards and upcoming ELD assessments in June and July 2015.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide staff training in the implementation of ELD standards.	KDS Data Contract: \$11,000	The district sent teacher teams to participate in the SCOE EI Collaborative and ALLIES trainings during the 14-15 school year.	EL-01-4203 EL

		Professional Consultant Services: \$10,000 Staff Training: 300 teachers X 3 days X \$120/day = \$108,000		Collaborative And ALLIES Participants Registration and Subs: \$10,326
Scope of service:	LEA wide		Scope of service:	LEA wide
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input 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)_____	
Define and describe the ELD program at the elementary, middle, and high school levels, including time allotted as well as interventions according to language proficiency and levels and longevity in the EL program.		KDS Data Contract: \$11,000 Professional Consultant Services: \$10,000 Staff Training: 300 teachers X 3 days X \$120/day = \$108,000 CELDT Testing: \$14,434 Funding Source: Supplemental	ELD materials have been purchased and the <i>Language!</i> and <i>English 3D</i> programs have been implemented at the secondary level. The ELD <i>Medallions</i> program is implemented at the elementary level. The EL Master Plan was also updated and approved. A K-12 scope and sequence of expected learner outcomes is needed to identify how we are supporting our long-term English learners.	01-6300-4310-DIST 01-0004-4310 and 5840 – DIST 01-7405-4310-CCSS  <i>Language!</i> \$52,945  01-3010-5840-PDEV  <i>Language!</i> training: \$12,000

		LCFF, pending reallocation of 13-14 carryover of Common Core and Measure D			01-3010- 1149-PDEV <i>Language!</i> subs \$2,400  01-6300 Medallions Purchase: \$15,769
Scope of service:	LEA wide		Scope of service:	LEA wide	
__ALL			__ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Teacher teams will meet for horizontal and vertical articulation of the ELD curricula, assessments and instructional pacing to ensure alignment of content and practices system- wide for the CCSS for ELD.		KDS Data Contract: \$11,000 Professional Consultant Services: \$10,000 Staff Training: 300 teachers X 3 days X \$120/day = \$108,000 CELDT Testing: \$14,434 Funding Source: Supplemental	An articulation committee was planned but no participants attended so this action was discontinued. Staff training in the ELD standards and their integration with the ELA standards was rescheduled for August 2015 through December 2015. Based on this training and articulation, cohorts of thirty teachers will be supported in program implementation in a professional development series involving multiple training, demonstration lesson, and co-teaching events.		NA

		LCFF, pending reallocation of 13-14 carryover of Common Core and Measure D		
Scope of service:	LEA wide		Scope of service:	LEA wide
<input type="checkbox"/> ALL			<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)_____			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)_____	
In collaboration meetings, teachers use assessment data to modify instruction for intermediate English learners using strategies, including SDAIE, to support both students' proficiency and their subject area content mastery.		KDS Data Contract: \$11,000 Professional Consultant Services: \$10,000 Staff Training: 300 teachers X 3 days X \$120/day = \$108,000 CELDT Testing: \$14,434 Funding Source: Supplemental LCFF, pending	Due to the increased rigor of the CCSS and the challenges of maintaining instructional pacing with students whose academic skills lag behind the CCSS, collaboration meetings have been focused on implementation of CCSS and related instructional strategies.	No additional costs

		reallocation of 13-14 carryover of Common Core and Measure D		
Scope of service:	LEA wide		Scope of service:	LEA wide
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input 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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		An evaluation of the effectiveness of this goal indicates it was only partially met. Based on the level of program implementation in 2014-15, the district will continue to provide staff training in the ELD program and professional development in the implementation of best practices for instructing English learners. An articulated K-12 ELD program will be defined during fall 2015.  This goal is being changed in the three year plan. We are integrating this goal into a more encompassing goal: <b>Provide a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.</b>		
Original GOAL from prior year LCAP:		All parents, including those of unduplicated and individuals with exceptional needs, will report they are connect to their students' school.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	An annual increase of 10% in the number of parents reporting they feel connected or very connected to their children's schools is expected for each district school California Healthy Kids Survey found that 35% of Total District parents Strongly Agreed that parents should be active partners in their children's	Actual Annual Measurable Outcomes:	The district opted not to administer the CHKS survey this year. In the district LCAP survey, survey data from parents focused on a need for more communication between home and school and having a welcoming school environment was among the top three responses in the LCAP survey.	



education:

LCAP Year: 2014-5

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
At all schools, parents will note an increasing sense of connection to their children's schooling.	District offers multiple pathways for parent involvement at the site and district level: PTA, ELAC, SSC, Superintendent's Council, Parent Advisory Committee, DELAC. District maintains Spanish interpreter for parent outreach. Interpreter Salary and Benefits: \$45,000 Funding Source: LCFF Base, pending 13-14 carryover	<p>Parent survey results indicated that parents prize a sense of welcoming at their school site as one of the top three district priorities for the LCAP.</p> <p>District maintained Spanish interpreter for parent outreach and translation.</p> <p>District offered multiple pathways for parent involvement at the site and district level: PTA, ELAC, SSC, Superintendent's Council, Parent Advisory Committee, DELAC</p> <p>Kindergarten screenings were held for all schools and all entering Ks. T-shirts were provided to welcome students to formal education..</p>	<p>01-0500-0-4760- Interpreter Salary and Benefits: \$69,152 Translations = \$3,000 01-0000-0-0000-7150-4939-991-MKTG T-shirts: \$3,367 01-1100-0-1110-1000-1130-XXX-KASM K Screening: \$1588</p>

		<p>of Common Core and Measure D Each site offers kindergarten screening and orientation, which includes parent interviews and the distribution of t-shirts and family resources, as an induction to our K-12 system. Costs = T-shirts \$3500 K-Screening – 20 teachers X 3 days X 120sub/day - \$7200 Funding source: Title I, Title II, Title III</p>			
Scope of service:	LEA wide		Scope of service:	LEA 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			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
Foster youth will feel connected to their school program.  See above for school connectedness and behavioral Rtl.		See above.	See above for school connectedness and behavioral Rtl. The district established a partnership with Child Parent Institute to provide initial assessments with CANS and counseling for students with childhood trauma. A number of the district's foster youth were served in our ED pilot program in which parent education and student engagement activities were held on a monthly basis.		NA
Scope of service:	LEA wide		Scope of service:	LEA wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>An assessment of the effectiveness of this goal indicates this goal is in progress but there is a need for better data. Based on LCAP survey results, district is advised to develop measures, goals and actions that address increased parental involvement at the school site and increase families' sense of welcome on campuses. DAC/DELAC requested more bilingual personnel in school offices as a priority for 2015-16. Foster parents have indicated a need for more parent education about supporting foster children in school.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goal: <b>Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.</b></p>			
Original GOAL from prior year LCAP:		All students demonstrate proficiency on state standards		Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students			

<p>Expected Annual Measurable Outcomes:</p>	<p>Annual expected increase is 10% for each grade level and 10% for each subgroup district-wide.</p> <p>District benchmark assessments indicated that approximately 25% of district students are proficient or advanced on the CCSS in ELA and math.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The district opted to eliminate its benchmark assessments in favor of administration of the state interim benchmarks. The interim benchmarks were not developed by the state in time for progressive administration throughout the year. The district will use the Spring 2015 CASSP performance for each grade level and each subgroup as a baseline for evaluating these outcomes in 15-16.</p> <p>Overall DIBELS assessment results for grade K-5 showed that 28% of students were identified as at risk and in need of Intensive Support at the beginning of the school year and 24% of the students needed Intensive Support in the middle of the school year. A drop of 4% needing Intensive Support.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Establish CCSS aligned screening, diagnostic, and summative assessment systems to determine students' mastery of academic content and performance standards</p>	<p>Illuminate Education Data And Assessment System: \$45,000 Annual Membership: Silicon Valley Mathematics Initiative = \$5,000 DIBELS Assessments: \$25,000</p>	<p>Formative end-of-units assessments were developed to assess student performance and mastery of standards in Illuminate and Synced. Assessments were piloted at the end of each unit in some grade K-11 ELA and math classes.</p> <p>The district implemented the DIBELS Next assessments to all students in grades K-6 for universal screening and progress monitoring as appropriate.</p> <p>DIBELS training is provided.</p>	<p>01-6300-4XXX-ILLU Illuminate Education: \$32,511 01-3010-5300-PDEV Annual Membership: Silicon Valley Mathematics Initiative = \$5,000</p>

	<p>Illuminate Summative Benchmark Assessment Copies = \$25,000 Release Time for Assessments K-12 ELA and math – 3 days X 200 teachers X 120 per day = \$72,000 Funding source: Title I- Title III Offer appropriate special education services to students with individual learning needs: \$6,076,367 Funding Source: LCFF Base, pending 13-14</p>	<p>The district continued its academic RtI/walk to read model to enhance literacy skills at the elementary school level using education specialists, psychologists, and assistants assigned to each elementary and middle school learning center to provide services to students with disabilities. Reading and mathematics intervention courses were offered at the middle and high school levels to support students with disabilities as well as other struggling students using a tiered-instruction, RtI approach. The district expanded its educational offerings for students who are identified with emotional behavior disturbance working with a non-public agency and behavior consultant to provide behavior management and capacity building for our students and staff.</p> <ul style="list-style-type: none"> <li>- NPA</li> <li>- NPS</li> <li>- SCOE</li> <li>- Home to School Transportation</li> <li>- Outside Contractors</li> <li>- Preschool</li> <li>- Administration</li> </ul>	<p>01-0004-5812-DIBL</p> <p>DIBELS Assessments: \$15,160</p> <p>01-0004-5800-DIBL</p> <p>DIBELS Assessments: \$16,592</p> <p>01-0004-1149-DIBL subs \$ 34,541</p> <p>01-0004-9809-5812-SYNC</p> <p>Synced Assessment Copies = \$25,000</p> <p>01-1100-1149 and 2130-KSAM K-2 = \$17,329</p> <p>01-0000-1149</p>
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			and 2130-RE \$8,682 01-6500 \$8,200,000  01-33XX \$1,290,000  01-0000 and 0500 = \$3,600,000  estimated		
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input checked="" type="checkbox"/> 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 type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide instructional coaching and teacher training in use of data to improve instruction.	KAM Contract for Coaching and Professional Development K-8 ELA \$104,718 Funding Source: Title I- Title III	The district contracted with Kristina Acuri Maher to provide instructional coaching and support in the use of data to improve instructional outcomes. All K-8 ELA teachers, learning center and English learner paraeducators and 9-12 intervention teachers were provided training in the use of strategic and intensive intervention material. All new elementary school teachers were training in the use of Tier 1 ELA program materials	01-3010-0-11110-2140-5830-992-PDEV  \$128,972		
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
Instructional Assistants will provide students with	Instructional	Instructional assistants in the areas of English learner support and special education provided	01-0500-2100 \$ 2,478,152 Estimated		

support in accessing the core curriculum	Assistants: \$1,940,359. Funding Source: Supplemental	assistance to unduplicated students in accessing core curriculum.	
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)_____	
Implement K-2 class size reduction to ensure all students receive individualized instruction to meet state standards.	Funding Source: Measure D	K-2 class sizes were maintained at 24 or fewer students at Thomas Page and John Reed Schools.	Included in Certificated salaries above.
Scope of service:	LEA wide	Scope of service:	LEA wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
Implement K-12 RTI model in ELA and mathematics.	Flex Academy, Phoenix, and Tier II and Tier III sections included in teacher costs above. Curriculum costs for Language! and other materials estimated at \$100, 000 Funding: LCFF Base, pending 13-	The district implemented a K-12 Rtl model for English language arts which supports Tiers 1-3 in elementary and supports Tiers 1 and 3 at the middle school and high school levels.  Mathematics interventions were piloted in different classrooms; however, a systematic mathematics intervention program has not yet been implemented for Tier 2 or Tier 3 supports.  Lexia, Dreambox, and Criterion were purchased for use in all K-12 classrooms to supplement ELA and mathematics instruction.  Fuel Ed curriculum were used extensively in the Opportunity (6-8) and Flex Academy (9-12) programs but were available to all students in grades 9-12. Approximately 400 students participated in Fuel Ed curriculum offerings	All costs included above.

		14 carryover of Common Core and Measure D		
Scope of service:	LEA wide		Scope of service:	LEA 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)_____	
Integrate technology to ensure that students have extended learning opportunities – anytime, anywhere.		Purchase supplemental instructional programs to support extended learning opportunities: Fuel Ed: \$120,000 Lexia: \$0.00 Criterion: \$45,100 Dreambox: \$39,000 Funding: LCFF Base, pending 13-14 carryover of Common Core and Measure D Purchase	Six Chrome books were purchased for every elementary classroom.  Additional Chromebooks and laptop carts were provided additional technology in secondary schools.  All schools in the district now have Wifi.  The district purchased and implemented online curriculum and developed a Flex Academy to enable students to recover credits more rapidly and increase potential for graduation. The curriculum was also used with middle school students who were struggling in the regular classroom environment.	01-9020-4342 \$19,112  25-0000-0-0000-8210-4342-989-COMP \$261,059 25-4440 and 25- 5800 \$116,540



		<p>technology for every classrooms – Six Chrome Books for each elementary classroom; BYOD support for middle and high school \$207,000 Funding: Microsoft Settlement and Developer fees Add Wifi and bandwidth at all sites \$300,000 Funding: Developer fees</p>		
Scope of service:	LEA wide		Scope of service:	LEA 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		An assessment of this goal is difficult as state test data is preliminary at this point. Local assessments were not administered consistently across sites and grade levels due to ongoing		

result of reviewing past progress and/or changes to goals?	<p>technological concerns and the challenges of alignment with assessment and curriculum content. The district will use the SBAC interim assessment blocks to revise instructional pacing and assessments in summer of 2015.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Provide a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.</b></p>
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Original GOAL from prior year LCAP:	All seniors are college and career ready.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: RCHS, THS	Applicable Pupil Subgroups: All students
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Expected Annual Measurable Outcomes:	Annual expected increase is 10% for number of students who are proficient on EAP ELA and EAP Math. 23% of district eleventh graders are college and career ready in English as measured by the EAP. 16% of district eleventh graders are college and career ready in mathematics as measured by the EAP.	Actual Annual Measurable Outcomes:	The EAP is no longer administered as part of the CST. It is now combined with the CASSP- SBAC. Spring 2015 data will be baseline for measuring this outcome in future years
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Counselors will meet individually with all freshmen to develop individual learning plans. These plans will be updated annually in group counseling meetings. Students and counselors will monitor plans to ensure that students meet college and career ready standards. Counselors will provide interventions as needed.	Pupil Support Salaries: Guidance personnel and psychologists = \$935,017 Funding Source: LCFF	Guidance counselors met individually with all incoming freshmen to develop learning plans. Counselors provide interventions and support as needed through individual counseling, group guidance activities and parent/student outreach nights.	01-0000-0-1110-3110-1200 Guidance Counselors: \$684,680  01-5640-01-

		Base, pending 13- 14 carryover of Common Core and Measure D			7110-1200 \$81,385 Guidance  01-0000-0- 1110-3121- 1200 \$351,042 Guidance  01-6500-0- 5750-3121- 1200 Psychs \$169,354  01-3315-0- 5730-3121- 1200 \$22,880 Psychs
Scope of service:	LEA wide		Scope of service:	LEA 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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>An assessment of the effectiveness of this goal indicates that the goal is not met. Individual learning plans and a mechanism for monitoring course enrollment and pass rates are necessary to map students' progress to A-G completion, graduation requirements, and academic proficiency required to complete required state assessments, as they are developed.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.</b></p>			

Original GOAL from prior year LCAP:	English learners demonstrate annual measurable growth in their English language development and academic proficiency.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English learners
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Expected Annual Measurable Outcomes:	Annual expected increase is 10% for each grade level and each EL performance level district- wide.  Approximately 57.5% of English learners meet annual targets for linguistic proficiency on the CELDT (AMAO 1). 34.5% of ELs are proficient on CST for ELA and 42.8% of ELs are proficient on CST in math	Actual Annual Measurable Outcomes:	Progress by at least one level overall on the CELDT (AMAO 1) was up .3% from 56.6% to 56.9% between 2013 and 2014. On the CAHSEE census administration, English learners scoring "Proficient" in English/Language Arts was 0.0% in 2013 and 0.0% in 2014 showing no gain. English learners scoring "Proficient" in math was 8.45% in 2013 and 1.89% in 2014 showing a decline of 6.56%
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide staff training in the implementation of ELD assessments. District leadership teams and site administrators will develop and implement multiple measures assessments to monitor EL students' linguistic and academic development.	See above.	Approximately 10 district representatives participated in the SCOE EL Collaborative and in the SCOE ALLIES training. These resources provided information about assessment options for English learners; however a systematic language assessment has not yet been adopted.	Costs included above.
Scope of service:	LEA wide	Scope of service:	LEA wide
___ALL OR: ___Low Income pupils ___X_English Learners		___ALL OR: ___Low Income pupils ___X_English Learners	

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Develop and use EL intervention lists of students who failed to meet annual measurable objectives for English language development and/or academic proficiency. Use these lists to develop individual support plans to set goals with students and their parents and to monitor progress on a quarterly basis.		See above	The district provided intervention lists annually to each school principal.		01-0000-3160-5800 KDS Data Contract: \$11,500  01-0500-0-4760-1/2/3XXX-CLDT \$19,831
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Using the EL intervention lists, each grade level at each site will develop a watch list for students pending reclassification and for students who did not progress on annual measurable objectives. These lists will be reviewed quarterly in structured collaboration time.		See above	EL data were considered in combination with other academic progress monitoring data to ensure students were progressing adequately.		Costs included above.
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<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>Multiple points of data suggest this goal is not met. The district will continue use of its formative assessments, observation data, and writing samples to evaluate progress of English learners.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Provide a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.</b></p>	
<p>Original GOAL from prior year LCAP:</p>		<p>English learners who have been in U.S. schools 5-7 years will be reclassified by their 7<sup>th</sup> year or as projected on new state English language development assessment matrix.</p>	<p>Related State and/or Local Priorities:  1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__  COE only: 9__ 10__  Local : Specify _____</p>
<p>Goal Applies to:</p>		<p>Schools: All</p>	<p>Applicable Pupil Subgroups: English learners</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Annual expected increase is 10% of the CELDT Level 4 and 5 students who have been continually enrolled in US schools five or more years. Reclassification rates vary by site; however, approximately 2% of English learners at CELDT levels 4 and 5 are reclassified annually.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>The district's overall reclassification rate of English learners was 7.79% in 2013 and 13.62% in 2014, an increase of 5.83%.</p>
<p><b>LCAP Year: 2014-15</b></p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>As noted above, individual learning plans will be developed for students who do not make their annual measurable growth. These plans will be monitored and amended on a quarterly basis to ensure that long- term English learners make continued academic and linguistic progress. Teachers will conference with parents to provide quarterly updated about student progress.</p>		<p>Funding – release time for teachers to conference with parents = 200 teachers X 4 days X \$120/day = \$96,000</p> <p>Parents were provided with reports on a trimester or quarterly basis.</p>	<p>Additional costs not incurred.</p> <p>Funding Source: LCFF Base 01-0000—8011</p>

		Funding Source: Supplemental LCFF, pending reallocation of 13-14 carryover of Common Core and Measure D			
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input 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)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		An assessment of the effectiveness of this goal indicates that it is still in progress. A systematic approach to plan development, progress monitoring and parent communication needs to be developed and implemented on a quarterly basis. A simple tool for monitoring formative progress in English proficiency is needed.  This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Provide a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.</b>			
Original GOAL from prior year LCAP:		All students have access to Advanced Placement courses. Students enrolled in Advanced Placement courses take and pass the AP test.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: RCHS, THS				
	Applicable Pupil Subgroups:	All students			

<p>Expected Annual Measurable Outcomes:</p>	<p>10% increase is expected annually in the percentage of students enrolled in AP classes who take the AP test. 10% increase is expected annually in percent of students scoring a three or higher on AP test.</p> <p>17% of high school students have access to AP courses.</p> <p>75% of students enrolled in AP courses take and pass the AP test.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Percent of enrollment in AP courses:  2013:  District = 6.54%  White = 7.38 %  Hispanic = 4.15 %  Asian = 16.91 %  Filipino = 9.80 %  2014: 163 students total  District = 8.03%  White = 4.91%  Hispanic = 2.92 %  Asian = 17.19 %  Filipino = 13.79 %  Number of AP Courses Offered:  2013 = 12    2014 = 12  Participation rate in AP courses:  2013 = 11.30 %  AP Exam Pass rate (Score of 3 or higher):  2013 = 70.11 %</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>AP courses will be open to all students who are willing to challenge themselves academically.</p>	<p>Courses will be identified and support structures will be designed for non-traditional AP students. Integrate AP courses into secondary pathways as</p>	<p>Seven teachers were provided AP training in summer 2014. This year RCHS established an AP Board which included AP teachers, administrators, counselors, and ELL and AVID student advocates. RCHS leadership team about the inclusion of nontraditional students in AP and in AP philosophy. We also administered the PSAT and used the data from it to identify students who showed high potential to succeed in AP classes and gave that list to counselors who then encouraged those targeted kids to enroll in advanced courses based on their data. And lastly,</p>	<p>01-1100-5202-ADPL and 01-4035-5202-ADPL  \$9478</p>



	<p>appropriate.  Cost:  Approximately  10 days of  release time  for AP  Teachers X 4  AP classes  @120/  release day =  \$4800  Funding:  LCFF Base,  pending 13-  14 carryover  of Common  Core and  Measure D</p>	<p>we instituted a campus wide policy that all students who enroll in AP courses must take at least one exam. Students who cannot afford the exam will be able to waive the fee and take the assessment.</p> <p>AP English and AP History were added at Technology High School.</p>		
<p>Scope of service:</p>	<p>LEA wide</p>	<p>Scope of service:</p>	<p>LEA wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>		
<p>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>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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>An assessment of the effectiveness of this goal is in progress. Staff looked at AP course enrollment and AP test pass rates by demographics and worked to develop a common philosophy and approach to encouraging non-traditional students to enroll in AP classes.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.</b></p>			
<p>Original GOAL from prior year LCAP:</p>	<p>All students attend school on time every day all day</p>		<p>Related State and/or Local Priorities:  1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__  COE only: 9__ 10__</p>	

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All students

Expected Annual Measurable Outcomes:	<p>2% annual increase in the attendance rate is expected. The district's attendance rate in 2013 was 96.04 % and in 2014 it was 96.20%. <b>Baseline:</b> Total P-2 ADA for 2012-13 was: 5504.14 Total P-2 ADA for 2013-14 was 5,776.</p> <p>2% annual increase in the truancy rate expected. 8.6% of students are considered habitual or chronic truants.</p>	Actual Annual Measurable Outcomes:	<p>The district's attendance rate for 2014-15 as of April 30, 2015 was 95.88%. Total P-2 ADA for 2014-15 was 5,815.</p> <p>The district's chronic absentee rate was 7.22 % in 2013 and in 2014 was 10.5 %.</p> <p>The district's truancy rate was 25.8 % in 2015 according to A2A reporting (any student that missed 3 unexcused days for elementary or 18 unexcused periods for secondary). As of June 5, 2015, 2,190 first letter of truancy were sent out.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The district employs a systematic approach to attendance monitoring using the A2A program and the AERIES software.	K-3 students will receive attendance motivation letters three times annually. School sites will incentivize and communicate positive attendance through	<p>Schell Technical Services, Inc were contracted for Aeries/CalPads consultation and certification assistance.</p> <p>The costs of providing the attendance motivation program were prohibitive. We elected to postpone this effort until we have a student information system with parent emails and mobile numbers for more economical communication.</p> <p>Active SART and SARB committees met regularly to address truancy issues. Two district schools were awarded a truancy prevention grant which</p>	<p>01-0711-5840</p> <p>Certica Solutions = \$5,788</p> <p>01-0000-5830-AERS</p> <p>Schell Technical Services, Inc. = \$16,000</p>

	<p>assemblies, rallies, gift raffles, etc. District will address manageable absentees (5%-10% of the school year) through positive outreach, problem-solving and the SARB process. A2A- main program = \$30,000 per year. A2A K-3 incentive letters = \$37,000 per year.</p>	<p>will include the presence of school liaison to reach out to families whose children are at risk of truancy.</p>	<p>01-1100-0-5840-A2A \$30,000 No additional costs.</p>
<p>Scope of service:</p>	<p>LEA wide</p>	<p>Scope of service:</p>	<p>LEA wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>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>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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>An assessment of the effectiveness of this goal indicates that it in progress. The district will continue to monitor truancy, excessive absences, and the overall attendance rates. Two district schools received a truancy prevention grant for implementation in 15-16.</p>		

This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: **Create and maintain optimum learning and working environments for students and staff.**

Original GOAL from prior year LCAP:

All students will remain enrolled until high school graduation

Related State and/or Local Priorities:  
 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_X 6\_\_ 7\_\_ 8\_\_  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Goal Applies to: Schools: All middle and high schools  
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

2% annual decrease in the dropout rate expected.  
 0% of middle school and 3.3% of high schools students are considered drop outs.

Actual Annual Measurable Outcomes:

In 2013, the middle school drop out rate was 0.0 %.  
 In 2013, the district high school drop out rate was 11.50 %. The white subgroup HS drop out rate in 2013 was 9.00 % and the Hispanic drop out rate for the same year was 17.40 %.  
 In 2014 the middle school drop out rate was 0%.  
 The district high school drop out rate was 14.3%.  
 The white subgroup drop out rate was 13.5% and the Hispanic drop out rate was 21.5%.  
 In 2014 the district high school graduation rate was 80.7 %. The white subgroup graduation rate was 83.3% and the Hispanic graduation rate was 73.1%.

**LCAP Year: 2014-15**

**Planned Actions/Services**

**Actual Actions/Services**

Budgeted Expenditures

Estimated Actual Annual Expenditures

See above for all seniors are college and career ready.

Use online provider for 24/7 learning opportunities, including unit and credit recover, to provide high school

The district purchased and implemented online curriculum and developed a Flex Academy to enable students to recover credits more rapidly and increase potential for graduation. The curriculum was also used with middle school students who were struggling in the regular classroom environment.

Costs included above.

		students with access to credit recovery options to accelerate learning and prevent failure.		
Scope of service:	LEA wide		Scope of service:	LEA 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?		<p>Our drop out rate is 1.41% for the high schools. We will use data from DataQuest to determine our official drop out rate as we want to have comparable data from year to year. The Flex Academy had 47 drop outs in 2014 and we have only 20 students who we consider drop outs at this point (many of whom we are still working to re-engage in schools). It is anticipated that monitoring of students' four-year plans will help to track progress and plan personalized interventions in early high school in order to help us better address this goal.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Create and maintain optimum learning and working environments for students and staff.</b></p>		
Original GOAL from prior year LCAP:		All students graduate from high school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All high schools	Applicable Pupil Subgroups: All students		
Expected Annual	2% annual increase in the graduation rate expected.	Actual Annual	High School Graduation rates in 2013: District = 83.66 %, White = 86.12 %, Hispanic =	

Measurable Outcomes:	89.5% of RCHS and 96.5% of THS seniors graduate from high school.	Measurable Outcomes:	77.85 % and English learner = 72.55 %. High School Graduation rates in 2014: District = 80.7 %, White = 83.3 %, Hispanic = 73.1 %.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
See above for all seniors are college and career ready.	Use online provider for 24/7 learning opportunities, including unit and credit recover, to provide high school students with access to credit recovery options to accelerate learning and prevent failure. Hold Annual Ed Summit meetings to address this goal: \$40,000 Costs: See above – Fuel Software	The district held three Ed Summit meetings during the 14-15 school year.	01-1100-0-1110-1000-1/3/4XXX \$10,816

		Funding: LCFF Base .		
Scope of service:	LEA wide		Scope of service:	LEA 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?		<p>In 2015, our graduation rate was 94.75% according to local data. When available we will report the cohort graduation rate from DataQuest in order to ensure we are using comparable data from year to year. In addition to the actions listed above, the district is revising its grading policy in June 2015 to create equal interval scales for grades A, B, C, D, and F. During 2015-16, secondary schools will implement an academic support period each day as a tutorial option. In combination with enhanced credit recovery opportunities provided through online learning, these efforts are expected to reduced dropout rates and increase graduation rates.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.</b></p>		
Original GOAL from prior year LCAP:		Freshmen students attain required number of credits for promotion to sophomore status.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: RCHS, THS	Applicable Pupil Subgroups: All freshmen students		
Expected Annual Measurable Outcomes:	A 5% increase is expected annually. 91% of freshman end their year on target for graduation credits	Actual Annual Measurable Outcomes:	91% of high school freshmen were on target to graduate in May 2015.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Same as above for all seniors are college and career ready.		See above for all seniors are college and career ready	Counselors met with all incoming freshmen to develop course plans. The counselors and department chairs monitor student grades to determine rates of course completion.	Costs included in certificated staffing above.
Scope of service:	LEA wide		Scope of service:	LEA 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?		<p>An assessment of this goal indicates that it is in progress. District board policy requires that all parents of students who are at risk of failing a course must be contacted in writing or through a conference. In 2015-16, principals will monitor this outreach to ensure that it is completed. This process will be facilitated through the use of online reporting and electronic parent/student portals to facilitate this effort.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.</b></p>		
Original GOAL from prior year LCAP:		There will be a reduction in the number/percent of students suspended annually at each site.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	A 2% reduction is expected annually for each school site.  Per DataQuest, 5.9% students District-wide	Actual Annual Measurable Outcomes:	In 2013-14, the district suspension rate was 7.3 %. The district changed its suspension practices to eliminate many suspensions for 48900 (k). The	



	<p>suspended</p> <p>In CALPADS 2013-14 there were 651 suspensions district wide.</p> <p>2013-14 By site:</p> <p>El Camino = 18</p> <p>Evergreen – 25</p> <p>Monte Vista – 29</p> <p>Thomas Page – 68</p> <p>John Reed – 9</p> <p>University Elementary – 2</p> <p>Waldo Rohnert – 12</p> <p>Lawrence Jones MS – 96</p> <p>Rancho Cotate HS – 166</p> <p>Technology HS – 4</p> <p>Marguerite Hahn – 10</p> <p>Technology Middle School =143</p>		<p>2015 DataQuest report will provide the baseline upon which to measure further growth.</p> <p>In 2014-15 (as of April 30, 2015) there were 334 suspensions district wide.</p> <p>2014-15 by site as of April 30, 2015:</p> <p>Evergreen – 16</p> <p>Monte Vista – 20</p> <p>Thomas Page – 13</p> <p>John Reed – 4</p> <p>University Elementary – 1</p> <p>Waldo Rohnert – 19</p> <p>Lawrence Jones MS – 72</p> <p>Technology MS – 116</p> <p>Rancho Cotate HS – 64</p> <p>Technology HS – 3</p> <p>Marguerite Hahn - 0</p>
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**LCAP Year: 2014-15**

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

				Expenditures
<p>All students and staff will participate in the Positive Behavior Intervention and Support (PBIS) program. Middle and high school students will also participate in the First Four Days program with two intersession dates as well.</p>		<p>First Four Days – Teacher planning time and team building presenters = \$5,000 per year per site 6-12 = \$20,000 Funding source: LCFF Base, pending 13-14 carryover of Common Core and Measure D</p>		<p>Both middle schools designed and implemented first four days. The high schools did a modified version to kick off their school year. Lawrence Jones Middle School held mid-year state days to review expectations. The district did not conduct formal PBIS training due to costs; however, the district continues to implement school-wide PBIS practices at its elementary schools.</p> <p>01-0100-1130-School Code \$1200</p>
Scope of service:	LEA wide	Scope of service:	LEA wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<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>An evaluation of this goal indicates that the goal is in progress. Our number of suspension in April 2015 was close to the total for the 2013-14 year. As suspension for 48900K are no longer a district practice, we have a need for restorative practices for willful disruption of school activities. We have identified an ongoing need for positive behavior interventions and supports at our Title I schools and their feeder middle to offer tier 1 and tier 2 support. We also hope to purchase a social skills toolkit curriculum to help elementary students learn prosocial behaviors.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into a more</p>		

encompassing goal: **Create and maintain optimum learning and working environments for students and staff.**

Original GOAL from prior year LCAP:

There will be a reduction in the number/percent of student expulsions annually at each site.

Related State and/or Local Priorities:  
 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_X 7\_\_ 8\_\_  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All students

Expected Annual Measurable Outcomes:

A 10% reduction is expected annually for each school site.

In 2013-14 there were 27 expulsions district wide.  
 2013-14 expulsions by site:

- Evergreen – 0
- Monte Vista – 0
- Thomas Page – 3
- John Reed – 0
- University Elementary – 0
- Waldo Rohnert – 0
- Lawrence Jones MS – 3
- Technology MS – 3
- Rancho Cotate HS – 18
- Technology HS – 0
- Marguerite Hahn – 0

In CALPADs 2013-14 there were no expulsions for persistently dangerous offenses.

Actual Annual Measurable Outcomes:

- In 2014-15, there were 21 expulsions district wide:
- Evergreen – 0
  - Monte Vista – 0
  - Thomas Page – 1
  - John Reed – 0
  - University Elementary – 0
  - Waldo Rohnert – 0
  - Lawrence Jones MS – 3
  - Technology MS – 7
  - Rancho Cotate HS – 10
  - Technology HS – 0
  - Marguerite Hahn - 0

**LCAP Year: 2014-15**

**Planned Actions/Services**

**Actual Actions/Services**

Budgeted Expenditures

Estimated Actual Annual Expenditures

The district will contract with mental health support providers to provide specific support for students with drug, alcohol, tobacco use, or

District Social Worker Salary and Benefits: \$80,000

A district social worker was hired. New Emotional Behavioral Disturbance program was implemented in elementary school. This program consumed much of the time of our education

01-6512-0-5770-3130-2200 District

aggression related behaviors for brief, short-term support for students as behaviors are identified. District will work with community agencies to provide wrap-around support for students whose behaviors warrant services beyond what the school can provide.		Mental Health Services Contract: \$80,000 Funding source: ERMS	specialists, school psychologists, special education behavior consultant, and social worker. A Tier 3 model was effectively implemented. The district partnered with Child Parent Institute and the Sonoma County Office of Education to develop Tier 2 supports for selected fifth grade and middle school students at Tech Middle School.	Social Worker Salary and Benefits: \$113,475  School psych listed above
Scope of service:	LEA wide		Scope of service:	LEA 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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>An evaluation of this goal suggests that it is still in progress. We have reduced our expulsion rate by 22%. Advisory group input and student data demonstrate the need to maintain and expand mental health services and supports for students in the 15-16 school year. The district will provide mental health support for its developing BEST special education classes and is recruiting counseling interns to provide support to students in general education. The district will continue to look for cost effective ways to expand services through community partnerships, use and supervision of interns, use of CANS assessment for referral to CPI.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Create and maintain optimum learning and working environments for students and staff.</b></p>		
Original GOAL from prior year LCAP:		The percentage of students reporting they feel safe and connected at school will increase	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All students		

Expected Annual Measurable Outcomes:	A 10% increase is expected annually for all schools. California Healthy Kids Total District Climate Survey indicated that 60% of respondents strongly agreed that "Adults at this school really care about each student."	Actual Annual Measurable Outcomes:	The district opted not to administer the CHKS survey this year. In the district LCAP survey, 81% of respondents (staff, parents, and community members) believed that the district has safe school and classroom environments.
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<p>A behavioral Rtl program will be implemented district-wide to provide Tier 1 behavioral support in all classrooms, coupled with counseling support and other Tier 2 strategies, and Tier 3 support provided by district psychologists. Tier 1 curriculum will include the Toolbox curriculum and other evidence-based materials for middle and high school students.</p>	<p>District Social Worker and Special Education Consultant will support Behavioral Rtl development. See below for salary costs. School Psychologist Salaries included in Pupil Support Salaries above.</p>	<p>The district hired a social worker to support individuals and groups of students and their families. School psychologists offered direct services in group settings to students requiring mental health support.</p> <p>The district collaborated with Child Parent Institute for mental health services and for grant writing to enhance funding.</p> <p>The district established an MOU with Petaluma Health Center for review of all student records and outreach for insurance registration. Once registered, families will have increased access to mental health services.</p>	<p>01-6512-0-5770-3130-2200 District Social Worker Salary and Benefits: \$113,475  School psych listed above</p>
Scope of service:	LEA wide	Scope of service:	LEA wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

CHKS survey is administered every other year. Thus, we cannot report on this goal at this time. Anecdotal data from student discipline and counseling indicates a need for increased behavior intervention and prevention. Student focus groups at the middle and high school level revealed that our students feel very safe at their schools. Additional teachers and counselors have been hired to support behavioral learning centers at our most impacted schools.

This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: **Create and maintain optimum learning and working environments for students and staff.**

Original GOAL from prior year LCAP: All students have access to and successfully complete A-G courses.

Related State and/or Local Priorities:  
 1\_\_ 2\_\_ 3\_\_ 4\_\_ 5\_\_ 6\_\_ 7\_X 8\_\_  
 COE only: 9\_\_ 10\_\_  
 Local : Specify \_\_\_\_\_

Goal Applies to: Schools: RCHS, THS  
 Applicable Pupil Subgroups: All students

Expected Annual Measurable Outcomes:	A 10% annual increase in eligibility all students is expected.  19.6% of RCHS and 70.4% of THS of seniors graduate with A- G course requirements completed.	Actual Annual Measurable Outcomes:	In 2014, the percentage pf graduates who had successfully completed A-G requirements were Rancho Cotate High Schools = 26.9% and Tech High School had 64.4%.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All schools will provide students with information about college and career readiness, including grade appropriate explanations of the A-G requirements. Elementary and middle schools will teach students the study skills proposed in	Counseling salaries: See above. AVID: \$20,000 Funding Source: LCFF	The high school AVID program provided students with information about college and career. High school counselors visited middle schools and discussed A-G options in conferences with all grades 8 students and families.	AVID cost: \$4,000 Training - Course Materials  Funding Source: LCFF

AVID to ensure that students are able to access A-G content in high school. Students will be identified and placed in AVID courses at the high school as appropriate.		Base		Base 01-0000—8011
Scope of service:	LEA wide		Scope of service:	LEA 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?		<p>An assessment of the effectiveness of this goal indicates that the goal is in progress. We have decided that we want to have our focus on AVID remain at the high school level. We are continuing to look at how to expand AVID strategies for K-12 alignment; however, our focus will be on auditing individual student learning plans and course access as a means to increasing our A-G completion rates.</p> <p>This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Implement a broad course of student that meets all students' needs and interests and prepares them for college and career.</b></p>		
Original GOAL from prior year LCAP:		All students have access to and participate in high school CTE pathways	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: RCHS, THS	Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	A 10% annual increase in the number of students completing at least four CTE courses during high school is expected annually.	Actual Annual Measurable Outcomes:	64% of high school seniors completed four or more CTE classes in 2014-15.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual	

				Expenditures
Expand career opportunity course work for career-technical education in grades 6-12		Survey student interest in CTE electives in grades 6-8; develop CTE electives in grades 6-8 that align with CTE pathways in high school Cost: Release time for 10 teachers X 5 meetings X \$120/day = \$6,000 Funding: LCFF Base, pending 13-14 carryover of Common Core and Measure D	Middle school CTE teachers met at sites to develop expanded offerings for students The textile program at Lawrence Jones is aligning its program with the new fashion design classes at Rancho Cotati High School.	Budget updated. Additional funds were not required for 14-15.
Scope of service:	LEA wide	Scope of service:	LEA 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		An evaluation of the effectiveness of this goal indicates that it has been met; however, we want to collect data beyond access and look at course enrollment trends in the 15-16 school year. At		



result of reviewing past progress and/or changes to goals?		Technology Middle School, robotics, gaming, and coding classes are planned for next year.  This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Implement a broad course of student that meets all students' needs and interests and prepares them for college and career.</b>		
Original GOAL from prior year LCAP:		All students will meet state standards for physical fitness.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	A 10% annual increase in the number of students in each tested grade level performing within the healthy fitness zone on all six tests is expected annually. 9% of fifth graders, 20.2% of seventh graders, and 24.2% of ninth graders met healthy fitness zone standard for all six fitness subtests.	Actual Annual Measurable Outcomes:	Students are in the process of taking the test. Results are anticipated for July 2015.	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
No actions were listed in the original plan.		All students in grades 1- 10 will participate in Cost: included in certificated teacher costs above.	All students are completing the physical fitness testing as required. Fifth grade field days were set up for group administration of the tests in order to facilitate data collection and recording	NA
Scope of service:	LEA wide		Scope of service:	LEA wide

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	An assessment of this goal indicates that this goal is in progress. An annual fitness report will be provided to the Board in June 2015.  This goal is being changed in the three year plan. We are integrating this goal into more encompassing goals: <b>Implement a broad course of student that meets all students' needs and interests and prepares them for college and career.</b>	

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>2,660,141</u> estimated
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THE LCAP was built based on an LCFF calculation that used a 51.52% gap percentage for 2015-16 and generated supplemental grant funding of \$2,660,141 and an MPP percent of 6.37%. Section 2 of the LCAP details the specific goals and actions that meet the needs of all students as well as the increased or improved services for unduplicated count pupils that is proportional to the 6.37% MPP percentage. The district does not receive concentration grant funds.

Supplemental funds provided direct support to district goals as outlined in the LEA Plan and Title III Year IV Improvement Plan, which are also mirrored in the Local Control Accountability Plans. Supplemental funds are used to provided targeted academic and behavior intervention programs during the school day, smaller class sizes for supporting unduplicated pupils in the general education setting, English learner progress monitoring services, professional development in English learner instructional strategies, and parent education and outreach provided through a bilingual interpreter and translators. We have additionally provided enhanced instructional leadership at our sites that serve the greatest number of unduplicated pupils through the addition of three assistant principals at the elementary school level.

- a. Literacy intervention courses \$360K
  - b. Math intervention curriculum \$47K
  - c. Full day intervention/opportunity class teacher \$80K
  - d. Key Data Systems EL Contract \$11.5K (of \$20,000)
  - e. Counseling interns \$36K
  - f. Extended media center access and teacher support for unduplicated students and their families \$10,800
  - g. Interpreter \$70K
  - h. Translation \$6K
  - i. Paraprofessionals providing support for Walk to Read program (all EL assistants and two special education assistants/learning center assistants per site) \$ 1,552,231
  - j. Additional administrative support at our Title I sites and TPA \$200K
  - k. Contribution for free and reduced cost lunches – \$286,610
- Total - \$2,660,141

Measure D funding also contributed to our ability to provide increased services above our core program to principally benefit unduplicated pupils. The following additional services and supports derive from Measure D funding:

1. Hiring of 10 FTE to support smaller class sizes for targeted instruction = \$810,265
2. Computer laboratory assistants for Common Core Standards assessment and preparation = 2.6FTE or \$53,984
3. Career Technical Education materials = \$27,756

Total - \$892,005

- 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.

6.37	%	The District's 2015-16 year LCAP supplemental and concentration grant funding \$2,660,141. The current year minimum proportionality percentage (MPP) is 6.37%. This LCAP identifies activities to provide supplemental services beyond the base program provided to all students including low-income, English Learner, foster youth and R-FEP students. As compared to all students, the District has allocated \$1,248,322 in additional funds, which achieves our 6.37% MPP in increased or improved services to our unduplicated students.
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### 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).