

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

Introduction:

LEA: Reed Union School District

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LCAP Year: 2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>During the 2015-16 school year, a new superintendent was hired for the Reed Union School District. As part of her plan to familiarize herself and her board with stakeholder input, she organized a series of stakeholder meetings early in the school year. In order to assure statutory requirements for stakeholder engagement a wide cross section of participants were invited to contribute including representatives from the CSEA, Reed Union Teachers Association (RUTA), District Leadership team, Board of Education members, teachers from every school site, classified staff members, bargaining unit representatives, parents from every school site, with representation from SSCs (School Site Councils), PTAs, parents of special education and ELL students, and pupils, including unduplicated pupils, where applicable (we are an elementary district).</p> <p>The purpose of the meetings was to establish and clarify the goals in the District plan, review progress towards existing goals, develop and collect stakeholder input and ideas for future goals, and identify key priority areas to focus future work.</p> <p>The stakeholder meetings were held throughout the Fall and Winter in order to provide a timely manner in which data could be analyzed and utilized for future planning. Stakeholders were provided District goals, data from SBAC testing and student assessments, survey data that had been collected from staff, students and parents, and expenditures. An outside consultant was hired to facilitate major stakeholder meetings to assure equity and consistency. This strategic process assured there was a large cross section of groups invited to contribute their ideas and provide input for forthcoming planning. Throughout the year, the review of LCAP goals and action steps were part of regularly scheduled staff meetings at all three school sites. In addition, site administrators shared progress toward LCAP goals monthly at parent/teacher (PTA) meetings. Below is the critical timeline of the involvement process:</p> <p><u>September, 2015</u></p> <p>Participants: Administrative Team Action: The Superintendent and Administrative team reviewed the current LCAP and District Plan to understand current goals, share data from Spring testing, staff, student and parent surveys, and expenditures</p> <p>Participants: Administrative Team, Key Teacher Leaders from each school site, Bargaining unit representatives, and consultant</p>	<p>There was a comprehensive outreach process to involve all stakeholders in the District in the review and development of the LCAP plan. It was guided by District Leadership and supported by an outside consultant who assured consistency with all stakeholders. As a result of this cross section of relevant groups, common priority areas surfaced and goals were developed to meet authentic needs. While the District has traditionally identified numerous goals and actions across a wide range of areas, this process identified the need to prioritize and focus on critical areas for improvement by targeting resources and staff to support a focused, coherent effort. Two key areas surfaced: mathematics and technology. It was determined that by consistently offering training, support and resources in these two areas, improvement in student achievement, teacher instructional practice, student engagement parental involvement, and school climate could be attained. It was understood by stakeholders that all critical areas of the curriculum (reading, writing, science, math), and student engagement/climate (truancy, absenteeism, suspensions, etc.) will be addressed and monitored. This should and will be reflected in the LCAP/District goals. However, the two priority areas (mathematics and technology) will serve as the nucleus from which changes in teaching practices, the use of technology as a tool, the integration CGI (cognitively guided instruction), opportunities for individualized adaptive learning etc. will consistently take place across the District. It is agreed by stakeholders that a focused effort will result in change that can impact instructional practices and student learning in all areas of the curriculum.</p>

Action: The administrative team reviewed the current LCAP, District Plan goals and the Spring assessment data with teacher leaders from each site and the District Teacher Union Leadership. This stakeholder team analyzed data, and reviewed progress toward goals

October, 2015

Participants: Site Stakeholders: Site Staff and Students

Action: Site staff members met in teams to review student data and site specific goals. Teams (formed by grade level and departments) suggested revisions based on data which included assessment data, staff, student and parent surveys. They prioritized work toward progress of current goals and identified areas for future consideration

November, 2015

Participants: District Stakeholders: Administrative Team, Key Teacher Leaders from each school site, Bargaining Unit Representatives, Classified Staff, Parent leaders, Community Leaders, Student Leaders, consultant

Action: the team reviewed the current LCAP, District Plan and Spring data, site data that had been collected, and provided input about progress towards goals as seen from various perspectives. The team identified additional needs and suggested priorities for future work

December – May, 2015

Participants: Leadership Team

Action: District administrators attended training at MCOE provided by WestED to better understand the purpose and connection & alignment of LCAP to District initiatives, the principles and management of leading an LCAP process at the District and site levels, effective implementation strategies and methods to actively engage stakeholders in the process

January, 2016

Participants: Site Stakeholders: Site Teams of Parents, Staff, Community Members and Students, facilitated by outside consultant, Board members and district administration

Action: Each site created a team comprised of major stakeholders (at the middle school students attended. At the elementary level student input was collected by survey). Site teacher leaders shared site data from student assessments, teacher/parent/student surveys, and ideas collected from site

teacher teams. The current site plans were reviewed and analyzed for their connection to LCAP and District priorities. Input from all stakeholders about current progress and future work was solicited.

Participants: District Stakeholders: Board of Education and all community members

Action: A report from District stakeholder and site stakeholder sessions was presented to the Board of Education

February, 2016

Participants: Leadership Team

Action: District administrators synthesized all input from stakeholders at the District and site levels to draft a coherent plan that reflected identified priorities, District goals, and State priority areas.

March, 2016

Participants: Site Stakeholders

Action: Site administrators collected data via report cards, surveys from teachers/students/Bright Bytes surveys to assess progress toward goals by end of the second trimester. Site administrators shared the site data and the draft of the district plan with the site teacher leadership, and each site reviewed that plan in relation to site data. Each site team drafted a plan that was coherent with the District priorities, but also addressed specific issues pertinent to the site. This was shared with site stakeholders through staff and parent meetings

April – May, 2016

Participants: District Stakeholders/ Site Stakeholders/ Administrative Team

Action: District administrators reviewed drafts of all site plans and the draft of the District plan. They analyzed for coherence and action based on authentic data collected at the end of the second trimester. The team drafted revisions to both site and District plans based on the stakeholder input. These drafts were shared with site leadership and presented to stakeholders in District and site meetings

May 9, 2016

Participants: District and Site Stakeholders, Administrative Team, Teachers for all three schools, bargaining unit representative

<p>Action: Stakeholder meeting to review LCAP for comments and revisions</p> <p><u>June, 2016</u></p> <p>June 7, 2016 Participants: Board of Education – Public Hearing: LCAP Action: A public hearing to present the draft of the LCAP to community stakeholders. The draft of the LCAP was posted to the District website and community members were invited to review and send comments</p> <p>June 21, 2016 Participants: Board of Education – Regularly scheduled Board of Education Meeting Action: Adoption of the LCAP by the Board of Education</p>	
<p>Annual Update: In order to focus this effort, the plan reflects the need for an additional MATH TOSA (teacher on special assignment) who can model lessons, coach teachers in their delivery methods, curate resources for parents and teachers, and provide guidance in the pacing and design of lessons. Professional development will focus on CGI (Cognitively Guided Instruction), especially as it complements the understanding and use of the mathematical practices. Technology, while another priority area, will be fully integrated in mathematics instruction with training in the use of devices (iPads, laptops), programs, apps and how these tools support student learning in mathematics. New assessment tools will be created or purchased to provide specific information about student needs, especially ELL, low income and identified student groups. There will be an emphasis on individualized learning through the use of online programs that are adaptive, and allow students to review standards that are unique to each student, or to be challenged at higher levels. This focus has created new goals and action plan for the coming years.</p>	<p>Annual Update: The current 2015-16 plan addressed the need for the adoption of new math curriculum. All K-5 students piloted the Eureka math program, and teachers were challenged in learning the pacing and delivery methods during this pilot year. This program created a shift in teaching practice, and staff want to continue with Eureka math in the coming year. Teachers report that they need additional training in the curriculum and instructional practices to fully implement all components of the program. All middle school students piloted the McGraw Hill program, yet stakeholders report that they need to pilot additional programs at the middle school level as the McGraw Hill curriculum did not provide enough opportunities for application and problem solving. The current plan called for MARS (Silicon Valley Math Assessments) to be administered throughout the year, yet the curriculum that was actually piloted in the classrooms had performance tasks embedded in unit assessments. Teachers administered those, and while students showed high levels of mastery, staff, parents and students still report the need for additional support and training in problem solving tasks. Per the plan, a math TOSA was hired to serve all</p>

three schools in the District. Stakeholders reported that more support was needed, and it is recommended that an additional District TOSA be hired. Work began at individual school sites on the pacing and scope and sequence of math units of instruction. This work needs to continue and stakeholders report the need for articulation across schools.

Technology will be used effectively to support instruction, the collection and analysis of data, and as a communication tool. Through stakeholder input, it was evident that the current infrastructure does not support the goal for the use of technology. Resources need to be allocated and major work needs to be done to upgrade the current system and provide access for all students throughout the day. The former LMS (Learning Management System) was not effectively utilized, and a new system needs to be purchased in order to house student data that can be reviewed and utilized for planning instruction. It became clear from stakeholders that teachers, like students, are at all different levels of proficiency and ability with technology. Leveled professional development needs to be offered so that staff can increase their capacity based individual needs.

Stakeholder input had a direct impact on the development of the goals for the LCAP and for the District Plan.

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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Increase student achievement so that all students are proficient or advanced in grade level standards		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u> </u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u> COE only: 9 <u> </u> 10 <u> </u> Local : Specify <u> </u>
Identified Need:	<ul style="list-style-type: none"> • Not all of our students are demonstrating proficiency grade level Standards: Spring 2015 CAASPP data: 81% of students scored proficient or advanced in mathematics and English language arts. 91% of students in grades 5 and 7 scored proficient or advanced on the California Standards Tests in Science. • There is a need for consistent adherence to teacher developed scope and sequence that is aligned to Common Core standards and the mathematical practices • All teachers are current for their assignments • 100% of students have access to text books and materials 		
Goal Applies to:	Schools:	ALL	Applicable Pupil Subgroups: ALL
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>100% of students have access to text books and materials All teachers are current for their assignments</p> <p><u>Math</u></p> <ul style="list-style-type: none"> • 82% or more of students in grades 3-8 will continue to achieve mastery in math on Smarter Balanced math assessments administered in the Spring • 85% or more of students in grades K-5 will continue score 3 or better (mastery) in the second trimester on performance tasks embedded in the Eureka math program • 85% or more of students in grades 6-8 will score 80% or better on curriculum embedded math performance tasks administered as measured in the second trimester reporting • EL students will increase performance by 5% and 11% will be reclassified by spring 2017 as measured by CELDT • 100% of teachers will use the developed scope and sequence aligned with Common Core Standards and mathematical practices as evidenced by grade level planning meeting notes and lesson plans <p><u>ELA</u></p> <ul style="list-style-type: none"> • 82% or more of students in grades 3-8 will continue to achieve mastery in ELA on Smarter Balanced math assessments administered in the Spring • 85% or more of students will receive a grade of 2 (proficient) progress or better on a 4 point rubric measuring a selected writing sample in the second trimester • EL students will increase performance by 5% and 11% will be reclassified by spring 2017 as measured by CELDT <p><u>SCIENCE</u></p> <ul style="list-style-type: none"> • 91% or more of students in grades 5 and 7 will continue to score proficient or advanced on the California Standards Tests • 90% or more of students in grades K-5 will receive a grade of 2 (proficient progress) or better on a 4-point scale measuring mastery of science concepts at the end of the second trimester. 90% or more of students in grades 6-8 will 		

receive a grade of B or better in science at the end of the second trimester.

- EL students will increase performance by 5% and 11% will be reclassified by spring 2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p><u>MATH</u></p> <ul style="list-style-type: none"> • School teams recommend a program for adoption in grades K-8, as well as intervention and extension supplemental materials, programs and apps • Consistent use of integrated technology to provide additional personalized learning opportunities for students. • Hire an additional 1.0 FTE Teacher on Special Assignment to support of research and development of effective programs, curate resources, and to coach, provide classroom demonstrations, and support integrated technology • Create a K-8 articulated scope and sequence that embeds common core standards, mathematical practices & pacing guides • Align pacing guides to math standards targeted each trimester on report card • Improve student learning by providing ongoing, sustainable, and embedded expert professional development and building capacity in teacher leaders by creating an annual calendar for math best practices Professional Development including CGI (Cognitively Guided Instruction) & embedded coaching opportunities • Create an annual calendar for training in Project Based Learning, performance assessments & creation of rubrics to assess mathematical practices • Experts in CGI and research based practices to provide targeted Professional Development 	<p>LEA-wide</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"/> Resignated fluent English proficient <input type="checkbox"/> Other Subgroups: (specify): _____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures</p> <p>LCFF Base Funds - \$438,442</p>
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- Develop a dynamic online site for teachers to access video lessons posted by experts and peers demonstrating effective instructional strategies, and resources from professional development
- Multiple measures will be utilized to assess student progress throughout the year and data recorded on LMS (learning management system) that will be purchased
- School teams will develop benchmark assessments to compliment curricular embedded summative and formative assessments
- School teams will review and pilot norm referenced benchmark assessments
- Enroll students in personalized learning opportunities that can be utilized at school and at home
- Parents resources provided through the district and school sites which are specific to lessons students are taught in class
- Experts and teachers present parent education that is grade level specific
- Provide additional support and intervention for EL students through the direction of the EL teacher, classroom aides, online personalized programs, and classroom teachers

☐ ALL

OR:

☒ Low income pupils

☒ English Learners

☐ Foster Youth

☐ Resignated fluent

☐ English proficient

☐ Other Subgroups:

(specify): _____

<p><u>ELA</u></p> <ul style="list-style-type: none"> • School teams review new textbooks and programs that are to be considered for future adoption • Multiple measures will be utilized to assess student progress throughout the year and data recorded on LMS (learning management system) that will be purchased • School teams will develop benchmark assessments to compliment curricular embedded summative and formative assessments • School teams will review and pilot norm referenced benchmark assessments • School teams will continue to refine writing rubrics. • Provide additional support and intervention for EL students through the direction of the EL teacher, classroom aides, online personalized programs, the Reading Teacher at the elementary schools and classroom teachers 	LEA-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR: <input checked="" type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Resignated fluent English proficient <input type="checkbox"/> Other Subgroups: (specify): _____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures LCFF Base Funds, LCFF Supplemental, Federal Funds, Special Education Funds, Other Local Funds - \$ 1,663,797</p>
<p><u>SCIENCE</u></p> <ul style="list-style-type: none"> • School teams review NGSS standards and refine units of instruction based on new standard guidelines • Multiple measures will be utilized to assess student progress throughout the year and data recorded on LMS (learning management system) that will be purchased • School teams will develop benchmark assessments to compliment curricular embedded summative and formative assessments • School teams will develop performance 	LEA-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits</p> <p>LCFF Base Funds, EPA, Other Local Funds - \$482,105</p>

<p>assessments/tasks that give students opportunities to demonstrate knowledge of scientific concepts in applied learning</p> <ul style="list-style-type: none"> • Provide additional support and intervention for EL students through the direction of the EL teacher, classroom aides, online personalized programs, the Reading Teacher at the elementary schools and classroom teachers. 		<p>OR:</p> <p><input checked="" type="checkbox"/> Low income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Resignated fluent</p> <p><input type="checkbox"/> English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p> <p>(specify): _____</p>	
LCAP Year 2: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Math</u></p> <ul style="list-style-type: none"> • 83% or more of students in grades 3-8 will continue to achieve mastery in math on Smarter Balanced math assessments administered in the Spring • 86% or more of students in grades K-5 will continue score 3 or better (mastery) in the second trimester on performance tasks embedded in the Eureka math program • 86% or more of students in grades 6-8 will score 80% or better on curriculum embedded math performance tasks administered as measured in the second trimester reporting • EL students will increase performance by 6% and 12% will reclassified by Spring 2018 <p><u>ELA</u></p> <ul style="list-style-type: none"> • 83% or more of students in grades 3-8 will continue to achieve mastery in ELA on Smarter Balanced math assessments administered in the Spring • 86% or more of students will receive a grade of 2 (proficiency on a 4 point rubric) better on a 4 point rubric measuring a selected writing sample in the second trimester • EL students will increase performance by 6% and 12% will reclassified by Spring 2018 <p><u>SCIENCE</u></p> <ul style="list-style-type: none"> • As California Standards test will be replaced, establish baseline State test score data for all students assessed • 90% or more of students in grades K-5 will receive a grade of 2 (proficiency on a 4 point rubric) or better on a 4 point scale measuring mastery of science concepts at the end of the second trimester. 90% or more of students in grades 6-8 will receive a grade of B or better in science at the end of trimester two. • EL students will increase performance by 6% and 12% will reclassified by Spring 2018 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>MATH</p> <ul style="list-style-type: none"> • Provide extensive training in newly adopted math curriculum • Continue the use of integrated technology to provide additional personalized learning opportunities for students and upload student data to the LMS (Learning Management System) • Continue to support (2.0) FTE Teachers on Special Assignment to support of research and development of effective programs, curate resources, and to coach, provide classroom demonstrations, and support integrated technology • Refine a K-8 articulated scope and sequence that embeds common core standards, mathematical practices & pacing guides • Align pacing guides to math standards targeted each trimester on report card at all three schools • Improve student learning by providing ongoing, sustainable, and embedded expert professional development and building capacity in teacher leaders by creating an annual calendar for math best practices Professional Development including CGI (Cognitively Guided Instruction) & embedded coaching opportunities • Continue training in Project Based Learning performance assessments & creation of rubrics to assess mathematical practices • Experts in CGI and research based practices to provide targeted Professional Development and provide demonstration lessons in classrooms • Enhance the online site for teachers to access video lessons posted by experts and peers demonstrating 	<p>LEA-wide</p>	<p><u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures</p> <p>LCFF Base Funds - \$438,442</p>
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<p>effective instructional strategies, and resources from professional development</p> <ul style="list-style-type: none">• Agree upon specific multiple measures that will be utilized to assess student progress throughout the year by all teachers and record data on LMS• Refine benchmark assessments to compliment curricular embedded summative and formative assessments• School teams will select norm referenced benchmark assessments• Evaluate current personalized learning programs and assure each student is enrolled in personalized learning programs that can be utilized at school and at home• Enhance and expand the parents’ resources provided through the district and school sites which are specific to lessons students are taught in class• Continue to provide experts and teachers to present parent education that is grade level specific• Provide additional support and intervention for EL students through the direction of the EL teacher, classroom aides, on line personalized programs, and classroom teachers		<p>OR:</p> <p><input checked="" type="checkbox"/> Low income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Resignated fluent</p> <p><input type="checkbox"/> English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p> <p>(specify): _____</p>	
<p><u>ELA</u></p> <ul style="list-style-type: none">• School teams to begin the process of piloting new ELA materials• Agree upon specific multiple measures that will be utilized to assess student progress throughout the year by all teachers and record data on LMS	<p>LEA-wide</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</p> <p>English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books and Supplies</p>

<ul style="list-style-type: none"> • Refine benchmark assessments to compliment curricular embedded summative and formative assessments • School teams will select norm referenced benchmark assessments • School teams will continue to refine the writing rubrics and share exemplars for each genre of writing • Provide additional support and intervention for EL students through the direction of the EL teacher, classroom aides, on line personalized programs, the Reading Teacher at the elementary schools and classroom teachers. 		(Specify) _____ OR: <input checked="" type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Resignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups: (specify): _____	5000-5999: Services and Other Operating Expenditures LCFF Base Funds, LCFF Supplemental, Federal Funds, Special Education Funds, Other Local Funds - \$ 1,663,797
<u>SCIENCE</u> <ul style="list-style-type: none"> • School teams will refine the scope and sequence and pacing charts for science instruction based on the NGSS standards. • Agree upon specific multiple measures that will be utilized to assess student progress throughout the year by all teachers and record data on LMS • Refine benchmark assessments to compliment curricular embedded summative and formative assessments • Provide additional support and intervention for EL students through the direction of the EL teacher, classroom aides, on line personalized programs, the Reading Teacher at the elementary schools and classroom teachers. 	LEA-wide	<div style="border-bottom: 1px dashed black; padding-bottom: 10px;"> X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent <input type="checkbox"/> English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____ </div> <div style="padding-top: 10px;"> OR: <input checked="" type="checkbox"/> Low income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Resignated fluent <input type="checkbox"/> English proficient Other Subgroups: (specify): _____ _____ </div>	Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF Base Funds, EPA, Other Local Funds - \$482,105

LCAP Year 3: 2018-19Math

- 84% or more of students in grades 3-8 will continue to achieve mastery in math on Smarter Balanced math assessments administered in the Spring
- 87% or more of students in grades K-5 will continue score 3 or better (mastery) in the second trimester on performance tasks embedded in the Eureka math program
- 87% or more of students in grades 6-8 will score 80% or better on curriculum embedded math performance tasks administered as measured in the second trimester reporting

ELA

- 84% or more of students in grades 3-8 will continue to achieve mastery in ELA on Smarter Balanced math assessments administered in the Spring
- 87% or more of students will receive a grade of 2 or better on a 4 point rubric measuring a selected writing sample in the second trimester

SCIENCE

- Utilize baseline scores from new State science standards and determine % of improvement for the subsequent school year
- 91% or more of students in grades K-5 will receive a grade of 2 or better on a 4 point scale measuring mastery of science concepts at the end of trimester 2. 90% or more of students in grades 6-8 will receive a grade of B or better in science at the end of trimester two.

Expected Annual
Measurable
Outcomes:

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<u>Math</u> <ul style="list-style-type: none"> • 84% or more of students in grades 3-8 will continue to achieve mastery in math on Smarter Balanced math assessments administered in the Spring • 87% or more of students in grades K-5 will continue score 3 or better (mastery) in the second trimester on performance tasks embedded in the Eureka math program • 87% or more of students in grades 6-8 will score 80% or better on curriculum embedded math performance tasks administered as measured in the second trimester reporting <u>ELA</u> <ul style="list-style-type: none"> • 84% or more of students in grades 3-8 will continue to achieve mastery in ELA on Smarter Balanced math assessments administered in the Spring • 87% or more of students will receive a grade of 2 or better on a 4 point rubric measuring a selected writing sample in the second trimester <u>SCIENCE</u> <ul style="list-style-type: none"> • Utilize baseline scores from new State science standards and determine % of improvement for the subsequent school year • 91% or more of students in grades K-5 will receive a grade of 2 or better on a 4 point scale measuring mastery of science concepts at the end of trimester 2. 90% or more of students in grades 6-8 will receive a grade of B or better in science at the end of trimester two. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p><u>MATH</u></p> <ul style="list-style-type: none"> • Continue training in newly adopted math curriculum and provide opportunities for teachers to share instructional practices • Expand the use of integrated technology to provide not only personalized learning opportunities for students, but also to provide intervention and enrichment programs • Continue to support (2.0) FTE Teachers on Special Assignment to support of research and development of effective programs, curate resources, and to coach, provide classroom demonstrations, and support integrated technology • Further revise and update the K-8 articulated scope and sequence that embeds common core standards, mathematical practices & pacing guides • Improve student learning by providing ongoing, sustainable, and embedded expert professional development and building capacity in teacher leaders by creating an annual calendar for math best practices Professional Development including CGI (Cognitively Guided Instruction) & embedded coaching opportunities • Continue training in Project Based Learning, performance assessments & creation of rubrics to assess mathematical practices • Experts in CGI and research based practices to provide targeted Professional Development and provide demonstration lessons in classrooms • Further expand the online site for teachers to access video lessons posted by experts and peers demonstrating effective instructional strategies, and 	<p>LEA-wide</p>	<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures</p> <p>LCFF Base Funds - \$438,442</p>
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resources from professional development

- All staff will consistently utilize multiple measures that have been identified to assess student progress throughout the year and record data on LMS
- Refine benchmark assessments to compliment curricular embedded summative and formative assessments and link to report card standards for each trimester
- School teams will select norm referenced benchmark assessments and they will be consistently administered by all staff
- Evaluate current personalized learning programs and assure each student is enrolled in personalized learning programs that can be utilized at school and at home
- Enhance and expand the parents resources provided through the district and school sites which are specific to lessons students are taught in class
- Continue to provide experts and teachers to present parent education that is grade level specific
- Provide additional support and intervention for EL students through the direction of the EL teacher, classroom aides, on line personalized programs, and classroom teachers

OR:

☒ Low Income pupils
☒ English Learners
☐ Foster Youth
☐ Redesignated fluent
 English proficient ☐ Other
 Subgroups:(Specify)_____

<p><u>ELA</u></p> <ul style="list-style-type: none"> • School teams to review pilot of ELA materials and begin selection process to recommend for adoption • All staff will consistently utilize multiple measures that have been identified to assess student progress throughout the year and record data on LMS • Refine benchmark assessments to compliment curricular embedded summative and formative assessments and link to report card standards for each trimester • School teams will select norm referenced benchmark assessments and they will be consistently administered by all staff • School teams will continue to refine the writing rubrics and post exemplars for each genre of writing for staff and parents • Provide additional support and intervention for EL students through the direction of the EL teacher, classroom aides, on line personalized programs, the Reading Teacher at the elementary schools and classroom teachers. 	LEA-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures LCFF Base Funds, LCFF Supplemental, Federal Funds, Special Education Funds, Other Local Funds - \$ 1,663,797</p>
<p><u>SCIENCE</u></p> <ul style="list-style-type: none"> • School teams will refine the scope and sequence and pacing charts for science instruction based on the NGSS standards. • All staff will consistently utilize multiple measures that have been identified to assess student progress throughout the year and record data on LMS 	LEA-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits</p> <p>LCFF Base Funds, EPA, Other Local Funds - \$482,105</p>

- Refine benchmark assessments to compliment curricular embedded summative and formative assessments and link to report card standards for each trimester
- Provide additional support and intervention for EL students through the direction of the EL teacher, classroom aides, on line personalized programs, the Reading Teacher at the elementary schools and classroom teachers

OR:

☒ Low Income pupils
☒ English Learners
☐ Foster Youth
☐ Redesignated fluent English proficient
☐ Other Subgroups:(Specify)_____

GOAL 2:	Students will effectively utilize technology tools to enhance their personalized learning experience which is supported by an infrastructure that allows immediate access to resources, storage of student work and assessment data		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ <u>X</u> 8_ <u>X</u> COE only: 9__ 10__ Local: Specify _____
Identified Need :	• A review of BrightBytes data indicated a very insignificant increase in the use of technology as a teaching and learning tool, in spite of the increase in number of devices provided for staff and students. There was an average of a 2% increase in all areas assessed: utilization of electronic tools for the 4Cs, Access for teachers and students both at school and home, skills of teachers and students on device basics, professional learning, support and beliefs. This was validated by stakeholder input that recommended an upgrade to the infrastructure so that all students/staff have easy access, and targeted additional professional development (based on varied levels of proficiency in the area of integrated technology for teaching and learning		
Goal Applies to:	Schools:	ALL	ALL
Expected Annual Measurable Outcomes:	<p align="center">LCAP Year 1: 2016-17</p> <p>Bright Bytes survey results will show a 3% increased proficiency each year for students and teachers in all four areas: utilization of electronic tools for the 4Cs, access for teachers and students both at school and home, skills of teachers and students on device basics, and targeted professional learning. Current data indicates that there is only a 2% increase in proficiency</p> <p>There will be articulated grade level and classroom projects and assignments across disciplines as measured by evidence of those projects in all classrooms</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CURRICULUM Incorporate the principles of the International Society for Technology in Education (ISTE) Student Standards in the instructional program</p> <ul style="list-style-type: none"> • Create opportunities for students to demonstrate evidence of mastery of content standards through multiple measures including, but not limited to, projects, demonstrations, online assessments and portfolios by: <p>(1) Grades K-8: each trimester teachers will create a cross curricular project to demonstrate standards mastery through the use of technology tools/skills targeted for the grade level</p> <p>(2) Teachers and students will be provided vetted apps and programs that measure student learning</p> <p>ORGANIZATION</p> <ul style="list-style-type: none"> • Utilize a District Technology Committee to make recommendations for devices, program purchases, dependent on desired student outcomes • Create a District Technology Plan inclusive of a replenishment plan for future years • Utilize the expertise in our community to provide additional opportunities for our students both inside and outside of the classroom <p>TRAINING</p> <ul style="list-style-type: none"> • Provide on going leveled training based on District, site and individual teacher needs • Provide training on Learning Management System for all pertinent staff • Extend training and resources to parents 	LEA-wide	<p><u>X</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures</p> <p>LCFF Base Funds, Other Local Funds - \$ 670,902</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Bright Bytes survey results will show a 4% increased proficiency each year for students and teachers in all four areas: utilization of electronic tools for the 4Cs, access for teachers and students both at school and home, skills of teachers and students on device basics, and targeted professional learning</p> <p>There will be articulated grade level and classroom projects and assignments across disciplines as measured by evidence of those projects in all classrooms</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CURRICULUM</p> <ul style="list-style-type: none"> Continue to incorporate the principles of the International Society for Technology in Education (ISTE) Student Standards in the instructional program Create additional opportunities for students to demonstrate evidence of mastery of content standards through multiple measures including, but not limited to, projects, demonstrations, on-line assessments and portfolios by: <p>(1) Grades K-8: teachers will create additional cross curricular project to demonstrate standards mastery through the use of technology tools/skills targeted for the grade level</p> <p>(2) Teachers and students will evaluate the vetted apps and programs that were provided and identify gaps for future purchase</p> <p>ORGANIZATION</p> <ul style="list-style-type: none"> The District Technology Committee is to evaluate the effectiveness of the devices, program purchases made based on team recommendation Implement and budget for the District Technology Plan inclusive of a replenishment plan for future years Continue to utilize the expertise in our community to provide additional opportunities for our students both inside and outside of the classroom <p>TRAINING</p>	LEA-wide	<p><u>X</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures</p> <p>LCFF Base Funds, Other Local Funds - \$ 670,902</p>

<ul style="list-style-type: none"> • Continue to provide on going leveled training based on District, site and individual teacher needs • Expand training on the Learning Management System for all pertinent staff to include methods for analyzing student data to appropriately drive the instructional program • Continue to offer training and provide resources to parents 			
LCAP Year 3: 2018-19			
<p>Expected Annual Measurable Outcomes:</p>	<p>Bright Bytes survey results will show a 5% increased proficiency each year for students and teachers in all four areas: utilization of electronic tools for the 4Cs, access for teachers and students both at school and home, skills of teachers and students on device basics, and targeted professional learning</p> <p>There will be articulated grade level and classroom projects and assignments across disciplines as measured by evidence of those projects in all classrooms</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>CURRICULUM</p> <ul style="list-style-type: none"> • Formalize the principles of the International Society for Technology in Education (ISTE) Student Standards that will be introduced at each grade level • Create additional opportunities for students to demonstrate evidence of mastery of content standards through multiple measures including, but not limited to, projects, demonstrations, on-line assessments and portfolios by: <p>(1) Grades K-8: teachers will create additional cross curricular project to demonstrate standards mastery through the use of technology tools/skills targeted for the grade level</p>	LEA-wide	<p><u>X</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <p>2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books and Supplies 5000-5999: Services and Other Operating Expenditures</p> <p>LCFF Base Funds, Other Local Funds - \$ 670,902</p>

(2) Teachers and students will evaluate the vetted apps and programs that were provided and identify gaps for future purchase

ORGANIZATION

- The District Technology Committee is to continue to evaluate the effectiveness of the devices, program purchases and make additional recommendations
- Continue to implement and budget for the District Technology Plan inclusive of a replenishment plan for future years
- Continue to utilize the expertise in our community to provide additional opportunities for our students both inside and outside of the classroom

TRAINING

- Continue to provide on going leveled training based on District, site and individual teacher needs
- Expand training on Learning Management System for all pertinent staff to include methods for analyzing student data to appropriately drive the instructional program
- Continue to offer training and provide resources to parents

GOAL 3:

Create a safe & supportive school environment that fosters teaching and learning, and provides a climate and culture for students to set positive goals and make responsible choices

Related State and/or Local Priorities:

1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__

COE only: 9__ 10__

Local : Specify _____

Identified Need:	• Each school facilitates Citizenship program. Each of these programs has a character development component, a student responsibility matrix and some form of anti bullying/teasing education. In addition each school uses Common Sense Media as the basis for a digital citizenship curriculum. However, these programs are not currently articulated from school to school. Stakeholders provided input that there needs to be targeted skills taught at each grade level, a clearer articulation of programs from school to school, and additional resources and education for parents. A review of District attendance rates (95.59%), chronic absenteeism (94 students or 6% of population) indicates a need to continue to offer services that support the positive school environment for all students. There was a reduction in suspension rates from 2.0% in the 2014-15 school year to 0.03% in the 2015-16 school year.		
Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• The existence of an articulated Common Sense Media “digital citizenship” guide that specifies the lessons that will be taught at each grade level K-8• Attendance rates will improve by 1% from March to March of each year.• Chronic absenteeism will be reduced by 2% from March to March of each year.• Maintain a zero dropout rate at the Middle School.• Maintain less than 0.5% suspension rate, and 0% expulsion rate.• Parents from all 3 schools will participate in parent education as measured by sign-in rosters.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none">• Classroom instruction will include the development of a culture that promotes perseverance, risk-taking, building confidence and a growth mindset. These will be connected to mathematical practices and the Vision of the RUSD graduate• Review Common Sense Media instructional programs, and define which “digital citizenship” lessons will be taught at each grade level• Articulation of the citizenship programs offered at each site and assure that each has common, critical	LEA-wide	<u>X</u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____ _____	Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF Base Funds, Federal Funds, Special Education Funds, Other Local Funds –

components including an anti-bullying component <ul style="list-style-type: none"> • The school nurse will communicate with families of students with chronic absenteeism to determine if there is a medical issue and offer support and plans for return to school • Post resources for parents and work in partnership with PTA to provide parent education opportunities • Update District and site safety plans to include policies and procedures for student well being 			\$ 4,394,488
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The existence of an articulated Common Sense Media “digital citizenship” guide that specifies the lessons that will be taught at each grade level K-8 • The existence of an anti-bullying component in each site character program. • Attendance rates will improve by 1% from March to March of each year. • Chronic absenteeism will be reduced by 2% from March to March of each year. • Maintain a zero dropout rate at the Middle School. • Maintain less than 0.5% suspension rate. • Parents from all 3 schools will participate in parent education as measured by sign-in rosters.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Classroom instruction will include the development of a culture that promotes perseverance, risk-taking, building confidence and a growth mindset. These will be connected to mathematical practices and the Vision of the RUSD graduate • Post Common Sense Media instructional programs, and outline which “digital citizenship” lessons will be 	LEA-wide	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating

<p>taught at each grade level</p> <ul style="list-style-type: none"> • Continue to articulate the citizenship programs offered at each site and highlight the common, critical components including an anti-bullying component • The school nurse will continue to communicate with families of students with chronic absenteeism to determine if there is a medical issue and offer support and plans for return to school • Continue to post resources for parents and work in partnership with PTA to provide parent education opportunities • Post updated District and site safety plans to include policies and procedures for student well being 			<p>Expenditures</p> <p>LCFF Base Funds, Federal Funds, Special Education Funds, Other Local Funds – \$ 4,394,488</p>
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The existence of an articulated Common Sense Media “digital citizenship” guide that specifies the lessons that will be taught at each grade level K-8 • The existence of an anti-bullying component in each site character program. • Attendance rates will improve by 1% from March to March of each year. • Chronic absenteeism will be reduced by 2% from March to March of each year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Classroom instruction will include the development of a culture that promotes perseverance, risk-taking, building confidence and a growth mindset. These will be connected to mathematical practices and the Vision of the RUSD graduate and reported on report cards • Post Common Sense Media instructional programs, and outline which “digital citizenship” lessons will be taught at each grade level, and supplement with additional resources for students 	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>

<ul style="list-style-type: none">• Continue to articulate the citizenship programs offered at each site and highlight the common, critical components including an anti-bullying component, and common vocabulary• The school nurse will continue to communicate with families of students with chronic absenteeism to determine if there is a medical issue and offer support and plans for return to school• Continue to post resources for parents and work in partnership with PTA to provide parent education opportunities• Post updated District and site safety plans to include policies and procedures for student well being			LCFF Base Funds, Federal Funds, Special Education Funds, Other Local Funds – \$ 4,394,488
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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?

Original GOAL from prior year LCAP:	Goal 1: Establish district---wide math, English/language arts and science curriculums that are aligned to the California Common Core standards and are coherent from the learner’s perspective and aligned from grade to grade and class---to---class. Guarantee student access to rigorous, relevant, and engaging projects and learning activities.			Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that measure student progress against world---class standards in mathematics, ELA and Science.	
Goal Applies to:	Schools:	All Schools			
	Applicable Pupil Subgroups:	All Students			
Expected Annual Measurable Outcomes:	83% of students 3--- 8 will be able master grade appropriate math objectives on Common Core Smarter Balanced math assessments. 86% of students K---8 will score at least a 5 on an 8-point rubric for MARS tasks using a holistic rubric aligned to Common Core math standards. Baseline data for grades 3---8 will be collected for Math on the Smarter Balanced State Assessments.			Actual Annual Measurable Outcomes:	Metrics indicate that 81% of students in grades 3-8 met or exceeded standard on Common Core Smarter Balanced math assessments. This was the first time the test was administered and will be used as a baseline measurement. Students in grades K-8 were not administered MARS tasks, but instead were assessed on targeted application problems in the piloted math curriculum (Eureka math). Grades TK-2 used Eureka math and reported that 91% of students scored a 2 or higher on a 4 point rubric on the targeted performance tasks at the second trimester. At this time in the year a grade of 2 in the K-5 grades indicates sufficient progress. Grades 3-5 used Eureka math and reported that 98% scored a 2 or higher on a 4 point rubric on the targeted performance tasks. Grades 6-8 utilized performance tasks/unit projects from the piloted McGraw Hill math program. 71.7% scored 3 or higher on a 4 point rubric. This rubric is correlated to the grading system and a score of 3 indicates sufficient progress in the middle school.
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	

ELL and Low Income Pupil Intervention aides and/or certificated EL teacher.		Est. Cost: \$10,000 Funding Source(s): General: 1,000	One FTE equivalent teacher was hired to support District ELL students. The teacher conducted annual testing and supported student instruction in both push in and pull out models and provided classroom teachers resources and supplementary materials. Additional intervention opportunities were provided by instructional aides in the elementary classrooms, the Reading Specialist program and in Learning Centers, and in the strategies classes in the Middle School.	\$99,980
Scope of service:	All Schools		Scope of service:	
__ ALL			__ ALL	
OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: _X_ Low Income pupils _X_ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Math Materials aligned to Common Core State Standards will be first piloted and later purchased for K-8 students.		Est. Cost: \$44,000 Funding Source(s): General Fund: \$44,000	<p>Two programs were piloted during the school year. All students in grades TK-5 piloted the Eureka math program. All students in grades 6-8 piloted the McGraw Hill math program. Textbook materials were purchased for each student. In addition a personalized online learning program (on line) was purchased for each student. Students in grades TK-5 used Front Row, and students in grades 6-8 used ALEKS. Multiple iPad apps, teacher resources and manipulatives were also purchased to support math instruction.</p> <p>K-5 teachers report that they will continue with Eureka math as it provides a program aligned with Common Core standards. However, they report they need additional training and time to develop units of instruction, and to fully grasp all the component parts of each lesson and the modules of instructions. Parents and students report that it was a considerable shift in math instruction and practice, and that there needs to be more resources provided for parents who were often confused with how students are learning. Middle School teachers want to pilot a new program next year as the McGraw Hill curriculum did not</p>	\$177,756

			promote the problem solving skills that are needed for advanced learning.	
Scope of service:	All Schools		Scope of service:	
<u>X</u> ALL TK - 8			<u>X</u> 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)_____	
Refine CC math units and complete scope and sequence of curriculum to align to CC State standards for math. <ul style="list-style-type: none"> Integrate consistent regular use of math performance tasks using Silicon Valley MARS assessment tools. Hire Math Teacher on Special Assignment (TOSA) to consultant to coordinate math pilot programs for TK--8 teachers and model best instructional practices. 		Est. Cost: \$100,000 Funding Source(s): General: \$100,000	<u>Curriculum Alignment</u> TK-5 School teams worked on Common Core curriculum as it related to units of instruction in the Eureka math program. They developed scope and sequence and pacing guides for each grade level. This will need to be refined in the following year and supplemented with additional resources. It is also important that the work from school to school is articulated, that there is a common vocabulary for mathematics and that instructional practices are consistent from year to year. Math teachers in grades 6-8 worked collaboratively in math department meetings to refine the scope and sequence as it related to Common Core and the piloted McGraw Hill curriculum. However, there is a desire to pilot another program, and work will need to be done to assure that the scope and sequence developed targets Common Core Standards and also aligns with the new program. <u>MARS Assessment</u> Instead of Silicon Valley MARS assessment tools, teachers administered performance tasks/Unit projects that were embedded in the piloted math materials that were purchased. There needs to be more work in the development of assessment tools to better analyze student needs. <u>TOSA Support</u> A TOSA was hired in August, 2015. The TOSA supported teachers as a trainer, a coach, and	\$121,733

		researched and curated resources to support the instructional program at all three schools. Stakeholders report that there is a need for more support and recommend an additional TOSA be hired		
Scope of service:	All Schools		Scope of service:	
X ALL TK - 8			X 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?		Based on stakeholder input (parents, staff, students) there needs to be more training and education about the shift in Common Core math. Parents report that additional home resources/training need to be provided for parents. Teachers report that targeted training in CGI (Cognitively Guided Instruction) needs to be provided, as well as the development of performance assessments in mathematics. Additional work needs to be done on the scope/sequence chart for each grade level, and these need to be articulated K-8. Stakeholders have also reported that there is a need for more than one TOSA to support the full implementation of the math program at all three sites. While K-5 teachers will continue the pilot of the Eureka math curriculum they report they need additional training and time to develop units of instruction, to fully grasp all the component parts of each lesson and the modules of instructions. Middle School teachers want to pilot a new program next year as the McGraw Hill curriculum did not promote the problem solving skills that are needed for advanced learning.		

Original GOAL from prior year LCAP:	Goal 1: Establish district---wide math, English/language arts and science curriculums that are aligned to the California Common Core standards and are coherent from the learner's perspective and aligned from grade to grade and class---to---class. Guarantee student access to rigorous, relevant and engaging projects and learning activities.	Related State and/or Local Priorities:
		1 <u>X</u> 2 <u>X</u> 3___ 4 <u>X</u> 5___ 6___ 7___ 8___ COE only: 9___ 10___ Local: Create a teaching and learning environment that utilizes rigorous curriculum standards and assessments that measure student progress against world---class standards in mathematics, ELA and Science.
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All Students

<p>Expected Annual Measurable Outcomes:</p>	<p>83% of students 3--- 8 will be able master grade appropriate ELA objectives as determined by end---of---year grades. 80% of students in grades 3---8 will be able master grade appropriate reading objectives on Smarter Balanced Common Core aligned ELA assessments during baseline collection year. 83% of students 3---8 will score at least a 3 on a 5-point rubric for writing tasks using a holistic rubric aligned to Common Core writing standards. 10% improvement in EL reclassification will be realized.</p>	<p><u>ELA progress based on Smarter Balanced Common Core aligned ELA assessments</u> Metrics indicate that 81% of students in grades 3-8 met or exceeded standards on Common Core Smarter Balanced ELA assessments. This was the first time the test was administered and will be used as a baseline measurement.</p> <p><u>ELA Grades and Rubrics OVERVIEW</u> ELA progress was also measured based on grades and rubrics. During this school year, there was a shift at the 3-8th grades to align grading with the four point scale used in the SBAC reporting systems. There needs to be additional work in refining these rubrics and using them consistently. On a four point scale, a 2 would indicate making adequate progress, a 3 is mastery and a 4 is exceeding standards. Grades and assessment data at the end of Trimester 2 was used for this report. It some cases a 2 is adequate at this time of the year. This measurement needs to be reexamined in the Fall to clearly determine which students received a grade of Mastery or better by the end of the school year.</p> <p><u>ELA progress based on Grades</u> A review of end of Trimester 2 grades indicate that 95% of students in grades TK -2 had report card grades of proficient or higher in ELA. 98% of students in grades 3-5 received a grade of 2 (making progress) or better (mastered or exceeded standards) in ELA. In the middle school 92.3% received a letter grade of B or better.</p> <p><u>ELA progress based Writing Rubrics</u> Writing rubrics were used throughout the year to assess student progress. At the TK-2 school, a 5 point rubric was used for scoring. 91% of all students scored 3 or higher out of 5 points on a selected sample. Students at grades 3-8 were scored on a 4 point rubric that aligned with SBAC scoring system. In grades 3-5 97% of students received a 2 (making progress) or better on the 4 point rubric. In grades 6-8, 87.3% of students received a grade of 3 or higher on a 4 point rubrics</p>
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			<p>based on a selected sample, which was the expected grade for the end of Trimester 2</p> <p><u>ELL Reclassification</u> 18% of Title III students were reclassified during the school year. This includes those students who were identified as ELL and received services, those who had previously been reclassified and maintained adequate progress, and those who were classified as Initially Fluent.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ELL and Low Income Pupil Interventionists will be hired to support language development and TK--5 reading and writing development.	Est. Cost: \$30,000 Funding Source(s): Title III: \$9,000 General: \$21,000	One FTE equivalent teacher was hired to support District ELL students. The teacher conducted annual testing and supported student instruction in both push in and pull out models and provided classroom teachers resources and supplementary materials. Additional intervention opportunities were provided by instructional aides in the elementary classrooms, the Reading Specialist program and in Learning Centers, and in the strategies classes in the Middle School.	\$99,980
Scope of service:	All Schools	Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR:		OR:	
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Materials with increased emphasis on expository text will be purchased for ELA grades TK--8.		Est. Cost: \$5,000 Funding Source(s): Other: 5,000	This year the District did not purchase new text books for the ELA program. However, a review of supplementary materials purchased for libraries and student use indicate an increase in non fiction text with a ratio from 60% non fiction to 40% fiction. Student magazine subscriptions (National Geographic, Discovery, Scholastic) are all non fiction text. In grades 3-5 "e books" were added to the collection and all titles purchased were in the areas of science and math.	\$2,889.12
Scope of service:	All Schools		Scope of service:	
<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)_____	
Establish district wide K--8 ELA curriculum that is coherent from the learner's perspective and aligned from grade to grade and class to class.			TK-5 school teams worked on Common Core curriculum as it related to ELA standards. They continued their work of refining their scope and sequence pacing and aligning to the standards. They added additional expository text and refined rubrics for writing assessment. At the middle school the humanities department worked collaboratively to refine the program offerings. There needs to be more work in the articulation of K-8 ELA curriculum.	
Scope of service:	All Schools		Scope of service:	
<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?	Based on stakeholder input, more work needs to be done to articulate the K-8 ELA program. This includes the specific standards as they align to report cards, the rubrics that are used for writing assessment and the intervention programs that are offered for students. While all three schools have intervention programs in place, these need to be articulated and reviewed to assure that they meet the specific needs of students.
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Original GOAL from prior year LCAP:	<p>Goal 1: Establish district-wide math, English/language arts and science curriculums that are aligned to the California Common Core standards and are coherent from the learner's perspective and aligned from grade to grade and class-to-class. Guarantee student access to rigorous, relevant, and engaging projects and learning activities.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u> </u> 6 <u> </u> 7 <u> </u> 8 <u> </u></p> <p>COE only: 9 <u> </u> 10 <u> </u></p> <p>Local: Create an educational experience in Science, Technology Engineering and Mathematics (STEM) content to effectively engage, appropriately challenge and ensure mastery for every RUSD student.</p>
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Goal Applies to:	Schools: <u>All</u>
	Applicable Pupil Subgroups: <u>All</u>

Expected Annual Measurable Outcomes:	<p>88% of students will report that learning experiences are engaging and rigorous on grade level science units. Proficiency will exceed 91% on STAR assessments for grades 5 & 8.</p>	Actual Annual Measurable Outcomes:	<p><u>Learning Experiences are Engaging and Rigorous</u></p> <p>Students at all three schools were surveyed. At the TK-2 level 96% of students responded with positive responses about science. In the 3-5 school students responded to a Google survey. 92% indicated that they want more science experiences beyond the science class. It was difficult to get an accurate percentage of students who found science class engaging, as students reported they liked the "hands on" part of science, but found the textbook work more challenging and not as engaging. At the middle school 92% reported that science learning experiences were engaging and rigorous.</p> <p><u>STAR Assessments for grades 5 and 7</u></p> <p>88% of 5th graders and 95% of 7th graders proficient or above on the STAR science assessments.</p>
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LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
ELL and low income pupil interventions will be delivered by ELL Aides and/or teachers working with reading specialists TK 5 will support students at risk.	Est. Cost: \$2,000 Funding Source(s): General: 2,000	One FTE equivalent teacher was hired to support District ELL students. The teacher conducted annual testing and supported student instruction in both push in and pull out models and provided classroom teachers resources and supplementary materials. Additional intervention opportunities were provided by instructional aides in the elementary classrooms, the Reading Specialist program and in Learning Centers, and in the strategies classes in the Middle School.	\$364,052	
Scope of service:	All Schools	Scope of service:		
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Science Standards Support will be provided by Design Thinking specialist	Est. Cost: \$10,000 Funding Source(s): General: \$10,000	The District did not hire a Design Thinking Specialist. The District hired a MATH TOSA.	\$121,733	
Scope of service:	All Schools	Scope of service:		
<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)_____		
Science teacher leaders will attend Academy of Sciences Summer institute for instructional support and unit design.	Est. Cost: \$10,000 Funding Source(s): General: 10,000	Several teachers applied to the Academy of Sciences Summer Institute for instructional support and unit design. However, they were not selected as participants. At the 3-5 school a partnership with the	\$-0-	

		Academy was established this school year. Parent docents were trained to deliver comprehensive units of instruction in an enrichment program, and delivered the program to 150 4 th and 5 th grade students during the school year. In addition, some teachers at the 3-5 school participated in weekend training at the Academy on specific units of instruction and the use of the Academy materials and resources to deliver those programs.		
Scope of service:	All Schools		Scope of service:	
X ALL			X 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?		As the District moves to implement the NGSS standards, time needs to be provided review the new standards, identify and pilot appropriate materials for classroom use, revise pacing and scope and sequence guides and align the report card to new standards taught at each grade level. Staff will need to be trained and have opportunities to collaborate and design lessons that integrate the new NGSS standards.		

Original GOAL from prior year LCAP:	Goal 2: Implement a variety of electronic media tools (iPads, laptops, Smartboards, document cameras, etc.) and applications to expand student access to differentiated curriculum and communicate effectively.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <u>X</u> 8__ <u>X</u> COE only: 9__ 10__ Local: Provide all students with high-quality learning experiences (content and 21st Century Skills) through a broad course of study.
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students and staff CASE scores will each improve 15% between 2015 and Spring 2016. CASE scores have a range of 800 - 1300 points on the dimensions of: 1) Classroom utilization of electronic tools for use of 4C's, digital citizenship, assessment, and assistive technology; 2) Access for teachers and students both at school and home; 3) Skills of teachers and students on device basics,		Actual Annual Measurable Outcomes: Staff and students were administered the BrightBytes CASE Analysis tool. This was administered in December of 2014, and administered again in March of 2016. There was an overall 2% increase – from an initial score of 1093 to an overall score of 1113. Each subsection was analyzed. 1. Utilization of electronic tools for the 4Cs, digital

	online, and multimedia; and 4) Environment (policies, practices, and procedures), professional learning, support and beliefs.		<p>citizenship, assessment and assistive technology: score of 1029 in December 2015. A score of 1067 in March of 2016. Improved 4%.</p> <p>2. Access for teachers and students both at school and home: score of 1236 in December, 2015. A score of 1206 in March of 2016. Decrease by 2.5%</p> <p>3. Skills of teachers and students on device basics, online and multimedia. A score of 1141 in December, 2014. A score of 1176 in March of 2016. Improved by 3%</p> <p>4. Environment (policies, practices, and procedures), professional learning, support and beliefs. A score of 1079 in December 2014. A score of 1088 in March 2016. Improved by 1%</p> <p>A review of data indicates that more strategies and support needs to be in place and implemented in order for student access to differentiated curriculum can effectively take place. Effective integrated technology surfaced as a key priority areas in all meetings</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Digital Media Support increased for grades 5 and 2, increasing one-to-one iPad program. Pilot iPad tools in Del Mar Middle School on a limited basis.	Est. Cost: \$50,000 Funding Source(s): General: 50,000	Additional devices were purchased and put in place in both the 5 th and second grade classrooms. All students in both grades have a 1-1 iPad. At the middle school, two iPad carts were purchased and available to be used by staff.	\$98,396
Scope of service:	All Schools	Scope of service:	
<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)_____	

Purchase and implement Bright Bytes external technology evaluation for District digital media tool implementation plan. Develop and implement the plan.		Est. Cost: \$6,000 Funding Source(s): General: 6,000	Bright Bytes external technology evaluation tool was purchased and utilized. It was first administered in December of 2014, and again this March of 2016. The data from the March assessment will be utilized to develop a plan to support the implementation of integrated technology in the classroom.	\$6,000
Scope of service:	All Schools		Scope of service:	
<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)_____	
Utilize Apple Distinguished Educators to offer digital media training for all staff on digital tools, electronic communication, and applications.		Est. Cost: \$5,000 Funding Source(s): General: \$5,000	There are currently two Apple Distinguished Educators in the school District. One was assigned as the Math TOSA for the 2015-16 school year. As part of his duties he demonstrated the use of integrated technology in the math instructional program. He provided small group and whole staff training in specific applications and techniques for utilizing the iPad effectively in the instructional program.	\$-0-
Scope of service:	All Schools		Scope of service:	
<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?		A review of data from Bright Bytes and stakeholder input indicate that additional work in the integration of technology as an effective teaching and learning tool needs to be strategized. There needs to be an update of the infrastructure so that all students have equal access. In addition a comprehensive training program that allows teachers to improve their technology skills based on their individual levels needs to be designed, so that all teachers can effectively use technology as an instructional tool. A plan for the replacement and selection of future devices and applications needs to be created.		

Original GOAL from prior year LCAP:	Goal 3: Develop and implement communication strategies to support understanding of RUSD expectations, processes, and outcomes.		Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Create accurate and consistent grading and progress reporting processes and practices K- 8 to support all learners and parents to understand student progress.
Goal Applies to:		Schools:	All
		Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	Teachers refine progress reports and modify grading practices to align to Vision of RUSD graduate outcomes and new progress reporting tools are modified to address stakeholder needs. 85% of stakeholders report satisfaction with the modifications.	Actual Annual Measurable Outcomes:	During the 2014-15 school year a team of K-5 teachers began work on the revision of the elementary report card. This report card was designed as a standards based reporting tool that mirrored the 4 point rubric scale used on the SBAC reporting tool for parents. This rubric scores student progress from a 1 (does not meet standard), 2 (making sufficient progress towards mastery), 3 (mastery of standard), and 4 (exceeds standards). This was a significant change from previous grading systems that had been used, and it became evident that staff, parents and students would need training in understanding and interpreting student progress. In addition the Vision of the RUSD graduate was added to the report card, along with the eight mathematical practices. In the Fall of 2015 it was decided to pilot the new report card in grades 3-5 only. Staff developed a comprehensive communication plan to inform parents of the new reporting system. This plan included newsletters, videos explaining each new area of the report card, and face to face conversations with each parent. The report card was used in Trimester One, and was delivered to each parent during parent conferences. At that conference each staff member (and in the case of 5 th graders, each student) explained the report card to the parent. A survey was conducted to determine parent understanding and satisfaction with the new grading system and the new format. At the outset parent satisfaction was high as 93% of stakeholders who responded did so favorably. As the report card continued to be presented at PTA meetings,

			<p>stakeholder meetings and staff meetings, further input was collected and there is a continued need to explain the new reporting system. The development process, the input collected and the overview of the pilot report card use at the end of Trimester One, was presented the Board of Education in December 2015. The report card was used again at the end of Trimester Two. A committee of 3-5 teachers is currently analyzing staff, parent and student input to make recommendations for modifications for the coming year. It is also anticipated that this will expand to the K-2 school, and work will begin in articulating the two report cards. The middle school students continue to receive traditional grades of A, B, C, D. Teams of teachers in each department have been working together to calibrate and agree upon consistent best grading practices. In addition, the middle school has developed, and will continue to refine a portfolio of authentic student work. This portfolio design was presented to the Board of Education in the Fall of 2015.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Create a progress report revision team and study Common Core aligned progress reporting tools. Develop a K---8 progress report that aligns to Vision of a RUSD Graduate Outcomes.</p> <p>Communication Plan with new Progress Reports</p>	<p>Est. Cost: \$5,000 Funding Source(s): General: 5,000</p>	<p><u>K-8 Progress Report that aligns to the Vision of the RUSD Graduate</u> Work has begun to pilot a standards based report card that aligns to State Standards and includes the Vision of the RUSD graduate. The report card was piloted in grades 3-5. Input was collected and analyzed. Based on review of data, modifications will be made to the initial design, and teachers in grades K-2 will begin to articulate a similar reporting system. The middle school will continue the use of traditional grades and refine the grading practices so that there is consistency among staff. In addition the middle school staff will continue work on the development of the portfolio in which students can select work that demonstrates their mastery of content standards and</p>	<p>\$-0-</p>

		<p>the principles of the Vision of the Reed School Graduate</p> <p><u>Communication Plan with new Progress Reports</u> The staff of the 3-5 school that piloted the new report card developed a comprehensive communication plan. Announcements about the new report card were included in newsletters throughout the Fall trimester. Four weeks prior to parent conferences each teacher sent a weekly bulletin to all parents in the class. This bulletin/email included a link to a "report card website" that housed the explanations of each part of the report card and a series of videos to explain what was new and different. Parents were encouraged to review the videos prior to parent conferences. At the parent conference the report card was delivered and explained to the parent by the classroom teacher (there are student led conferences in 5th grade so teachers taught 5th graders how to explain the new report card and grading system to their own parents). The report card was publically shared at a Board of Education meeting, and several site PTA and stakeholder/SSC meetings</p>	
Scope of service:	All Schools	Scope of service:	
X ALL		X 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)_____	
ELL and Low Income Pupil Intervention will assist students to understand mainstreamed content.	Est. Cost: \$2,000 Funding Source(s): General: \$2,000	One FTE equivalent teacher was hired to support District ELL students. The teacher conducted annual testing and supported student instruction in both push in and pull out models and provided classroom teachers resources and supplementary materials. Additional intervention opportunities were provided by instructional aides in the elementary classrooms, the Reading Specialist program and in Learning Centers, and in the strategies classes in the Middle School.	\$99,980

Scope of service:	All Schools		Scope of service:		
__ ALL			__ ALL		
OR:			OR:		
<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners			<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups:(Specify)_____			<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>There continues to be a need to adequately report student progress to parents. While work will continue to refine the current pilot report card and to further develop the student portfolio, the focus for the next few years will be on the selection and use of a student LMS (student learning management system). This system will house student assessment data from multiple sources, archive that data from year to year. The information will be uploaded to a reporting system that allows parents to view individual student progress toward mastery of State standards over time. Focus will be on the training and implementation of the new system throughout the K-8 classrooms.</p>			

Original GOAL from prior year LCAP:	Encourage and support teachers to innovate and adapt teaching methods to differentiate instruction and utilize pedagogical content knowledge that will provide experiences and appropriately challenge every student. Retain and attract the best teachers to RUSD.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ <input checked="" type="checkbox"/> 6__ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local: Promote personnel practices to recruit, develop and retain the most talented staff to create an exceptional learning environment, recognize and reward excellence and innovation in the classroom, and support professional development and collaboration.	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	The percentage of teachers leaving RUSD for reasons other than retirement, promotion or relocation out of the area will be less than 3% in 2015/16.		Actual Annual Measurable Outcomes:	During the 2015-16 the District created a math TOSA (Teacher on Special Assignment) position. As part of the duties of the TOSA teachers were supported with demonstration lessons that utilized the pedagogical knowledge that appropriately challenges each student. Staff were able to observe best practices in teaching, and were also provided opportunities for embedded coaching experiences. This was the first year of this support system, and it is intended that this model of teacher support will grow and will provide more opportunities for teachers to innovate and adapt teaching methods. In addition a variety of consultants were utilized to

			support the work in the targeted areas of math (with an emphasis on CGI: cognitively guided instruction), performance assessment, sharing of best practices via video, consistent grading practices and portfolio development. Staff had the opportunity to attend professional conferences and visit exemplary classrooms that model best teaching practices. These opportunities provide teachers experiences that inspire their own professional growth. Only 1% of teachers left RUSD for reasons other than retirement, promotion or relocation.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Attract and retain staff through contracting with Teacher---Teacher.com for new candidates	Funding Source(s): General: \$2,000	While various services for recruiting teachers were studied, it was decided to continue the use of EdJoin as the main recruitment tool. The District continues to post employment opportunities on the District website as well as the Marin County Office of Education website.	\$-0-
Scope of service:	All Schools	Scope of service:	
X ALL		X 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)_____	
Student daily attendance will remain above 95% through education of parents and notification of chronic absentee students.	Est. Cost: \$0 Funding Source(s): General: \$0	As of the end of Trimester Two, student attendance rate was 95.59%. At that same time 94 students had 9 or more absences since the beginning of the school year. The school nurse has been communicating with families of students with chronic absenteeism to determine if there is a medical issue. School absenteeism is reported on the progress report and given to parents. While communication about the importance of school attendance has be sent to all parents, there needs to be a more consistent plan for	\$-0-

			notification of parents of students with chronic absenteeism.	
Scope of service:	All Schools		Scope of service:	
X ALL	X 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)_____			
Review data, develop plans, implement truancy plan, and poll teachers on how best to keep students from leaving school before the end of the school day.		Est. Cost: \$0 Funding Source(s): General: \$0	During the 2015-16 school year, the school secretarial staff began recording students who leave school prior to the end of the day for other than medical reasons. This information is also reported on the new "pilot" report card. The collective data is currently being reviewed to determine the extent of the issue. The absence of any student at any time of the day has a direct impact on the general function of the classroom. Teachers have discussed ways to modify group work and other collaborative assignments, when students are absent from the activity.	\$-0-
Scope of service:	All Schools		Scope of service:	
X ALL	X 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>There will continue to be professional development and support offered to teachers. Rather than a separate goal, staff training will be included in the areas of mathematics and technology. By providing models of best teaching practices using CGI (cognitively guided instruction), offering embedded coaching opportunities and integrating technology tools for teaching and learning, all staff will be provided professional growth.</p> <p>Student attendance and chronic absenteeism will be addressed in future plans. However rather than isolated issues, these issues will be included in a goal to improve school environment and culture, which includes programs that support students in personal growth and the development of citizenship.</p>		

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a 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>51,570</u> \$83,104
<p>ELL and low socio-economic students will receive personalized learning programs through supplemental materials, RtI programs and apps. CGI instructional practices gained through embedded professional development will benefit students through building on their natural strengths and knowledge in mathematics. The EL teacher will support students and instructional aides in providing appropriate interventions and supports.</p>	

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.

100	%	ELL Students are supported by highly qualified teachers who provide additional intervention and resources. Supplies and teacher coaching is provided. Students receive individualized coaching to promote learning in all subject areas.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).