

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

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Ross School District has provided input opportunities for students, staff and parents through informational meetings, surveys, input meetings with student government, School Site Council, and Leadership Team.</p> <p>The LEA used the following quantitative data fro the goal setting process:</p> <ul style="list-style-type: none"> • Attendance rates • Suspension rate • Facility inspection data • CST ELA proficiency rate • CST math proficiency rate • LEA benchmark assessment data for ELA and Math • English Learner reclassification rate • Parent Survey Data • Student Healthy Kids Survey Data • Staff Survey Data • Staff Technology Survey 	<p>After analysis of data, the district has identified common recurring themes. These themes are reflected in the goals, action/services and investments of the District.</p> <p>The common themes included:</p> <ul style="list-style-type: none"> • Differentiated support for ELA & Math instruction • Increase student engagement to include STEM (Science, Technology, Engineering, Math) education for grades K-8 • Increase academic & social-emotional supports for students • Align professional development of teachers to align with District goals to increase student engagement and innovation in the classroom

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 15	Year 2: 2015- 16	Year 3: 2016- 17	
<p>Need: To increase number of English learners who achieve full English language proficiency</p> <p>Metric:</p> <ul style="list-style-type: none"> English learners making yearly progress and achieving proficiency English reclassification rate CELDT results Statewide Assessments Ross School benchmark assessment results 	Increase performance of English learners in basic skills assessment demonstrating proficiency in English to participate in core curriculum.	English learners	All	15%	18%	20%	22%	<p>SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair.</p> <p>SP 2 – Implementation of academic content & performance standards adopted by SBE (implementation of CCSS)</p> <p>SP 4 - Pupil Achievement:</p> <ul style="list-style-type: none"> Performance on Standardized tests EL reclassification rate <p>SP 7 - Course Access to broad course of study including unduplicated students and students with exceptional needs.</p> <p>SP 8 – Pupil Outcomes</p>
<p>Need: To achieve school attendance rates that support student learning</p> <p>Metric:</p> <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism rate 	Increase annually the percent of students attending 170 – 180 days each school days	All Students	All	95%	96%	96%	96%	<p>SP 5 - Pupil Engagement</p> <p>SP 6 - School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 15	Year 2: 2015- 16	Year 3: 2016- 17	
<ul style="list-style-type: none"> Middle School drop out rate Pupil suspension rates Pupil expulsion rates Healthy Kids Survey Report 								
<p>Need: To increase number of students who score Proficient or above in English Language Arts on SBAC Assessment</p> <p>Metric:</p> <ul style="list-style-type: none"> Statewide Assessment API SARC Benchmark Assessments Report Cards 	Increase number of students scoring Proficient and above on the CCSS/SBAC (CAASP) benchmark English language arts scores established in 2014-15	All Students Reclassified full English proficient students Students with disabilities	All		Benchmark Benchmark Benchmark	Benchmark +1% Benchmark +1% Benchmark +1%	Benchmark +2% Benchmark +3% Benchmark +3%	<p>SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair.</p> <p>SP 2 – Implementation of academic content & performance standards adopted by SBE (implementation of CCSS)</p> <p>SP 4 - Pupil Achievement:</p> <ul style="list-style-type: none"> Performance on Standardized tests <p>SP 7 - Course Access to broad course of study including unduplicated students and students with exceptional needs.</p> <p>SP 8 – Pupil Outcomes</p>
<p>Need: To increase number of students who score Proficient or above in mathematics on SBAC Assessment</p>	Increase number of students scoring Proficient and above on the	All Students Reclassified full English proficient	All		Benchmark Benchmark	Benchmark +1% Benchmark	Benchmark +2% Benchmark	<p>SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair.</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 15	Year 2: 2015- 16	Year 3: 2016- 17	
<p>Metric:</p> <ul style="list-style-type: none"> Statewide Assessment API SARC Benchmark Assessments Report Cards 	CCSS/SBAC (CAASP) benchmark mathematics scores established in 2014-15	students Students with disabilities			Benchmark +1% Benchmark +1%	+1% Benchmark +1%	+3% Benchmark +3%	<p>SP 2 – Implementation of academic content & performance standards adopted by SBE (implementation of CCSS)</p> <p>SP 4 - Pupil Achievement:</p> <ul style="list-style-type: none"> Performance on Standardized tests <p>SP 7 - Course Access to broad course of study including unduplicated students and students with exceptional needs.</p> <p>SP 8 – Pupil Outcomes</p>
<p>Need: To increase number of parents providing input about school conditions and School climate</p> <p>Metric:</p> <ul style="list-style-type: none"> Ross School Parent Survey Parent education meeting sign in sheets Pupil suspension rates Pupil expulsion rates Healthy Kids Survey 	<p>Increase number of parents completing the Ross School Parent Survey</p> <p>Increase number of parents attending informational and parent education meetings</p>	All Parents	All	78%	80%	82%	84%	<p>SP3 - Parent Involvement</p> <p>SP6 - School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 15	Year 2: 2015- 16	Year 3: 2016- 17	
<p>Need: To provide and maintain Basic Services for students and school</p> <p>Metric: Teacher Assignments (Williams Compliance)</p>	Basic Services 1: Maintain the appropriate assignment of teachers and fully credentialed in the subject areas and for the pupils they are teaching	All Students All significant subgroups	All	99% Compliant	100% Compliant	100% Compliant	100% Compliant	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair. Basic Services <ul style="list-style-type: none"> Teacher assignments / misassignments
<p>Need: To maintain Basic Services for students and school</p> <p>Metric: Staff Survey</p> <p>SARC Report</p>	Basic Services 2: Attract and retain an effective employee workforce	All Students All significant subgroups	All	85% approval rating of system of supports and professional development	87%	89%	91%	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair. Basic Services <ul style="list-style-type: none"> Effective workforce
<p>Need: To provide and maintain Basic Services for students and school</p> <p>Metric: Standards-aligned instructional materials (Williams Compliance)</p> <p>SARC Report</p>	Basic Services 3: Provide pupils access to standards-aligned instructional materials	All Students	All	100% Compliant	100% Compliant	100% Compliant	100% Compliant	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair. Basic Services <ul style="list-style-type: none"> Standards-aligned instructional materials <p>Pupil Outcomes</p>
<p>Need: To provide and maintain Basic Services for students and school</p> <p>Metric:</p> <p>SARC Report: Facilities that</p>	Basic Services 4: Maintain school facilities in good repair	All Students	All	100% in good or exemplary repair	100% in good or exemplary repair	100% in good or exemplary repair	100% in good or exemplary repair	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair. Basic Services

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 15	Year 2: 2015- 16	Year 3: 2016- 17	
are safe, clean and in good repair (Williams Compliance)								<ul style="list-style-type: none"> Schools in good repair

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase performance of English learners in basic skills assessment demonstrating proficiency in English to participate in core curriculum.	<p>SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair.</p> <p>SP 2 – Implementation of academic content & performance standards adopted by SBE (implementation of CCSS)</p> <p>SP 4 - Pupil Achievement:</p> <ul style="list-style-type: none"> • Performance on Standardized tests • EL reclassification rate <p>SP 7 - Course Access to broad course of study including unduplicated students and students with exceptional needs.</p> <p>SP 8 – Pupil Outcomes</p>	Provide additional instruction beyond core classroom to address English acquisition	LEA-wide		\$105,000 General Fund	\$105,000 General Fund	\$105,000 General Fund
Increase annually the percent of students attending 170 – 180 days each school days	<p>SP 5 - Pupil Engagement</p> <p>SP 6 - School Climate</p>	Programs & Interventions to target needs of all students and those with specific needs such as special education or accessing student health, counseling and related services, using a multi-tiered system of supports. Interventions and programs target student academic, social emotional, behavioral, mental and related student needs in order to ensure that students remain in school. These programs include special education, student health and mental health	LEA-wide		\$300,000 General Fund	\$300,000 General Fund	\$300,000 General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		supports.					
Increase number of students scoring Proficient and above on the CCSS/SBAC (CAASP) benchmark English language arts scores established in 2014-15	<p>SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair.</p> <p>SP 2 – Implementation of academic content & performance standards adopted by SBE (implementation of CCSS)</p> <p>SP 4 - Pupil Achievement:</p> <ul style="list-style-type: none"> Performance on Standardized tests <p>SP 7 - Course Access to broad course of study including unduplicated students and students with exceptional needs.</p> <p>SP 8 – Pupil Outcomes</p>	<p>Services for All Students:</p> <p>The method and delivery of instructional content are critical to student engagement and learning of every student. Differentiation, personalization and pacing all impact a student’s ability to understand and learn. Bringing together critical elements of sound instruction and content aligned to CCSS will have the greatest impact on learning outcomes and gains for all students. The use of benchmark assessments, formative and summative assessments will be aligned to measurement of student growth and identify areas of need.</p> <p>Academic interventions include:</p> <ul style="list-style-type: none"> ELA support Learning Center Rtl level 1, 2, & 3 Intervention Individualized supports instructional programs Balanced literacy Integration of Arts, Music, Science and PE School Mental Health Nursing Services <p>Special Education Services:</p> <ul style="list-style-type: none"> Learning Center Integration of students in general 	LEA-wide		\$1,357,000 General Fund	\$1,357,000 General Fund	\$1,357,000 General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		education setting <ul style="list-style-type: none"> • Extended School Year • Speech & Language services • Occupational Therapy / Physical therapy 					
Increase number of students scoring Proficient and above on the CCSS/SBAC (CAASP) benchmark mathematics scores established in 2014-15	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair. SP 2 – Implementation of academic content & performance standards adopted by SBE (implementation of CCSS) SP 4 - Pupil Achievement: <ul style="list-style-type: none"> • Performance on Standardized tests SP 7 - Course Access to broad course of study including unduplicated students and students with exceptional needs. SP 8 – Pupil Outcomes	Services for All Students: The method and delivery of instructional content are critical to student engagement and learning of every student. Differentiation, personalization and pacing all impact a student’s ability to understand and learn. Bringing together critical elements of sound instruction and content aligned to CCSS will have the greatest impact on learning outcomes and gains for all students. The use of benchmark assessments, formative and summative assessments will be aligned to measurement of student growth and identify areas of need. Academic interventions include: <ul style="list-style-type: none"> • Math support • Learning Center • RtI level 1, 2, & 3 Intervention • Individualized supports instructional programs • Mathematical practices and problem solving emphasis • Integration of Arts, Music, Science and 	LEA-wide		\$1,357,000 General Fund	\$1,357,000 General Fund	\$1,357,000 General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		PE <ul style="list-style-type: none"> • School Mental Health • Nursing Services • Special Education Services: <ul style="list-style-type: none"> • Learning Center • Integration of students in general education setting • Extended School Year • Speech & Language services Occupational Therapy / Physical therapy					
Increase number of parents completing the Ross School Parent Survey Increase number of parents attending informational and parent education meetings	SP3 - Parent Involvement SP6 - School Climate	Provide parent training. Learning opportunities and workshops: implementation of common core state standards, STEM education, social emotional supports, and blended learning	LEA-wide		\$3000 General Fund	\$3000 General Fund	\$3000 General Fund
Basic Services 1: Maintain the appropriate assignment of teachers and fully credentialed in the subject areas and for the pupils they are teaching	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair. Basic Services <ul style="list-style-type: none"> • Teacher assignments / misassignments 	Professional Development of instructional staff will reflect priorities which support implementation of the Common Core State Standards and the state’s priorities as identified by SBE & CDE: <ul style="list-style-type: none"> • CCSS focused PD improving instructional innovations to address ELA and math 	LEA-wide		\$100,000 General Fund	\$100,000 General Fund	\$100,000 General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<ul style="list-style-type: none"> Restorative Justice and positive behavior support systems including No Bully training Integration of STEM & Design Thinking Assessment of student progress Implementation of School Safety Plan 					
Basic Services 2: Attract and retain an effective employee workforce	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair.	The identification, recruitment, placement and training of employees to implement programs and deliver service for all students is the core work of the District. This includes all certificated and classified employees. The District will maintain a competitive compensation, professional development and supportive working conditions.	LEA-wide		\$270,000 General Fund	\$270,000 General Fund	\$270,000 General Fund
Basic Services 3: Provide pupils access to standards-aligned instructional materials	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair.	Curriculum: <ul style="list-style-type: none"> The design and implementation of curriculum will be aligned to content and instruction of CCSS with multiple ways to differentiate instruction including supplemental curriculum and materials, technology tools, digital content, advanced learning curricula for middle school, textbooks, instructional materials, and development of 	LEA-wide		\$204,000 General Fund	\$204,000 General Fund	\$204,000 General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		integrated units of study for STEM, art, music and PE.					
Basic Services 4: Maintain school facilities in good repair	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair.	Adhere to guidelines for safe and clean campus standards by providing ongoing training to custodial and maintenance staff	LEA-wide		\$250,000 General Fund	\$250,000 General Fund	\$250,000 General Fund

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
NA	NA	For low income pupils:	NA		NA	NA	NA
NA	NA	For English learners:	NA		NA	NA	NA
NA	NA	For foster youth:	NA		NA	NA	NA
Increase performance of English learners in basic skills assessment demonstrating proficiency in English to participate in core curriculum.	SP1 – Appropriately assigned teachers; sufficient access to standards aligned instructional materials; school facilities in good repair. SP 2 – Implementation of academic content & performance standards adopted by SBE (implementation of CCSS)	For re-designated fluent English proficient pupils:	LEA-wide		\$21,000 General Fund	\$21,000 General Fund	\$21,000 General Fund

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	SP 4 - Pupil Achievement: <ul style="list-style-type: none"> • Performance on Standardized tests • EL reclassification rate SP 7 - Course Access to broad course of study including unduplicated students and students with exceptional needs. SP 8 – Pupil Outcomes						

A. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Ross School District will receive \$4,239 in the 2014-15 school year. The district will be funding a reading specialist with this portion of funding.

B. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Ross School District will be providing additional instruction with a certificated specialist who is NCLB compliant to serve English language learners with the 0.19% calculation of the unduplicated student count calculation.

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.