LEA: Rim of the World Unified School District

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LCAP Year: 2016-2017

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 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
Rim of the World Unified established a number of community stakeholder groups to contribute to the development of the 16-17 LCAP. A template of the six District Goals was created with a descriptor of each goal. This template was used with each of the advisory groups. The superintendent reviewed all six goals with each group and asked for recommendations related to strategies that would support each goal. Minutes for each meeting were recorded and reviewed in creating the actions and services for the LCAP. A similar protocol was followed for each group. The stakeholder groups included:	
• Local Control Accountability Plan (LCAP) Parent Advisory Committee (PAC): Parents representing Low Income students as well as English Learners were represented in the PAC. Information related to dates and topic was sent to each site principal regarding the formation of a Parent Advisory Committee. This information was shared with parent committees such as PTA and School Site Council however, parents did not have to be a part of these groups in order to be a participant. Parent representatives were selected from each site so there would be representation from each level, elementary, middle and high school.	The PAC parents ranked district priorities in the following order: 1. New aligned textbooks, quality teachers, aides and support, student programs, retention of administration for consistency, resources and support in classrooms, decrease class size. 2. Administration, security, technology infrastructure, Professional Development (PD) for teachers, PD and resources , PD programs 3. Pathways, college and career pathways, tech teacher PD, facilities and security, facilities 4. Technology, targeted interventions 5. College and career programs, facilities and maintenance These components will be reflected in the 2016-2017 LCAP.
• English Learner Advisory Committee (ELPAC): The DELAC committee served as the ELPAC for this year. The six district goals were shared with the parents at the DELAC meetings. A jigsaw activity was conducted to allow parents to write their input on each goal. There was representation from each level, elementary, middle and High school.	
• Student Advisories at elementary, middle and high school: Principals at each of the sites selected students representing grades 2-12 to participate in the student advisories. The superintendent visited each site including all elementary, middle and high school. Each visit was 45 minutes to an hour and students were asked a series of 10 questions related to the six goals. Some	Students were very eager to share their ideas about their school. At the elementary level students scores on a scale of 1-10 (1-low, 10 high) ranged from 7-9 on the topics of school organization and safety. They shared that they really enjoy hands on learning, experiments, and using computers. They also love that the superintendent comes to meet with them and asks them questions about school. At the secondary level students shared that they are excited about the added AP classes. They like classes that are relevant and apply to real life. They prefer classes with a variety of activities and not all teacher

of the questions included: 1. What is one thing you are excited about each day at school? 2. What do you really appreciate about your teacher? 3. What is one thing your teacher does to help you learn? 4. What is one project or learning activity that you have just loved? 5. I wish my teacher would do _____ to help me learn 6. On a scale of 1-10 how clean do you feel your school is? 7. On a scale from 1-5 how safe do you feel at school? • Certificated Employee Forum: Each principal representing all sites was asked for the names of 3-5 certificated staff members who would be willing to participate in the superintendents certificated employee forum. Meetings will be held every other month. This was initiated at the end of the 15-16 school year, 1 meeting was held on June 2, 2016, and will continue into the 17-18 school year. Those in attendance represented, teachers, counselors, and administration from each of the sites.	lecture. The high school students gave great suggestions regarding what they would like to see in the areas of professional development, building relationships with school staff, and the importance of trust admiration and respect. 80% of the students expressed the belief that relationships with the personnel at the school has a great impact on learning. They also shared ideas related to addressing disruptive students, testing and the kinds of tests and feedback that best help them learn, the maintenance of the facilities and the appearance of the school. Certificated staff highlighted the following areas as being positive outcomes this year and areas for improvement: ***GOAL 1: STUDENT LEARNING***- All students have equitable access to rigorous, relevant and engaging learning experiences for life-long individual success. • ESTEM night and the ESTEM program at VOE. • 5th grade visits to MPH was very successful. • Discussion of the block schedule idea for the high school. • Scots Encounter for freshmen will be a good addition to the schedule and a support for our freshmen. • Articulation between the high school and middle school is vital, acceleration needed for some of the middle school students. MPH schedule is very tight. ***GOAL 2: COLLEGE AND CAREER READINESS***- All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global word. • Love the changes at the high school hallways and the display cases, quotes wall, kids are respecting them as well. • Excited about the addition of Naviance as a resource for kids and parents. ***GOAL 3: HIGHLY QUALIFIED STAFF***- All students receive high quality education and services from caring, highly qualified, and competent staff. • The blending of the elementary sites with GVE families and

	staff. All feel like one family now. • MPH very hopeful about next year with the change in leadership and reinstating things that were started a year ago. • Building relationships is so important to success. • Concern about RHS principal staying. Want continuity and consistency. ***GOAL 5: COMMUNITY INVOLVEMENT-*** All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning. • Community involvement at VOE's Open House was very positive. ***GOAL 6: BUDGET, INFRASTRUCTURE, AND RESOURCES***- The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability. • Suggestion to bring classified and certificated groups together for a conversation to learn from each other.
• Classified Employee Forum Each principal representing all sites was asked for the names of 3-5 classified employees who would be willing to participate in the superintendents classified employee forum. Meetings will be held every other month. This was initiated at the end of the 15-16 school year, 1 meeting was held on June 2, 2016, and will continue into the 16-17 school year.	Classified staff highlighted the following areas as being positive outcomes this year and areas for improvement: ***GOAL 1: STUDENT LEARNING***- • ESTEM program at VOE lots of hands on activities. • Like the idea of providing more options and courses to our students, like the summer training for the teachers and new AP classes being offered. ***GOAL 2: COLLEGE AND CAREER READINESS***- • Appreciate the bulletin boards and college display cases going up in the hallways at the High School. ***GOAL 4: SAFE, WELL-MAINTAINED AND SECURE FACILITIES-*** All students and educational partners are provided a high quality physical

• Service Organizations Advisory committee Rim of the World is fortunate to have many community and service organizations supporting their schools. Some of these organizations include: Arrowhead Arts, Rim Ed Foundation, Rotary, Rim Family Services, Boys and Girls Club, Mountain Counseling and others. Representatives from these groups were invited to a community forum with the superintendent to discuss the district goals and the ways we cone work together to support our Rim Students; Other advisories were established following this same pattern, they included: • Business Advisory committee • Faith Based Advisory committee • Strategic Planning Advisory (SPAC) committee	environment where they enjoy safe, respected, positive connections and experiences. • Physical appearance of the High School inner hallways, colleges and sports emphasis, information and recognition of what's happening, quotation hall. ***GOAL 5: COMMUNITY INVOLVEMENT-***. • Appreciate the open communication and superintendent visible in meetings. • Positive feedback from a CHE EL parent about a district meeting she attended where she felt included, she shared the info with the school ELAC. • Conversation about growing our mountain community and advocating for what we have to offer here on the mountain. • Discussion about Systems Leadership. ***GOAL 6: BUDGET, INFRASTRUCTURE, AND RESOURCES***- • Really want to see admin stay and maintain continuity to develop what has been planned to become a reality. Service Organizations highlighted the following areas as being positive outcomes this year and areas for improvement: *Capitalization represents the suggestions ***GOAL 1: STUDENT LEARNING***- • TK Program has been positive, (expanding to all 3 sites). • A NEED FOR MORE FIELD TRIPS Ex: Use of the Arboretum and other mountain resources, Snow Valley and other destinations. Connect nature and our environment to learning. • NEED MORE INSTRUCTION ON LOCAL HISTORY AND FOUNDING OF LAKE ARROWHEAD. • CONNECTION AND TRANSITION FORM PRESCHOOL TO

• Career Technical Education Advisory committee	KINDER. • PARENTS READ, READ, READ TO KIDS AND DO IT EARLY. • LEARN ACCESS TO THE TOOLS THAT ARE AVAILABLE TO STUDENTS AND PARENTS IN MONITORING PROGRESS. ***GOAL 2: COLLEGE AND CAREER READINESS***- • Seniors mock interviews with Rotary, have noticed that the skill set has improved, both content and social skills over the past few years. They come prepared and ready and wonderful follow-up with notes from the kids. • STRENGTHEN THE ROP PROGRAM. • LOOK AT THE DROPOUT RATE FOR EL STUDENTS AND SUPPORT FOR PARENTS TO ENCOURAGE THEIR STUDENTS TO STAY IN SCHOOL. ***GOAL 4: SAFE, WELL-MAINTAINED AND SECURE FACILITIES-*** • Implementation of the PBIS model has supported the lines of communication with Rim Family Services and has provided consistency. • Sunrise Rotary asked for clarification about the LGEC transition and plan for the future. • USE OF GVE AS A "PARK" OR COMMUNITY ACCESS PARTNERSHIP. ***GOAL 5: COMMUNITY INVOLVEMENT-*** • Partnerships with the sports programs through parks and rec, youth track and other sports. • Addition of the boys volleyball team wonderful way to keep kids occupied in positive behaviors. • Cooperation with admin at the sites to coordinate community programs and the partnerships and positive interaction. • VISITS TO THE CRESTLINE LIBRARY FOR STORY TIMES. • IMPROVE COMMUNICATION WITH EL FAMILIES AND SHARE

	AVAILABLE RESOURCES WITH THEM. ENCOURAGE PARENTAL SUPPORT FOR EL PARENTS. • ARROWHEAD ARTS HAVING MORE COMMUNICATION AND ARTICULATION WITH THE SITES, THEIR LEADERS AND COORDINATION OF PROGRAMS.
• Leadership Summit is comprised of site and district administration as well as union representation from CSEA and RTA. Leadership Summit meetings are held once a month. Several meeting segments were devoted to discussing the six new district goals. Jigsaw activities were conducted to prioritize actions and services and align the needs, outcomes and actions and services from the 15-16 LCAP to the 16-17 LCAP. • Curriculum Council met to review the 6 district goals and gave input on strategies to implement the goals: A jigsaw activity was conducted charting each of the 6 goals. Teams rotated and gave input on each chart related to the goals	The Leadership Summit Team reviewed the goals, needs, outcomes, actions and services from the 15-16 LCAP. A jigsaw activity was facilitated to assist the team in aligning those pieces with the six new district goals adopted by the Board of Education during the 15-16 school year. The objective of this activity was to align all district and site plans to the six goals for consistency, continuity and focus within the district. The LCAP actions and services were realigned to the new goals where they best fit the goal description. Outcomes of the Curriculum Council discussion of the 6 district goals: **District's Six "New" Goals** ***GOAL 1: STUDENT LEARNING-*** o *Identify grade-level expectations to be emphasized (ESLRs or Essential Standards).* o *Build cohesive expectations across the district.* o *District-wide access to relevant and rigorous materials to enhance teaching practices.* o *Support programs and personnel in place at all sites to insure student success.*

	GOAL 2: COLLEGE AND CAREER READINESS- o *Create a ladder for success.* o *Build a mindset of future College/Trade School and Career* o *Provide interventions for student success.* ***GOAL 3: HIGHLY QUALIFIED STAFF-*** o Provide meaningful training and opportunities for the staff district-wide. o Allow for collaboration within grade levels, district-wide, to set goals and look at best practices. o Ensure high competency by having high expectations for staff hiring procedures, administrative evaluation, competitive salaries, provide peer coaching for mentoring colleagues in need. ***GOAL 4: SAFE, WELL-MAINTAINED AND SECURE FACILITIES-*** o *PBIS – enjoy safe, RESPECTED, positive connections and experiences.* o *PPP (patient, polite, and professional)* ***GOAL 5: COMMUNITY INVOLVEMENT-*** o *Build positive interactions.* o *Effective communications via phone, email, messaging, Class Dojo, etc.* o *Collaborate with community partners.* o *Encourage parent attendance/participation.* - *Conferences* - *Open House* - *PTSA*

District and School Liaison Team (DSLT) Meeting: Comprised of: Teachers, Classified Personnel, Parents, Community Members, Administrators <u>Superintendent Advisory and LCAP input Meeting Dates:</u> Parent Advisory January 20, 2016 & March 30, 2016 EL Parent Advisory March 22, 2016 & June 14, 2016 CHE Students January 7 & 22, 2016 & April 1, 2016 LAE Students January 6 & 12, 2016 & March 29, 2016 VOE Students January 5, 2016 & March 25, 2016 MPH Students January 19, 2016 & scheduled March 29, 2016 but will need to be rescheduled due to a minimum day. RHS Students January 20, 2016 & March 30, 2016 Social Services Advisory April 13, 2016 Business Advisory April 13, 2016 Faith Based/Religious Advisory April 13, 2106 Leadership Summit-Administration, teachers, classified and certificated union representation February 25, 2016 Curriculum Council March 18, 2016 DSLT May 11, 2016	***<u>GOAL 6: BUDGET, INFRASTRUCTURE, AND RESOURCES</u>*-.** o Umbrella from which to prioritize and fund programs. o Budget and LEA There has been a great deal of change in personnel at the management level within the Rim of the World School District this year. The desire for consistency and continuity was a common theme throughout all stakeholder groups. The District Site Liaison Committee met to discuss next steps in the implementation of the LCAP. The DAIT Provided presented the current Goals and Actions, reviewed categorical compliance and answered questions regarding district budget.
Board of Education Presentation on the progress towards the development of the 16-17 LCAP needs, outcomes, actions and services was held on June 1, 2016.	The Board of Education was presented a packet outlining the progress of the needs, outcomes, actions and services section of the 16-17 LCAP. A power point presentation was shared with the board highlighting each goal and an example of a need, outcome and outcome service for that goal. Board members were asked to review the document and give input prior to the June 15th LCAP public hearing.

Annual Update: Rim of the World Unified has gone through an administrative transition period. There are 16 management positions in the district including site and district administration. 11 are new to their position and 5 continued in the position they were in from the 14-15 school year. With the changes in management it was determined to look at the district mission, vision and goals to refocus our efforts. The Board of Education adopted 6 new goals, aligned to the state priorities, for the 15-16 school year. It was the desire of the board and district to focus our energy on the 6 goals and align all of our district and school plans to those goals. The 16-17 LCAP will be aligned to these 6 new goals: ***Rim of the World Unified School District- Goals 2015-2020*** ***GOAL 1: STUDENT LEARNING***- All students have equitable access to rigorous, relevant and engaging learning experiences for life-long individual success. ***GOAL 2: COLLEGE AND CAREER READINESS***- All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global word. ***GOAL 3: HIGHLY QUALIFIED STAFF***- All students receive high quality education and services from caring, highly qualified, and competent staff. ***GOAL 4: SAFE, WELL-MAINTAINED AND SECURE FACILITIES-*** All students and educational partners are provided a high quality physical environment where they enjoy safe, respected, positive connections and experiences. ***GOAL 5: COMMUNITY INVOLVEMENT-*** All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning. ***GOAL 6: BUDGET, INFRASTRUCTURE, AND RESOURCES***- The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability. Presentation of the LCAP draft to the PAC and ELPAC was conducted on June 14, 2106 LCAP public hearing took place June 15, 2016 at a regular School Board meeting. The LCAP was approved by the Board of Education on June 23, 2016.	**Annual Update:** Due to the development of the 6 new district goals, the annual update section will include information about each action and service from the 15-16 LCAP and where it is addressed in the 16-17 LCAP. If an action or service will not be included in the 16-17 LCAP the reason for the deletion of an item will be explained.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or 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 school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the 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 school sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration

funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

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

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil 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 schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

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

GOAL:	***1: STUDENT LEARNING*** All students have equitable access to rigorous, relevant and engaging learning experiences for life-long individual success	**Related State and/or Local Priorities:** 1 X 2 X 3 4 X 5 6 7 X 8 X COE only: 9 10 Local: Specify _____

Identified Need:	There is a need in the following areas: 1. Increase the percent of students scoring at standard met or exceeded on the CAASPP in ELA and Math. 2. Close the achievement gap between English Learner, Foster Youth, and Low Income students on the CAASPP. 3. Consistently utilize effective instructional strategies and content frameworks to teach the California State Standards in all classrooms. 4. Provide instructional materials aligned to the California State Content Standards and frameworks. 5. Increase the use of technology as an instructional tool. 6. Continue to develop an effective PLC structure focused on the 4 essential questions: What do we expect students to learn? How will know they are learning it? What will we do if they aren't learning it? How will we respond if they already know it? 7. Expand EL data collection and analysis to provide targeted supports and increase percent of EL students scoring Early Advanced and Advanced on the CELDT. 8. Reduce the percent of Long Term English Learners. 9. Decrease the percent of students in need of credit recovery. 10. Coordinate, articulate, and monitor interventions for underperforming students including English Learner, Foster Youth, Low Income and students with special needs.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. The percent of students scoring standard met or exceeded in ELA and math on the CAASSP will increase by 3%. State Metric: Performance on standardized tests Baseline: ELA 36% Standard met or exceeded Math 21% Standard met or exceeded 2. The percent of English Learner, Foster Youth, and Low Income students scoring standard met or exceeded in ELA and math on the CAASSP will increase by 3%.

State Metric: Performance on standardized tests

Baseline:	English Language Arts	Math
English Learners	12%	6%
Foster Youth	Baseline TBD 16-17	Baseline TBD 16-17
Low Income	27%	14%

3. A PLC summary reflection template addressing all of the essential questions will be developed and implemented.
   Local Metric: Developed PLC template
4. The percent of English Learners scoring Early Advanced and Advanced on the CELDT will increase from 53% to 56%.
   State Metric: Share of English Learners that become English proficient
5. The percent of English Learners reclassified as English proficient will increase from 10% to 12%
   State Metric: English Learner reclassification rate
6. The percent of students receiving D's and F's at the secondary level will decrease by 5%.
   State Metric: Other student outcomes
   Local Metric: D and F rates at each semester reporting period.
   Baseline: To be determined in the 16-17 school year
7. Decrease the percent of students in need of credit recovery by 3% from 26.8% to 23.6%
   Local Metric: Percent of students who require credit recovery courses.
8. Develop improved methods for monitoring student performance: Improve practices for using and understanding multiple assessment data to make informed instructional decisions.
   Local Metric: Implementation of Naviance and Eadms
9. A plan will be developed for piloting and selecting curriculum aligned to the California State Content Standards and frameworks
   - Math 16-17
   - ELA/ELD 17-18
   - NGSS 18-19

   State Metric: Students have access to standards aligned instructional materials
   Local Metric: Committee formation
   Local Metric: Classroom walkthroughs utilizing rubric for implementation of curriculum

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide California State Standards aligned curriculum instructional materials and assessments with high quality instruction to prepare students to graduate college and career ready. a. Math textbook adoption pilot will be conducted at the elementary and 6th grade level to provide standards aligned curriculum in math to be implemented the 17-18 school year.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 0002 4110 Textbooks $150,000
1.2 Continue to use the PLC process for collaborative support and cross-curricular planning.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure
1.3 Increase/improve use of instructional technology to support teaching and learning in the implementation of CSS and Next Generation Science Standards (NGSS), including use of technology for benchmark assessments, and 21st century technology skills.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding source LCFF SCG 2440 Class Technology $67,114 3000 Benefits $30,088 4360 Parts $180 4440 Computer/Tech Inventory Items $2,700 5840 Computer/Tech Related Service $8,183 Funding Source LCFF Base 2440 Class Technology $123,615.00 3000 Benefits $72,825.00 4340 Comp Software & Relate Expense $12,578

			4440 Computer/Tech Inventory Items $842 5210 Mileage $720 5220 Conference/Workshops $1,692.00 5630 Repairs $450.00 5810 Contracted Services $42,390.00 5840 Computer/Tech Related Service $47,243.00 6450 Computers & Other Comp Hardware $13,500.00
1.4 a. Increase the number and quality of intervention available to students during the school day and before and after school as needed. Kindergarten teachers will facilitate during the day interventions to support underperforming students. b. Provide professional learning opportunities in differentiated instructional strategies. c. TK will be provided at all sites for early intervention.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source Title I Resource 3010 5850 Consultants $84,379 Resource 0153 1110 Teacher Salaries $219,759 $3000 Benefits $100,848 5538 Bottled Water Service $70
1.5 Purchase and or develop intervention materials for at-risk students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source Title I Resource 3010 4310 Instructional Materials $40,740 Funding Source LCFF Resource 0152 4310 Instructional Materials $87,155
1.6 Support all students with best first instruction, intervention for at-risk, and provide enrichment opportunities for accelerated learners.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure

1.7 Increase capacity in credit recovery options for students to include on site credit recovery programs, virtual components, and summer school for credit deficient students. a.) Maintain secretary at Mountain High School	RHS MHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0124 Mountain High School 1100 Teacher Salaries $239,940 3000 Benefits $86,187 Resource 0126 Other Credit Recovery 1130 Teacher Salaries - Extra Assignment $48,000 1350 Cert Suprvisor & Admn - Other Pay $10,500 2230 Class Pupil Support – Extra Assignment $10,710 3000 Benefits $11,774 4440 Computer/Tech Inventory Items $135 5840 Computer/Tech Related Service $20,000 Resource 0123 Clerical Support 1124 Teacher Salaries District Hourly $27,000 3000 Benefits $4,329 4310 Instructional Materials & Supplies $250
1.8 Continue to provide and expand opportunities for extracurricular activities, which could include arts, music, athletics and clubs.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0121 Secondary Athletics 1100 Teacher Salaries $154,985 3000 Benefits $24,771 5740 Interprogram - Transportation

			$5,244
1.9 Provide Professional Learning opportunities for teachers in ELD instructional strategies.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 6264 Educator Effectiveness 1144 Teacher Salaries – Subs $3,750 3000 Benefits $980 4390 Other Supplies $3,750 5220 Conference/Workshops $13,750 5810 Contracted Services $19,431 5850 Consultants/Independent Contract $12,500
1.10 Ongoing monitoring of English Learners and Redesignated Fluent English Proficient Students (R-FEP). Increase district support of site monitoring and encourage parent participation. o Ensure teachers are aware of who their EL students are and their CELDT levels. o Identify students on track for reclassification early in the year. o Create a student portfolio to facilitate ongoing student monitoring throughout the year. o Quarterly intake meetings with students and parents to review criteria for reclassification and goal setting. o Coordinator at the High School will be scheduled for 2 periods for EL support and monitoring.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0152 RTI And Enrichment 1215 Counselors/Psychologists $121,552 2100 Classified Salaries $161,458 3000 Benefits $77,320 Resource: 0014 5810 Contracted Services $9,000 Resource 0121 1100 Certificated Teachers $36,000
1.11 Provide and improve interventions for English Learners in ELD and academic intervention programs.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient	Funding Source Site Discretionary RTI/ELL Resource 01580052 4200 Books and

		__Other Subgroups:(Specify)_____	other textbooks $1,735 4300 Instructional supplies $18, 473 5200 Conferences $13,066 5800 Other services $27,638
1.12 Implement and utilize data systems such as Naviance and Eadms	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source LCFF Resource: 0152 5840 Computer Tech $50,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

1. The percent of students scoring standard met or exceeded in ELA and math on the CAASSP will increase by 3%.
   State Metric: Performance on standardized tests
   Baseline: ELA 36% Standard met or exceeded Math 21% Standard met or exceeded
2. The percent of English Learner, Foster Youth, and Low Income students scoring standard met or exceeded in ELA and math on the CAASSP will increase by 3%.

State Metric: Performance on standardized tests

Baseline:	English Language Arts	Math
English Learners	12%	6%
Foster Youth	Baseline TBD 16-17	Baseline TBD 16-17
Low Income	27%	14%

3. A PLC summary reflection template addressing all of the essential questions will be developed and implemented.

Local Metric: Developed PLC template

4. The percent of English Learners scoring Early Advanced and Advanced on the CELDT will increase from 53% to 56%.
   State Metric: Share of English Learners that become English proficient
5. The percent of English Learners reclassified as English proficient will increase from 10% to 12%
   State Metric: English Learner reclassification rate
6. The percent of students receiving D's and F's at the secondary level will decrease by 5%.
   State Metric: Other student outcomes
   Local Metric: D and F rates at each semester reporting period.
   Baseline: TBD 16-17
7. Decrease the percent of students in need of credit recovery by 3% from 26.8% to 23.6%
   Local Metric: Percent of students who require credit recovery courses.
8. Develop improved methods for monitoring student performance: Improve practices for using and understanding multiple assessment data to make informed instructional decisions.
   Local Metric: Implementation of Naviance and Eadms
9. A plan will be developed for piloting and selecting curriculum aligned to the California State Content Standards and frameworks
   - Math 16-17
   - ELA/ELD 17-18
   - NGSS 18-19

   State Metric: Students have access to standards aligned instructional materials
   Local Metric: Committee formation
   Local Metric: Classroom walkthroughs utilizing rubric for implementation of curriculum

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide California State Standards aligned curriculum instructional materials and assessments with high quality instruction to prepare students to graduate college and career ready. b. Math textbook adoption pilot will be conducted at the elementary and 6th grade	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 0002 4110 Textbooks $150,000

level to provide standards aligned curriculum in math to be implemented the 17-18 school year.			
1.2 Continue to use the PLC process for collaborative support and cross curricular planning.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure
1.3 Increase/improve use of instructional technology to support teaching and learning in the implementation of CSS and Next Generation Science Standards (NGSS), including use of technology for benchmark assessments, and 21st century technology skills.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding source LCFF SCG 2440 Class Technology $67,114 3000 Benefits $30,088 4360 Parts $180 4440 Computer/Tech Inventory Items $2,700 5840 Computer/Tech Related Service $8,183 Funding Source LCFF Base 2440 Class Technology $123,615 3000 Benefits $72,825 4340 Comp Software & Relate Expense $12,578 4440 Computer/Tech Inventory Items $842 5210 Mileage $720 5220 Conference/Workshops $1,692 5630 Repairs $450.00 5810 Contracted Services $42,390 5840 Computer/Tech Related Service

			$47,243 6450 Computers & Other Comp Hardware $13,500
1.4 a. Increase the number and quality of intervention available to students during the school day and before and after school as needed. b. Provide professional learning opportunities in differentiated instructional strategies.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source Title I Resource 3010 5850 Consultants $84,379 Resource 0153 1110 Teacher Salaries $219,759 $3000 Benefits $100,848 5538 Bottled Water Service $70
1.5 Purchase and or develop intervention materials for at-risk students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source Title I Resource 3010 4310 Instructional Materials $40,740 Funding Source LCFF Resource 0152 4310 Instructional Materials $87,155
1.6 Support all students with best first instruction, for at-risk and provide enrichment opportunities for accelerated learners.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure
1.7 Increase capacity in credit recovery options for students to include on site credit recovery programs, virtual components, and summer school for credit deficient students.	RHS MHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0124 Mountain High School 1100 Teacher Salaries $239,940 3000 Benefits $86,187 Resource 0126 Other Credit Recovery 1130 Teacher Salaries - Extra Assignment $48,000 1350 Cert Suprvisor & Admn - Other Pay $10,500 2230 Class Pupil

			Support – Extra Assignment $10,710 3000 Benefits $11,774 4440 Computer/Tech Inventory Items $135 5840 Computer/Tech Related Service $20,000 Resource 0123 Clerical Support 1124 Teacher Salaries District Hourly $27,000 3000 Benefits $4,329 4310 Instructional Materials & Supplies $250
1.8 Continue to provide and expand opportunities for extracurricular activities, which could include arts, music, athletics and clubs.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0121 Secondary Athletics 1100 Teacher Salaries $154,985 3000 Benefits $24,771 5740 Interprogram - Transportation $5,244
1.9 Provide Professional Learning opportunities for teachers in ELD instructional strategies.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 6264 Educator Effectiveness 1144 Teacher Salaries – Subs $3,750 3000 Benefits $980 4390 Other Supplies $3,750 5220 Conference/Workshop $13,750 5810 Contracted Services $19,431 5850 Consultants/Independent Contract $12,500

1.10 Ongoing monitoring of English Learners and Redesignated Fluent English Proficient Students (R-FEP). Increase district support of site monitoring and encourage parent participation. o Ensure teachers are aware of who their EL students are and their CELDT levels. o Identify students on track for reclassification early in the year. o Create a student portfolio to facilitate ongoing student monitoring throughout the year. o Quarterly intake meetings with students and parents to review criteria for reclassification and goal setting.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0152 RTI And Enrichment 1215 Counselors/Psycholgists $121,552 2100 Classified Salaries $161,458 3000 Benefits $77,320 Resource: 0014 5810 Contracted Services $9,000 Resource 0121 1100 Certificated Teachers $36,000
1.11 Provide and improve interventions for English Learners in ELD and academic intervention programs.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source Site Discretionary RTI/ELL Resource 01580052 4200 Books and other textbooks $1,735 4300 Instructional supplies $18, 473 5200 Conferences $13,066 5800 Other services $27,638
1.12 Implement and utilize data systems such as Naviance and Eadms	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source LCFF Resource: 0152 5840 Computer Tech $50,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. The percent of students scoring standard met or exceeded in ELA and math on the CAASSP will increase by 3%.
   State Metric: Performance on standardized tests
   Baseline: ELA 36% Standard met or exceeded Math 21% Standard met or exceeded
2. The percent of English Learner, Foster Youth, and Low Income students scoring standard met or exceeded in ELA and math on the CAASSP will increase by 3%.
   State Metric: Performance on standardized tests

Baseline:	English Language Arts	Math
English Learners	12%	6%
Foster Youth	Baseline TBD 16-17	Baseline TBD 16-17
Low Income	27%	14%

3. A PLC summary reflection template addressing all of the essential questions will be developed and implemented.
   Local Metric: Developed PLC template
4. The percent of English Learners scoring Early Advanced and Advanced on the CELDT will increase from 53% to 56%.
   State Metric: Share of English Learners that become English proficient
5. The percent of English Learners reclassified as English proficient will increase from 10% to 12%
   State Metric: English Learner reclassification rate
6. The percent of students receiving D's and F's at the secondary level will decrease by 5%.
   State Metric: Other student outcomes
   Local Metric: D and F rates at each semester reporting period.
   Baseline: TBD in the 16-17 school year
7. Decrease the percent of students in need of credit recovery by 3% from 26.8% to 23.6%
   Local Metric: Percent of students who require credit recovery courses.
8. Develop improved methods for monitoring student performance: Improve practices for using and understanding multiple assessment data to make informed instructional decisions.
   Local Metric: Implementation of Naviance and Eadms
9. A plan will be developed for piloting and selecting curriculum aligned to the California State Content Standards and frameworks
   - Math 16-17

	○ ELA/ELD 17-18 ○ NGSS 18-19 State Metric: Students have access to standards aligned instructional materials Local Metric: Committee formation Local Metric: Classroom walkthroughs utilizing rubric for implementation of curriculum

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide California State Standards aligned curriculum instructional materials and assessments with high quality instruction to prepare students to graduate college and career ready. c. Math textbook adoption pilot will be conducted at the elementary and 6th grade level to provide standards aligned curriculum in math to be implemented the 17-18 school year.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 0002 4110 Textbooks $150,000
1.2 Continue to use the PLC process for collaborative support and cross-curricular planning.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure
1.3 Increase/improve use of instructional technology to support teaching and learning in the implementation of CSS and Next Generation Science Standards (NGSS), including use of technology for benchmark assessments, and 21st century technology skills.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding source LCFF SCG 2440 Class Technology $67,114 3000 Benefits $30,088 4360 Parts $180 4440 Computer/Tech Inventory Items $2,700 5840 Computer/Tech

			Related Service $8,183 Funding Source LCFF Base 2440 Class Technology $123,615 3000 Benefits $72,825 4340 Comp Software & Relate Expense $12,578 4440 Computer/Tech Inventory Items $842 5210 Mileage $720 5220 Conference/Worksh ops $1,692 5630 Repairs $450 5810 Contracted Services $42,390 5840 Computer/Tech Related Service $47,243 6450 Computers & Other Comp Hardware $13,500
1.4 a. Increase the number and quality of intervention available to students during the school day and before and after school as needed. Kindergarten teachers at 2 sites will facilitate interventions for underperforming students in the afternoon due to partial day kindergarten. b. Provide professional learning opportunities in differentiated instructional strategies.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source Title I Resource 3010 5850 Consultants $84,379 Resource 0153 1110 Teacher Salaries $219,759 $3000 Benefits $100,848 5538 Bottled Water Service $70

1.5 Purchase and or develop intervention materials for at-risk students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source Title I Resource 3010 4310 Instructional Materials $40,740 Funding Source LCFF Resource 0152 4310 Instructional Materials $87,155
1.6 Support all students with best first instruction, for at-risk and provide enrichment opportunities for accelerated learners.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure
1.7 Increase capacity in credit recovery options for students to include on site credit recovery programs, virtual components, and summer school for credit deficient students.	RHS MHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0124 Mountain High School 1100 Teacher Salaries $239,940 3000 Benefits $86,187 Resource 0126 Other Credit Recovery 1130 Teacher Salaries - Extra Assignment $48,000 1350 Cert Suprvisor & Admn - Other Pay $10,500 2230 Class Pupil Support – Extra Assignment $10,710 3000 Benefits $11,774 4440 Computer/Tech Inventory Items $135

			5840 Computer/Tech Related Service $20,000 Resource 0123 Clerical Support 1124 Teacher Salaries District Hourly $27,000 3000 Benefits $4,329 4310 Instructional Materials & Supplies $250
1.8 Continue to provide and expand opportunities for extracurricular activities, which could include arts, music, athletics and clubs.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0121 Secondary Athletics 1100 Teacher Salaries $154,985 3000 Benefits $24,771 5740 Interprogram - Transportation $5,244
1.9 Provide Professional Learning opportunities for teachers in ELD instructional strategies.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 6264 Educator Effectiveness 1144 Teacher Salaries – Subs $3,750 3000 Benefits $980 4390 Other Supplies $3,750 5220 Conference/Workshops $13,750 5810 Contracted Services $19,431 5850 Consultants/Independent Contract $12,500

1.10 Ongoing monitoring of English Learners and Redesignated Fluent English Proficient Students (R-FEP). Increase district support of site monitoring and encourage parent participation. o Ensure teachers are aware of who their EL students are and their CELDT levels. o Identify students on track for reclassification early in the year. o Create a student portfolio to facilitate ongoing student monitoring throughout the year. o Quarterly intake meetings with students and parents to review criteria for reclassification and goal setting.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Resource 0152 RTI And Enrichment 1215 Counselors/Psychologists $121,552 2100 Classified Salaries $161,458 3000 Benefits $77,320 Resource: 0014 5810 Contracted Services $9,000 Resource 0121 1100 Certificated Teachers $36,000
1.11 Provide and improve interventions for English Learners in ELD and academic intervention programs.	LEA-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source Site Discretionary RTI/ELL Resource 01580052 4200 Books and other textbooks $1,735 4300 Instructional supplies $18, 473 5200 Conferences $13,066 5800 Other services $27,638
1.12 Implement and utilize data systems such as Naviance and Eadms	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source LCFF Resource: 0152 5840 Computer Tech $50,000

GOAL:	***GOAL 2: COLLEGE AND CAREER READINESS*** All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global word	**Related State and/or Local Priorities:** 1__ 2__ 3__ 4_X_ 5_X_ 6__ 7_X_ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	There is a need in the following areas: 1. Increase the graduation rate for both Rim High School and Mountain High School. 2. Increase the percent of students taking and completing A-G courses. 3. Increase the percent of students taking and completing AP courses. 4. Increase the percent of English Learner, Foster Youth, and Low Income students taking and completing A-G courses. 5. Increase the percent of English Learner, Foster Youth, and Low Income students taking and completing AP courses. 6. Planning for the implementation of Linked Learning pathways at the high school. 7. Revise and update the districts assessment model to identify the major indicators of student achievement. 8. Begin pathway and college career exposure at the middle and elementary levels.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Rim of the World High School will increase the graduation rate from 94.2% to 95%. State Metric: High school graduation rates 2. Mountain High School/district-wide graduation rate will increase from 86.9% to 90% (the actual tabulation of the district-wide data shows that Mountain High School graduation for 2014-2015 is at 35%. The target for Mountain High School alone will be 70%, see appendix 1) State Metric: High school graduation rates 3. The percent of students taking and completing A-G will increase by 2% from 33% to 35%. State Metric: Share of pupils that are college and career ready 4. The percent of students taking and completing AP courses will increase by 3%. State Metric: Share of pupils that are college and career ready 15-16 Baseline: 35.8 % of students (396 of 1105) enrolled at the high school took and completed AP classes.

5. The percent of students taking AP courses, who pass the AP exam with a score of 3 or higher, will increase by 3%.
   State Metric: Share of pupils that pass AP exams with 3 or higher
   Baseline: 14-15 school year 40% of AP students scored 3 or higher. 15-16 results are released mid-July 2016.
6. Increase the percent of students determined college ready in English and Mathematics according to the Early Assessment Program (EAP) by 3%.
   State Metric: Share of students determined prepared for college by the EAP
   Baseline: 2014

Baseline:	English Language Arts	Mathematics
Ready for college	22%	5%
Conditional ready	18%	40%
Not ready	60%	55%

7. The percent of English Learner, Foster Youth, and Low Income students taking and completing A-G and AP courses will increase
   State Metric: Share of pupils that are college and career ready.
   State Metric: Students enrolled in a broad course of study.
   Baseline: TBD in the 16-17 school year
8. Systems will be put into place to launch at least one Linked Learning pathway for the 2017-18 school year.
   Local Metric: Course Access – Master Schedule
9. At least 1 college and career activity will occur once a trimester at each middle and elementary sites.
   Local Metric: Sign in Sheets, Flyer, Pictures, and/or Written Description of the Activity.
   Baseline: 0%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Increase the number of ROP/CTE pathways with increased A-G courses.	RHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure

2.2 Investigate options for offering alternative programs or magnet school including options for e-STEM, technology, arts, virtual, etc.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source LCFF Resource 0125 Virtual Education 1100 Teacher Salaries $42,700 2400 Classified Salaries $19,832 3000 Benefits $25,372 5840 Computer/Tech Related Service $41,000
2.3 Develop a comprehensive, consistent college and career readiness plan, articulated from elementary to middle to high school. a. Create partnerships with colleges/universities.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure
2.4 Maintain number of academic counselors at the secondary level to increase the level of support and communication for students and their families to facilitate quality counseling for college/career readiness, including college fairs, career day, etc.	RHS MHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source - LCFF Resource 0351 Counseling/Guidance 1215 Counselors/Psychologists $258,335 2218 Counseling Clerical $69,959 2444 Clerical - Subs $1,050 2912 Technical Assistants $38,154 3000 Benefits $171,202
2.5 Maintain AVID classes at the middle and high school.	MPH RHS MHS	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source - LCFF Resource 0120/0151 1100-Certificated $54,000 Resource 0013

			5200 Conferences/Workshops $7,000 5800 Other Services $3,000

LCAP Year 2: 2017 -18	
Expected Annual Measurable Outcomes:	1. Rim of the World High School will increase the graduation rate from 94.2% to 95%. State Metric: High school graduation rates 2. Mountain High School/district-wide graduation rate will increase from 86.9% to 90% (the actual tabulation of the district-wide data shows that Mountain High School graduation for 2014-2015 is at 35%. The target for Mountain High School alone will be 70%) State Metric: High school graduation rates 3. The percent of students taking and completing A-G will increase by 2% from 33% to 35%. State Metric: Share of pupils that are college and career ready 4. The percent of students taking and completing AP courses will increase. State Metric: Share of pupils that are college and career ready 15-16 Baseline: 396 of 1105 students enrolled at the high school took and completed AP classes. 5. Students taking AP courses will pass the AP exam with a score of 3 or higher. State Metric: Share of pupils that pass AP exams with 3 or higher Baseline: 14-15 school year 40% scored 3 or higher. 15-16 results are released mid-July 2016 6. Increase the percent of students determined college ready according to the Early Assessment Program (EAP). State Metric: Share of students determined prepared for college by the EAP 7. The percent of English Learner, Foster Youth, and Low Income students taking and completing A-G and AP courses will increase. State Metric: Share of pupils that are college and career ready. State Metric: Students enrolled in a broad course of study. Baseline TBD 16-17 school year 8. Systems will be put into place to launch at least one Linked Learning pathway for the 2017-18 school year. Local Metric: Course Access – Master Schedule 9. At least 1 college and career activity will occur once a trimester at each middle and elementary sites. Local Metric: Sign in Sheets, Flyer, Pictures, and/or Written Description of the Activity. Baseline: 0%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Increase the number of ROP/CTE pathways with increased A-G courses.	RHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure
2.2 Investigate options for offering alternative programs or magnet school including options for e-STEM, technology, arts, virtual, etc.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source LCFF Resource 0125 Virtual Education 1100 Teacher Salaries $42,700 2400 Classified Salaries $19,832 3000 Benefits $25,372 5840 Computer/Tech Related Service $41,000
2.3 Develop a comprehensive, consistent college and career readiness plan, articulated from elementary to middle to high school. a. Create partnerships with colleges/universities.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure
2.4 Maintain number of academic counselors at the secondary level to increase the level of support and communication for students and their families to facilitate quality counseling for college/career readiness, including college fairs, career day, etc.	RHS MHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source - LCFF Resource 0351 Counseling/Guidance 1215 Counselors/Psychologists $258,335.00 2218 Counseling Clerical $69,959 2444 Clerical -

			Subs $1,050 2912 Technical Assistants $38,154 3000 Benefits $171,202
2.5 Maintain AVID classes at the middle and high school.	MPH RHS MHS	_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source - LCFF Resource 0120/0151 1100-Certificated $54,000 Resource 0013 5200 Conferences/Workshops $7,000 5800 Other Services $3,000

LCAP Year 3: 2018 - 19	
Expected Annual Measurable Outcomes:	1. Rim of the World High School will increase the graduation rate from 94.2% to 95%. State Metric: High school graduation rates 2. Mountain High School/district-wide graduation rate will increase from 86.9% to 90% (the actual tabulation of the district-wide data shows that Mountain High School graduation for 2014-2015 is at 35%. The target for Mountain High School alone will be 70%) State Metric: High school graduation rates 3. The percent of students taking and completing A-G will increase by 2% from 33% to 35%. State Metric: Share of pupils that are college and career ready 4. The percent of students taking and completing AP courses will increase. State Metric: Share of pupils that are college and career ready 15-16 Baseline: 396 of 1105 students at the high school took and completed AP classes. 5. Students taking AP courses will pass the AP exam with a score of 3 or higher. State Metric: Share of pupils that pass AP exams with 3 or higher Baseline: 14-15 school year 40% scored 3 or higher. 15-16 results are released mid-July 2016 6. Increase the percent of students determined college ready according to the Early Assessment Program (EAP). State Metric: Share of students determined prepared for college by the EAP

	7. The percent of English Learner, Foster Youth, and Low Income students taking and completing A-G and AP courses will increase. State Metric: Share of pupils that are college and career ready. State Metric: Students enrolled in a broad course of study. Baseline: TBD in the 16-17 school year 8. Systems will be put into place to launch at least one Linked Learning pathway for the 2017-18 school year. Local Metric: Course Access – Master Schedule 9. At least 1 college and career activity will occur once a trimester at each middle and elementary sites. Local Metric: Sign in Sheets, Flyer, Pictures, and/or Written Description of the Activity. Baseline: 0%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Increase the number of ROP/CTE pathways with increased A-G courses.	RHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditure
2.2 Investigate options for offering alternative programs or magnet school including options for e-STEM, technology, arts, virtual, etc.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source LCFF Resource 0125 Virtual Education 1100 Teacher Salaries $42,700 2400 Classified Salaries $19,832 3000 Benefits $25,372 5840 Computer/Tech Related Service $41,000
2.3 Develop a comprehensive, consistent college and career readiness plan, articulated from elementary to middle to high school.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	No expenditures

a. Create partnerships with colleges/universities.		__Other Subgroups:(Specify)_____	
2.4 Maintain number of academic counselors at the secondary level to increase the level of support and communication for students and their families to facilitate quality counseling for college/career readiness, including college fairs, career day, etc.	RHS MHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source - LCFF Resource 0351 Counseling/Guidance 1215 Counselors/Psychologists $258,335 2218 Counseling Clerical $69,959 2444 Clerical - Subs $1,050 2912 Technical Assistants $38,154 3000 Benefits $171,202
2.5 Maintain AVID classes at the middle and high school.	MPH RHS MHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source - LCFF Resource 0120/0151 1100-Certificated $54,000 Resource 0013 5200 Conferences/Workshops $7,000 5800 Other Services $3,000

GOAL:	***GOAL 3: HIGHLY QUALIFIED STAFF*** All students receive high quality education and services from caring, highly qualified, and competent staff	**Related State and/or Local Priorities:** 1_X_ 2__X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need:	There is a need in the following areas: 1. Ongoing professional development On California State Standard based instruction, incorporating an effective instructional model, Depth of Knowledge (DOK) and Cognitive Process Dimension. 2. Vertical and horizontal articulation across grade levels and schools within the district for the purpose of aligning grade level to assure a district-wide guaranteed and viable curriculum. 3. Professional development in understanding the CAASPP claims and targets district-wide. 4. Professional development in consistently using a variety of effective instructional strategies. 5. Consistent and frequent feedback to teachers regarding instructional practices. 6. Developing protocols for the effective use of PLC planning time. 7. Attract and retain highly qualified teachers for our students.	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	1. Teachers will participate in professional learning opportunities made available throughout the year. Local Metric: Sign in sheets and agendas for workshops Baseline: To be established 2. Teachers will participate in vertical and horizontal articulation opportunities made available throughout the year. Local Metric: Sign in sheets and agendas. Baseline: To be established 3. Teachers will receive training on CAASP claims and targets to guide instruction. Local Metric: Sign in sheets and agendas Baseline: To be established 4. Teachers will implement California State Standards consistently utilizing a variety of instructional strategies in classrooms across the district. State Metric: Implementation of academic content and performance standards Local Metric: Teachers who implement 1 or more new instructional strategies, as evidenced during walkthrough observations.	

	Baseline: To be established 5. Administration provides feedback from classroom observations. Local Metric: Observation records and feedback notes provided to teachers. 6. Utilizing a collaborative process, develop and implement a district-wide protocol to provide continuity to the PLC meeting structure, process and outcomes. Local Metric: Protocol template 7. 100% appropriately credentialed teachers. State Metric: Percent of teachers appropriately assigned.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain the percentage of appropriately credentialed teachers who have specialties in the subject areas they are teaching.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	No expenditure
3.2 Professional learning opportunities for teachers and support staff in: a. California State Standards b. Best First Instruction c. Engagement Strategies d. Technology e. Intervention f. Differentiation	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	Funding Source: Resource 6264 Educator Effectiveness Resource 6264 1100 Teacher Salaries $11,250 3000 Benefits $2,940.00 4390 Other Supplies $11,250 5220 Conference/Workshops $41,250 5810 Contracted Services $58,295 5850 Consultants/Independent Contract $37,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1. Teachers will participate in professional learning opportunities made available throughout the year. Local Metric: Sign in sheets and agendas for workshops Baseline: To be established 2. Teachers will participate in vertical and horizontal articulation opportunities made available throughout the year. Local Metric: Sign in sheets and agendas. Baseline: To be established 3. Teachers will receive training on CAASP claims and targets to guide instruction. Local Metric: Sign in sheets and agendas Baseline: To be established 4. Teachers will implement California State Standards consistently utilizing a variety of instructional strategies in classrooms across the district. State Metric: Implementation of academic content and performance standards Local Metric: Teachers who implement 1 or more new instructional strategies, as evidenced during walkthrough observations. Baseline: To be established 5. Administration provides feedback from classroom observations. Local Metric: Observation records and feedback notes provided to teachers. 6. Utilizing a collaborative process, develop and implement a district-wide protocol to provide continuity to the PLC meeting structure, process and outcomes. Local Metric: Protocol template 7. 100% appropriately credentialed teachers. State Metric: Percent of teachers appropriately assigned.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain the percentage of appropriately credentialed teachers who have specialties in the subject areas they are teaching.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	No expenditures
3.2 Professional learning opportunities for teachers	LEA-wide	_X_ALL	Funding Source:

and support staff in: a. California State Standards b. Best First Instruction c. Engagement Strategies d. Technology e. Intervention f. Differentiation		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	Resource 6264 Educator Effectiveness Resource 6264 1100 Teacher Salaries $11,250 3000 Benefits $2,940 4390 Other Supplies $11,250 5220 Conference/Workshops $41,250 5810 Contracted Services $58,295 5850 Consultants/Independent Contract $37,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. Teachers will participate in professional learning opportunities made available throughout the year. Local Metric: Sign in sheets and agendas for workshops Baseline: To be established 2. Teachers will participate in vertical and horizontal articulation opportunities made available throughout the year. Local Metric: Sign in sheets and agendas. Baseline: To be established 3. Teachers will receive training on CAASP claims and targets to guide instruction. Local Metric: Sign in sheets and agendas Baseline: To be established 4. Teachers will implement California State Standards consistently utilizing a variety of instructional strategies in classrooms across the district. State Metric: Implementation of academic content and performance standards Local Metric: Teachers who implement 1 or more new instructional strategies, as evidenced during walkthrough observations. Baseline: To be established 5. Administration provides feedback from classroom observations. Local Metric: Observation records and feedback notes provided to teachers.

	6. Utilizing a collaborative process, develop and implement a district-wide protocol to provide continuity to the PLC meeting structure, process and outcomes. Local Metric: Protocol template 7. 100% appropriately credentialed teachers. State Metric: Percent of teachers appropriately assigned.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Maintain the percentage of appropriately credentialed teachers who have specialties in the subject areas they are teaching.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	No expenditures
3.2 Professional learning opportunities for teachers and support staff in: a. California State Standards b. Best First Instruction c. Engagement Strategies d. Technology e. Intervention f. Differentiation	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups (Specify)_____	Funding Source: Resource 6264 Educator Effectiveness Resource 6264 1100 Teacher Salaries $11,250.00 3000 Benefits $2,940 4390 Other Supplies $11,250 5220 Conference/Workshops $41,250 5810 Contracted Services $58,295 5850 Consultants/Independent Contract $37,500

GOAL:	***GOAL 4: SAFE, WELL-MAINTAINED AND SECURE FACILITIES*** All students and educational partners are provided a high quality physical environment where they enjoy safe, respected, positive connections and experiences.	**Related State and/or Local Priorities:** 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	There is a need in the following areas: 1. Ongoing monitoring of student attendance including consistent implementation of SART and SARB protocols in order to increase district attendance rate. 2. Decrease the number of suspensions and expulsions. 3. Update and coordinate each schools comprehensive safety plan. Provide training to staff as needed and communicate the plans to the community. 4. Develop a comprehensive deferred maintenance plan and improve the physical appearance of our schools. 5. Continue to focus on the implementation of Positive Behavior Interventions and Supports (PBIS) at all schools.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Increase a districtwide attendance rate from 95% (reported at P2) to 96% and decrease chronic absenteeism from 13.7% to 10%. (479 out of 3,503 Rim students) State Metric: School attendance rates State Metric: Chronic absenteeism rate 2. Decrease the percent of student suspensions and expulsions. State Metric: Pupil suspension rates State Metric: Pupil expulsion rates Baseline: suspension rate: 6.9%, expulsion rate: 0% 3. Maintain 0% middle school dropout rate and decrease high school dropout rate. State Metric: Middle school dropout rate State Metric: High School dropout rate Baseline: 2.7% (245/260 graduated) 4. Each school will develop a comprehensive and coordinated safety plan. State Metric: Survey - Parents and teachers on the sense of safety and school connectedness

	Local Metric: Meeting agendas, flyers, newsletters, surveys etc. 5. PBIS Implementation - Year 1- 2 activities will be visible on each campus and training will begin in the SWIS data system. Each school will finalize the behavior expectations matrix and hold a kick-off. State Local Metric: Banners, signs, year 1- 2 activities will be visible on each campus and training will begin in the SWIS data system. 6. Student Survey, such as Healthy Kids or a similar survey, will demonstrate students feel safe at school. Local Metric: Survey results Baseline: To be determined in the 16-17 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 implement Positive Behavior Interventions and Supports (PBIS) on all Rim campuses. a. Incorporate strategies to reduce suspension and expulsion rates. b. Create welcoming and engaging learning environments at all of our campuses. c. Provide incentives and recognition for students and employees achieving positive attendance rates. d. Provide student supports to decrease the dropout rates at the secondary level.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 0014 1100 Teacher Salaries $25,000 4310 Instructional Materials $55,000 4440 Computer tech supplies $15,000
4.2 Create policies and programs for anti-drug/alcohol and smoke-free environment.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures
4.3 Actively monitor routine repairs to ensure facilities are properly maintained. Maintain clean facilities in good repair, especially restrooms.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	Funding Source: LCFF Resource: 8150 5810 Contracted services $5,000

		__Other Subgroups:(Specify)_____	
4.4 Develop and implement a "green policy" for more efficient operations to reduce energy consumption and improve energy management. *(use Prop 39 or other available resources to develop a districtwide energy plan.)* a. Install new windows at the high school.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: Prop 39 Resource 6230 5810 Contracted Services $120,000
4.5 To promote student attendance and parent community support, transportation will be provided district-wide for students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0723 8980 Contribution $439,721
4.6 Continue LEA foster youth liaison (Ed Code 48853.5) Develop improved methods for monitoring student's basic food/supplies needs and emotion and health, to ensure they have access to services provided by the district and community partnerships	LEA-wide	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0361 Child Welfare & Attendance 100 Teacher Salaries $3,000 2200 Classified Salaries $47,253 3000 Benefits $18,479 4310 Instructional Materials & Supplies $1,000 4440 Computer/Tech Inventory Items $1,500 5210 Mileage $900

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	1. Increase a districtwide attendance rate from 95% (reported at P2) to 96% and decrease chronic absenteeism from 13.7% to 10%. (479 out of 3,503 Rim students) State Metric: School attendance rates State Metric: Chronic absenteeism rate

	2. Decrease the percent of student suspensions and expulsions. State Metric: Pupil suspension rates State Metric: Pupil expulsion rates Baseline: suspension rate: 6.9%, expulsion rate: 0% 3. Maintain 0% middle school dropout rate and decrease high school dropout rate. State Metric: Middle school dropout rate State Metric: High School dropout rate Baseline: 2.7% (245/260 graduated) 4. Each school will develop a comprehensive and coordinated safety plan. State Metric: Survey - Parents and teachers on the sense of safety and school connectedness Local Metric: Meeting agendas, flyers, newsletters, surveys etc. 5. PBIS Implementation - Year 1- 2 activities will be visible on each campus and training will begin in the SWIS data system. Each school will finalize the behavior expectations matrix and hold a kick-off. State Local Metric: Banners, signs, year 1- 2 activities will be visible on each campus and training will begin in the SWIS data system. 6. Student Survey, such as Healthy Kids or a similar survey, will demonstrate students feel safe at school. Local Metric: Survey results Baseline: To be determined in the 16-17 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 implement Positive Behavior Interventions and Supports (PBIS) on all Rim campuses. e. Incorporate strategies to reduce suspension and expulsion rates. f. Create welcoming and engaging learning environments at all of our campuses. g. Provide incentives and recognition for students and employees achieving positive attendance rates	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 0014 1100 Teacher Salaries $25,000 4310 Instructional Materials $55,000 4440 Computer tech supplies $15,000

4.2 Create policies and programs for anti-drug/alcohol and smoke-free environment.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures
4.3 Actively monitor routine repairs to ensure facilities are properly maintained. Maintain clean facilities in good repair, especially restrooms.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 8150 5810 Contracted services $5,000
4.4 Develop and implement a "green policy" for more efficient operations to reduce energy consumption and improve energy management. *(use Prop 39 or other available resources to develop a districtwide energy plan.)* a. Install new windows at the high school	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: Prop 39 Resource 6230 5810 Contracted Services $120,000
4.5 To promote student attendance and parent community support, transportation will be provided district-wide for students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0723 8980 Contribution $439,721
4.6 Continue LEA foster youth liaison (Ed Code 48853.5) Develop improved methods for monitoring student's basic food/supplies needs and emotion and health, to ensure they have access to services provided by the district and community partnerships	LEA-wide	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0361 Child Welfare & Attendance 1100 Teacher Salaries $3,000 2200 Classified Salaries $47,253 3000 Benefits $18,479 4310 Instructional

			Materials & Supplies $1,000 4440 Computer/Tech Inventory Items $1,500 5210 Mileage $900

LCAP Year 3: 2018 -19

Expected Annual Measurable Outcomes:	1. Increase a districtwide attendance rate from 95% (reported at P2) to 96% and decrease chronic absenteeism from 13.7% to 10%. (479 out of 3,503 Rim students) State Metric: School attendance rates State Metric: Chronic absenteeism rate 2. Decrease the percent of student suspensions and expulsions State Metric: Pupil suspension rates State Metric: Pupil expulsion rates Baseline: suspension rate: 6.9%, expulsion rate: 0% 3. Maintain 0% middle school dropout rate and decrease high school dropout rate. State Metric: Middle school dropout rate State Metric: High School dropout rate Baseline: 2.7% (245/260 graduated from RHS) 4. Each school will develop a comprehensive and coordinated safety plan. State Metric: Survey - Parents and teachers on the sense of safety and school connectedness Local Metric: Meeting agendas, flyers, newsletters, surveys etc. 5. PBIS Implementation - Year 1- 2 activities will be visible on each campus and training will begin in the SWIS data system. Each school will finalize the behavior expectations matrix and hold a kick-off. State Local Metric: Banners, signs, year 1- 2 activities will be visible on each campus and training will begin in the SWIS data system. 6. Student Survey, such as Healthy Kids or a similar survey, will demonstrate students feel safe at school. Local Metric: Survey results Baseline: To be determined in the 16-17 school year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 implement Positive Behavior Interventions and Supports (PBIS) on all Rim campuses. b. Incorporate strategies to reduce suspension and expulsion rates. c. Create welcoming and engaging learning environments at all of our campuses. d. Provide incentives and recognition for students and employees achieving positive attendance rates.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 0014 1100 Teacher Salaries $25,000 4310 Instructional Materials $55,000 4440 Computer tech supplies $15,000
4.2 Create policies and programs for anti-drug/alcohol and smoke-free environment.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures
4.3 Actively monitor routine repairs to ensure facilities are properly maintained. Maintain clean facilities in good repair, especially restrooms.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 8150 5810 Contracted services $5,000
4.4 Develop and implement a "green policy" for more efficient operations to reduce energy consumption and improve energy management. *(use Prop 39 or other available resources to develop a districtwide energy plan.)* a. Install new windows at the high school.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: Prop 39 Resource 6230 5810 Contracted Services $120,000

4.5 To promote student attendance and parent community support, transportation will be provided district-wide for students.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0723 8980 Contribution $439,721
4.6 Continue LEA foster youth liaison (Ed Code 48853.5) Develop improved methods for monitoring student's basic food/supplies needs and emotion and health, to ensure they have access to services provided by the district and community partnerships. a.) Monitor chronic absenteeism rates at the sites and follow up on SART/SARB process.	LEA-wide	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Funding Source: LCFF Resource 0361 Child Welfare & Attendance 1100 Teacher Salaries $3,000 2200 Classified Salaries $47,253 3000 Benefits $18,479 4310 Instructional Materials & Supplies $1,000 4440 Computer/Tech Inventory Items $1,500 5210 Mileage $900

GOAL:	***GOAL 5: COMMUNITY INVOLVEMENT*** All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	There is a need in the following areas: 1. Parent and community to be informed of district and site decisions and events in a timely manner. 2. Include parents and community members in decision-making process. 3. Foster a culture of ownership and pride of district success within the community. 4. Involve our students in community organizations and community service projects and events. 5. Create forums for students and community members to express ideas and areas of concern. Continue to develop a culture of transparency and collaboration. 6. Increase percent of parents attending our school and district activities.
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. Parents will express an overall satisfaction with the programs offered by Rim of the World Unified School District Local Metric: Parent satisfaction survey Baseline: To be established in the 16-17 school year 2. Parents will be offered a variety of opportunities to be engaged in district forums. State Metric: Efforts to seek parent input in decision making at the district and each school site. Local Metrics: Collect samples of flyers, newsletters, sign-in sheets. 3. Increase the percent of parents attending school and district activities including those from unduplicated pupil and special needs subgroups. State Metric: Promotion of parent participation for unduplicated pupils and special need subgroups Local Metric: Sign in sheets Baseline: To be established the 16-17 school year 4. Parents will be notified of school activities using a variety of methods. Local Metric: Usage reports for Webpage, phone connects, texts, e-mail, Face Book, Twitter and other social media resources

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Schools will continue to create and maintain activities that promote parent and community engagement and partnerships, including all required advisory committees. Provide a variety of parent engagement opportunities. a. Career presentations by parents b. Superintendent forums c. District-wide parent survey d. Parent volunteer handbook and training e. PTA, SSC, ELAC, DELAC, and other parent committees and advisories f. Parent training/workshop opportunities	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source LCFF: Resource: 0014 4390 Other Supplies $5,000
5.2 Improve communication for parents/community making communication easier and timely. a. Website, Facebook, Twitter, e-mail and text blasts, phone connect messages and other social media correspondence to parents.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 0014 5840 Computer/Tech Services $10,000
5.3 Create partnerships with businesses, community organizations.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures
5.4 Host community forums, addressing relevant community topics with guest speakers.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	1. Parents will express an overall satisfaction with the programs offered by Rim of the World Unified School District Local Metric: Parent satisfaction survey Baseline: To be established in the 16-17 school year 2. Parents will be offered a variety of opportunities to be engaged in district forums. State Metric: Efforts to seek parent input in decision making at the district and each school site. Local Metrics: Collect samples of flyers, newsletters, sign-in sheets. 3. Increase the percent of parents attending school and district activities including those from unduplicated pupil and special needs subgroups. State Metric: Promotion of parent participation for unduplicated pupils and special need subgroups Local Metric: Sign in sheets Baseline: To be established the 16-17 school year 4. Parents will be notified of school activities using a variety of methods. Local Metric: Usage reports for Webpage, phone connects, texts, e-mail, Face Book, Twitter and other social media resources

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Schools will continue to create and maintain activities that promote parent and community engagement and partnerships, including all required advisory committees. Provide a variety of parent engagement opportunities. a. Career presentations by parents b. Superintendent forums c. District-wide parent survey d. Parent volunteer handbook and training e. PTA, SSC, ELAC, DELAC, and other parent committees and advisories f. Parent training/workshop opportunities	LEA-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source LCFF: Resource: 0014 4390 OTHER SUPPLIES $5,000

5.2 Improve communication for parents/community making communication easier and timely. a. Website, Facebook, Twitter, e-mail and text blasts, phone connect messages and other social media correspondence to parents.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 0014 5840 Computer/Tech Services $10,000
5.3 Create partnerships with businesses, community organizations.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures
5.4 Host community forums, addressing relevant community topics with guest speakers.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	1. Parents will express an overall satisfaction with the programs offered by Rim of the World Unified School District Local Metric: Parent satisfaction survey Baseline: To be established in the 16-17 school year 2. Parents will be offered a variety of opportunities to be engaged in district forums. State Metric: Efforts to seek parent input in decision making at the district and each school site. Local Metrics: Collect samples of flyers, newsletters, sign-in sheets. 5. Increase the percent of parents attending school and district activities including those from unduplicated pupil and special needs subgroups. State Metric: Promotion of parent participation for unduplicated pupils and special need subgroups Local Metric: Sign in sheets Baseline: To be established the 16-17 school year 3. Parents will be notified of school activities using a variety of methods.

	Local Metric: Usage reports for Webpage, phone connects, texts, e-mail, Face Book, Twitter and other social media resources

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Schools will continue to create and maintain activities that promote parent and community engagement and partnerships, including all required advisory committees. Provide a variety of parent engagement opportunities. a. Career presentations by parents b. Superintendent forums c. District-wide parent survey d. Parent volunteer handbook and training e. PTA, SSC, ELAC, DELAC, and other parent committees and advisories f. Parent training/workshop opportunities	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source LCFF: Resource: 0014 4390 Other Supplies $5,000
5.2 Improve communication for parents/community making communication easier and timely. a. Website, Facebook, Twitter, e-mail and text blasts, phone connect messages and other social media correspondence to parents.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource: 0014 5840 Computer/Tech Services $10,000
5.3 Create partnerships with businesses, community organizations.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures

5.4 Host community forums, addressing relevant community topics with guest speakers.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures

GOAL:	***GOAL 6: BUDGET, INFRASTRUCTURE, AND RESOURCES*** The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability.	**Related State and/or Local Priorities:** 1_X_ 2___ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	There is a need in the following areas: 1. Maintain fiscal solvency 2. Improve our technology infrastructure as well as teacher and student access to technology as an instructional tool. 3. Provide support in basic needs for homeless, foster youth, military families, low income and other subgroup populations in need of support.	
Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1. The district will maintain a qualified budget for the 16-17 school year as well as projected future years of 17-18 and 18-19. Local Metric: *Budget/Finance* Audit 2. A comprehensive technology plan will be developed including a revision of our current server system. Local Metric: Technology Committee formation Local Metric: Completion of Technology Plan 3. A deferred maintenance plan will be developed. State Metric: Facilities Inspection Tool (FIT) School facilities are maintained in good repair

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Develop a comprehensive technology plan including a revision of our current server system.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures
6.2 Maintain school libraries to support varied learning environments, digital media, and resource center concept including availability to parents. a. Provide a Library Media Specialist to coordinate library services and to develop a Library and Media Plan	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0042 Instructional Media & Library 1130 Teacher Salaries - Extra Assignment $300 1214 Librarians $15,628 2400 Classified Staff $125,865 3000 Benefits $87,418 4200 Other Books $220 4300 Instructional Materials & Supplies $850 5200 Mileage $500 5800 Computer/Tech Related Service $10,000
6.3 Provide nutrition services for low income, foster youth, and other subgroups in need of food services support	LEA-wide	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0000 7619 Contributions $155,000

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	1. The district will maintain a qualified budget for the 16-17 school year as well as projected future years of 17-18 and 18-19. Local Metric: *Budget/Finance* Audit 2. A comprehensive technology plan will be developed including a revision of our current server system. Local Metric: Technology Committee formation Local Metric: Completion of Technology Plan 3. A deferred maintenance plan will be developed. State Metric: Facilities Inspection Tool (FIT) School facilities are maintained in good repair		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Develop a comprehensive technology plan including a revision of our current server system.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No expenditures
6.2 Maintain school libraries to support varied learning environments, digital media, and resource center concept including availability to parents. a. Provide a Library Media Specialist to coordinate library services and to develop a Library and Media Plan	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0042 Instructional Media & Library 1130 Teacher Salaries - Extra Assignment $300 1214 Librarians $15,628 2400 Classified Staff $125,865 3000 Benefits $87,418 4200 Other Books $ 220 4300 Instructional Materials & Supplies $850

			5200 Mileage $500 5800 Computer/Tech Related Service $10,000
6.3 Provide nutrition services for low income, foster youth, and other subgroups in need of food services support.	LEA-wide	_X_ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0000 7619 Contributions $155,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1. The district will maintain a qualified budget for the 16-17 school year as well as projected future years of 17-18 and 18-19. Local Metric: *Budget/Finance* Audit 2. A comprehensive technology plan will be developed including a revision of our current server system. Local Metric: Technology Committee formation Local Metric: Completion of Technology Plan 3. A deferred maintenance plan will be developed. State Metric: Facilities Inspection Tool (FIT) School facilities are maintained in good repair

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Develop a comprehensive technology plan including a revision of our current server system.	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	No expenditures

		__Other Subgroups:(Specify)_____	
6.2 Maintain school libraries to support varied learning environments, digital media, and resource center concept including availability to parents. a. Provide a Library Media Specialist to coordinate library services and to develop a Library and Media Plan	LEA-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0042 Instructional Media & Library 1130 Teacher Salaries - Extra Assignments $300 1214 Librarians $15,628 2400 Classified Staff $125,865 3000 Benefits $87,418 4200 Other Books $ 220 4300 Instructional Materials & Supplies $850 5200 Mileage $500 5800 Computer/Tech Related Service $10,000
6.3 Provide nutrition services for low income, foster youth, and other subgroups in need of food services support	LEA-wide	___ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Funding Source: LCFF Resource 0000 7619 Contributions $155,000

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	**1. Increase the percentage of students who graduate from high school college and career ready and provide differentiated instruction and learning support for all subgroups, at-risk populations, and students needing alternative or specialized instruction.**	**Related State and/or Local Priorities**: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students, All Significant Subgroups, English Learners, Foster Youth, Low Income	

Expected Annual Measurable Outcomes:

- Reduce the performance gap on academic achievement test between elementary to secondary. Baseline year for SBAC.
  State Metric: Performance of standardized test (Baseline year for SBAC)
  Local Metric: Achievement Test and Benchmark Assessments
- Increase graduation rate by 3% over prior year.
  State Metric: High school graduation rates
- Increase a-g completion rate by 5% over prior year.
  Local Metric: Student Report Cards/Transcripts/AERIES QUERY
- Increase percent of students completing ROP/CTE pathways completion rate by 3% over prior year.
  Local Metric: Student Report Cards/AERIES Query
- Increase percent of students completing AP courses by 5% over the prior year.
  Local Metric: Student Report Cards/AERIES Query
- Increase the percentage of students scoring Early Advanced and Intermediate on CELDT from 32% to 35%.
  State Metric: Share of pupils determined prepared for college by the Early Assessment Program
- Establish baseline of proficiency rates of subgroups enrolled in intervention classes.
  Local Metric: Benchmark Assessment
- Decrease the number of students needing Credit Recovery (Currently 13% of high school population enrolled)
  Local Metric: Student Grade Status Report – Aeries (Students receiving F)
  Local Metric: Grade Status reports for Class Rank

Actual Annual Measurable Outcomes:

This was a baseline year for SBAC results. The district had 36% standard met or exceeded in ELA and 21% in math.
The graduation rate for Rim High school increased from 91.4% in 13-14 to 94.2% in 14-15. Mountain High School/district-wide graduation rate for 14-15 was 86.9% (the actual tabulation of the district-wide data shows that Mountain High School graduation for 2014-2015 is at 35%)

School Year	Mountain High School	Rim High School	Rim of the World USD Average
2009-2010	79.2	87	79.2
2010-2011	77.3	86.3	77.3
2011-2012	78.4	92.3	78.4
2012-2013	84.4	94.4	84.4
2013-2014	80.9	91.4	80.9
2014-2015			

% of students completing ROP/CTE 2014-2015,

# Non Concentrator	# Concentrator	# Completers	Total CTE Participants
170	106	21	297

Data not available at time of writing for the 2015-2016 school year.

A-G Completion Rate:
36% of students took and completed AP courses in 15-16 (396/1105 students), this will be the baseline for 16-17.

2013-2014 Early Advanced and Intermediate 47%
2014-15 Early Advanced and Intermediate 52.5%

EAP 2014 Results

Baseline:	English Language Arts
Ready for college	22%
Conditional ready	18%

	• Maintain 95% to 100% Properly Credentialed Teachers to ensure teachers are assigned properly (Williams Compliance) State Metric: CTE Credentialing Local Metric: Master Schedule Assignments • Maintain Grade Span Adjustments (GSA) and Class Size Reduction K-3 Local Metric: Master Schedule and FTE Assignments K-3 • Continue to Document and Maintain Implementation of CCSS, NGSS and ELD/ELA Local Metric: District Walkthrough Rubric Local Metric: Atlas Unit and Lesson Design Standard Frequency Report		Not ready 60% • There was no data available to establish baseline of proficiency rates of subgroups enrolled in intervention classes. Local Metric: district-wide benchmark assessments were not developed. 14-15 There were 1133 students enrolled at the high school, 295 were in need of credit recovery, 26%. 15-16 There were 1105 students enrolled at the high school 297 were in need of credit recovery, 26.8%. 15-16 100% of Rim's 167 classroom teachers are working with in their credential. 2 teachers do not have a CLAD but are on a waiver until that certification is aquired. Class size reduction ratio in K-3 was maintained at 1:24. The county conducted 2 walkthrough's at the middle school and all 3 elementary sites. The reports were shared with the staff at each school and addressed CCSS implementation, engagement strategies, interventions and ELD. The first report in the fall outlined the baseline for the year and highlighted strengths as well as focus areas. The second report in the spring highlighted areas where improvement was observed in each area. The Atlas Rubicon system was not utilized for the 15-16 school year, no data was collected using this system.

LCAP Year: 2015 - 2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 a) Provide students with educational instruction aligned to	BASE – ALL RS 1100 – 9,244,284	The Rim teaching staff continues to develop understanding of the California State Standards and frameworks.The county provided	LCFF Resource 0152

the Common Core State Standards. b) Increase the percentage of appropriately credentialed teachers who have specialties in the subject areas they are teaching. • Local Metric Highly Qualified Teacher Assignments (Current 96.8%)		3000 – 3,531,097 RS -1100 (ST) 1100 - $138,707 3000 - $44,066 RS – 6500 (ST) 1100 - $1,389,790 3000 - $551,540 RS -3010(FED) 1100 - $69,394 3000 - $30,491 RS – 3310(FED) 1100 - $152,421 3000 - $66,823 RS – 3315(FED) 1100 - $3,725 3000 - $0 RS – 3320 (FED) 1100 - $3,218 3000 - $240 RS 4035 (FED) 1100 - $111,826 3000 - $27,406 RS 3550(FED) 1100 – $14,524 3000 - $2,670	training in the new ELA/ELD framework, new math textbooks were adopted for grades 7-8 and a math adoption pilot will be initiated for grades K-6 in the 16-17 school year. Workshops on lesson design, depth of knowledge, and cognitive domains will be conducted in the 16-17 school year as a means of improving best first instruction across the district. 15-16- 100% of Rim's 167 classroom teachers are working with in their credential. 2 teachers do not have a CLAD but are on a waiver until that certification is acquired. Local Metric Highly Qualified Teacher Assignments (14-15 96.8%) (15-16 100%)	4100-$39,694 4200-$1,493 4300-$95,123 4400-$12,158 5200-$19,492 5700-$295 5800-$20,156
Scope of service:	LEA wide		Scope of service:	LEA wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.2 a) Provide standards-aligned curriculum and assessments with high quality instruction to prepare students to graduate college and career ready. b) Develop and implement instructional materials and assessment for standards based instruction. MATHEMATICS		LCFF 4300 $417,000 RS - 0002	a, b) The district adopted and received state approved math textbooks for grades 7-8 this year and will be purchasing 6th grade math materials for the 16-17 school year. Teachers received training in the implementation of the new materials. A textbook review of state adopted math materials for grades K-5 was started and a pilot of those materials will begin in the 16-17. A timeline has been developed following the state toolkit for adoption process. A review of the ELA/ELD state approved materials will take place in	LCFF Resource 0002 4100- $45,889

• Local Metric Benchmark Data: Proficiency: ○ Grade 7 – 22%; Grade 8 – 16% ○ Int 1 – 8.8% Mastery; Average Correct 48.3% ○ Int 2 – 0% Mastery Average Correct 45.6%; ○ Int 3 – 2% Mastery; Average Correct 39.7% c) Continue to use the PLC process for collaborative support and cross curricular planning for implementing Common Core standards based instruction. • Local Metric Atlas Rubicon Reports ○ Currently 26% Usage • Local Metric Collaboration Hours: ○ Elementary 55 hours ○ Middle 16 hours ○ High School 18 hours			the 16-17 school year, with a pilot to follow. Common assessments and benchmarks were not administered for the 15-16 school year. Interim SBAC block assessments were administered but the data was not able to be disaggregated. Atlas Rubicon was not utilized by teachers for the 15-16 school year and will be discontinued for the 16-17 school year. The district is providing collaboration time to teachers to develop pacing/curriculum plans in ELA and Math for the 16-17 school year. Other more cost effective resources will be used to create these guides such as Google docs. A schedule for PLC collaboration time was established at all sites and utilized for instructional planning in the 15/16 school year. • Local Metric Collaboration Hours: ○ Elementary 25 PLC days x 1.5 hours each = 37.5 hours ○ Middle School 7 PLC days x 2.25 hours each=15.75 hours ○ High School 6 PLC days x 3 hours each =18 hours	
Scope of service: LEA-wide, School-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide _X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.3 a) Increase percent of students at Early Advanced and Intermediate CELDT overall performance level • State Metric CELDT Scores: ○ 2013-14 Early Advanced 38% and Intermediate 32% b) Continue designated, as well as integrated, ELD instruction for English learners as part of their core instructional program. Utilize CCSS for ELA/ELD. • Local Metric PD Sign In Sheets		Title I 3010 5800 $46,184	a) Three teachers on assignment were hired to support English Learners, provide interventions and support the implementation of technology throughout the district. The county provided instructional support in the ELA/ELD frameworks. 2013-2014 Early Advanced and Intermediate 47% 2014-15 Early Advanced and Intermediate 52.5% b) Sign in sheets from ELA/ELD framework training with the county. Approximately 75% of the teachers participated in the training. The 25% who did not participate was a result of substitute teacher shortages. Integrated and designated ELD is happening	No expenditures

		LCFF 5810 $38,398 RS-0003	on a daily basis however there is a need for continued PD in this area as teachers familiarize themselves with the ELA/ELD Framework and incorporate SDAIE strategies.		
Scope of service:	LEA-wide, School-wide		Scope of service:	LEA wide	
__ALL			__ALL		
OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.4 a) On-going professional development on CCSS (ELA/ELD and Mathematics & NGSS) standards based instruction including technology based instructional strategies, for teachers and support staff • Local Metric Professional Development Hours • State Metric Science Proficiency: ○ Grade 5 75% Proficient/Advanced ○ Grade 8 55% Proficient/Advanced ○ Grade 10 56% Proficient/Advanced		LCFF 1100 $60,000.00 3000 -$15,999 5800 -$10,000 RS – 0004	Common Core training was facilitated by Dataworks in August 2015 for all levels K-12. Teachers at the elementary level participated in workshops in mathematics. There was not significant PD in NGSS. State Metric Science Proficiency: 14-15 Grade 5 74% Proficient/Advanced decrease of 1% Grade 8 62% Proficient/Advanced increase of 8% Grade 10 56% Proficient/Advanced stayed the same		No expenditures
Scope of service:	LEA-wide, School-wide		Scope of service:	LEA wide	
_X_ALL			v		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

1.5 a) Intervention Specialists at the site level to enhance support best first instruction, support at-risk and struggling students and to offer additional preparation time for teachers. • Local Metric Intervention Logs ○ 2014-15 Not implemented • Local Metric Student Improvement on Benchmark Scores		LCFF 1100 -$250,000 3000- $113,238 4300 -$5000 5800- $12,555 RS - 0005	Teachers on assignment (TOA) were hired to provide intervention support to students at each elementary school. Before and after school interventions were facilitated by teachers using LEXIA, IXL math and language arts and other computer based resources aligned to the California State Standards.	LCFF Resource 0005 1100-$89,084 3100-$9,460 3300-$1,289 3400-$18,055 3500-$45 3600-$4,147
Scope of service:	Elementary Sites		Scope of service:	Elementary Sites	
__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
1.6 a) Increase/improve use of instructional technology to support teaching and learning in the implementation of CCSS and NGSS, including use of technology for benchmark assessments, and prepare students for 21st century technology skills. • Local Metric Purchase of Instructional Technology Purchase Orders • Local Metric Professional Development Hours and Number of Teachers Trained ○ Current number of teachers trained in the use of Interactive Boards in elementary – 7 teachers		LCFF 2100 -$141,372 2300 -$62,644 3000 -$130,289 4300 -$13,200 4400 -$3,000 5200 - $1,000 5800 -$39,928 6400 -$4,698 RS - 0400 RS - 0152 RS – 0156 W/TECH MGMT	Computers were utilized to administer the interim assessments through CAASPP. Several computer on wheels where purchased to allow more students access to technology as an instructional tool. Technology coordinator partially funded in order to assist teachers in the use of technology being utilized for the implementation of interventions at the school sites. Engineering across the curriculum was introduced this year in grades K-12.	LCFF Resource 0152 TECH 2400-$44,463 3600-$2,068 3400-$16,189 3300-$3,392 3200-$5,268 Resource 0400 TECH 5800-$86,979 5600-$500 5200-$1,816 4400-$835 4300-$1,021 3600-$5,406 3500-$58 3400-$45,108 3300-$8,846 3200-$13,773

				2400-$50,491 2200-$65,762
Scope of service: LEA-wide, School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.7 a) Maintain number of academic counselors at the secondary level to increase the level of support and communication for students and their families to facilitate quality counseling for college/career readiness, including college fairs, career day, etc. • Currently Middle School – two counselors; High School – three counselors • Local Metric – Counseling hours spent on Academic Planning Middle School and 4-Year Plan High School. • (2014-15 Not logged)		LCFF 1100 -$392,996 2200 -$65,073 2400 -$424 2900 -$37,882 3.000 -$214,185 4300 -$400 RS – 0152 RS – 0351 W/3110 FUNC	Counselors were maintained at both the middle and high school. Each counselor was assigned a specific subgroup to focus on such as EL, those in need of credit recovery and special education. The Naviance system will be a great addition to tools counselors have available for making students aware of college and career options available to them. Quarterly meetings will be held with EL parents and students at the middle and high school to monitor progress towards reclassification and academic progress.	LCFF Resource 0152 3600-$4,445 3500-$52 3400-$21,788 3300-$1,501 3100-$10.983 1200-$104,033 Resource 0351 3500-$152 3400-$90,147 3300-$10,112 3200-$12,209 3100-$25,163 2900-$37,904 2400-$954 2200-$65,149 1200-$238,008
Scope of service: High school Middle School _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: High School Middle School _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.8 a) Expand quantity of pathway offerings including AP, and ROP/CTE pathways. • Local Metric 2014-15 AP Courses • Local Metric 2014-15 ROP/CTE Courses b) ROP/CTE pathways to include more A-G courses; and based on CTE Model Curriculum Standards, aligned with Common Core. • Local Metric Pathway Offerings		LOCAL (ROP) 1100 -$187,912 1300 -$74,434 2400 -$37,156 3000 -$166,690 4400 -$4000 RS – 9650 AND EMBEDED IN RS -0120 VIA MST SCH (NO DOLLARS LISTED)	The district and site management team visited several schools with well-established pathway programs, including Porterville. 16-17 will be a planning year to prepare for the launch of at least one linked learning pathway for the 17-18 school year. Yucaipa will be a good resource for our district as they have a similar configuration with only one high school. This presents challenges to offering multiple pathways due to limitations in the master schedule. We plan to collaborate with other districts with only one high school who have successfully developed comprehensive pathways. Five new AP classes were board approved and added to the high school course offerings for the 16-17 school year.	Expenditure built into the master schedule
Scope of service:	High school		Scope of service:	High School
_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)_____	
1.9 a) Increase support levels and opportunities for struggling students. b) Support all subgroups of at-risk students by increasing the number and quality of during the day interventions, and improving differentiated instruction strategies during classroom instruction. • Local Metric Intervention Offering: o 1 - Elementary; 1 Middle School; 2 High School		LCFF 1100 -$158,000 3000 -$74,686 4300 -$30,000 5800 -$20,000 RS – 0006	Before, during and after school intervention programs were offered at all sites. Read 180 was implemented at the High School to support below level readers. Computer based software was used at the elementary sites for students in need of extra support in reading and math. TOA's facilitated interventions at the elementary level and assisted in identifying targeted students and monitoring progress. There is a need for improved progress monitoring systems and data analysis protocols. Admin and teaching staff will be working together to develop improved intervention strategies built into each day using checking for understanding (CFU) techniques and immediate feedback.	No expenditures
Scope of service:	LEA-wide, School-wide		Scope of service:	LEA-wide, School-wide
__ALL			__ALL	
OR: _X_ Low Income pupils _X_ English Learners			OR: __Low Income pupils _X_ English Learners	

__Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Title 1 Identified at-risk in ELA and Math		__Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify) Title 1 Identified at-risk in ELA and Math _____	
1.10 a) Support all students with before and after school programs, including tutoring for at-risk and accelerated learners. • Local metric Before School and After School Program Hours ○ Elementary 76 hours ○ Middle School 98 hours ○ High School 56 hours	LCFF 1100 -$85,000 3000 -$39,400 RS – 0152 W/MGMT G110	Before, during and after intervention programs were offered at all sites. See above 1.9	No expenditures
Scope of service: LEA-wide, School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.11 a) Due to the correlation between graduation rates and credit deficiency Rim will increase capacity in credit recovery options, for students including on site, and virtual components. • Local Metric Enrollment in Credit Recovery • 143 students (13% of Secondary Population) b) Continue to offer Summer School for Credit Deficient students	a) LCFF 1100 -$90,275 3000 -$41,322 4400 -$47,135 5800 -$43,400 b) LCFF 1100 -$38,779 3000 - $14,942 4300 - $3,000 2200 -$1,643 2200 -$2,120 RS -0126 RS -0410 W/MGMT SUMR	Rim had 297 students in grade 9-12 with a credit deficiency. Summer school was offered to those students. 14-15 There were 1133 students enrolled at the high school, 295 were in need of credit recovery, 26% 15-16 There were 1105 students enrolled at the high school 297 were in need of credit recovery, 26.8% Summer school was offered to all credit deficit students.	LCFF Resource 0126 3600-$3,123 3500-$34 3300-$1,447 3200-$882 3100-$6,374 2200-$7,623 1300-$18,564 1100-$40,980 Resource 0124 3600-$8,445 3500-$90 3400-$34,491 3300-$2,620 3100-$19,124 1100-$181,311

Scope of service:	School-wide, High School _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	School-wide, High School _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.12 a) Focus on subgroups at-risk for drop out or non-grad status. Increase Exit Exam pass rate as an integral part of Graduation Requirement • State Metric CAHSEE Pass Rate ○ Math 86% ○ ELA 84% b) Improve practices for understanding and using various assessment data to make instructional decision, guide interventions, and monitor student progress (includes state, district, class data) • State Metric CAHSEE Proficiency Rate • Local Metric Digital Library Use and Number of Interim Block Assessments Administered • Currently no participation or assessment administration		LCFF 1100 -$27,344 3000 -$10,337 4300 -$9,000 RS -0152 W/MGMT G112	CAHSEE has been discontinued beginning in the 15-16 school year. There is still a need to develop a district assessments and a benchmark plan to include both formative and summative assessment data articulated across schools and disaggregated to inform instruction. A new data system Eadms will be implemented in the 15-16 school year, including a training component.		LCFF Resource 0152 5800-$17,468
Scope of service:	LEA-wide, School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.13 a) Support options for offering alternative programs or magnet school including options for eSTEM, technology,		LCFF 1100 -$68,000	VOE continues to offer an eSTEM program. Virtual school was available to students requesting that option. Virtual learning programs such as Odyssey Ware, IXL, LEXIA, Khan Academy and		LCFF Resource 0125 5800-$41,023

arts, virtual, Home Hospital, Independent Study, etc. • Local Metric Adopted Plan for Virtual Learning as alternative for PI Choice		1300 -$93,920 2400 - $18,369 3000 -$95,350 4300 -$36,000 5800 -$5,000 RS -0125 W/SITE CODE 595	others were utilized to support students using technology. Home hospital and Independent Study options were utilized by families seeking those options. Coding classes were introduced at the elementary level and high school.		3600-$2,225 3500-$23 3400-$11,393 3300-$1,766 3200-$2,178 3100-$3,068 2400-$18,694 1300-$11,171 1100-$17,928
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_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)_____		
1.14 a) Increase capacity of course offerings for A-G, AP, AVID, ROP/CTE to provide opportunities for more students to participate in college/career pathways. • Local Metric – a-g completion rate • Local Metric Percentage of Course Offering with a-g approval b) Develop a comprehensive, consistent college and career readiness plan with activities and programs (such as “Career Day”, and “College Week”) for students and parents beginning at the elementary level, through middle school, and high school. • Local Metric Participation in Career Day and Community Interviews		LCFF 1100 -$1,750 1300 -$18,608 3000 -$29,537 4300 -$5,000 RS -0120 W/MGMT G114	The district and site management team visited several schools with well-established pathway programs, including Porterville. 16-17 will be a planning year to prepare for the launch of at least one linked learning pathway for the 17-18 school year. Yucaipa will be a good resource for our district as they have a similar configuration with only one high school. This presents challenges to offering multiple pathways due to limitations in the master schedule. Five new AP classes were board approved and added to the high school course offerings for the 16-17 school year. b) A strategic plan was written this year which incorporates a college career plan as well as planning for added linked learning pathways. Parents at the elementary level are involved in a plan for career days facilitated by parents sharing their various professions. Information was disseminated at one of the elementary sites Back to School Night.		Expenditure built into the master schedule
Scope of service:	School-wide High School		Scope of service:	School-wide High School	
_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)_____	
1.15 a) Improve/reconfigure/update school libraries to support varied learning environments, digital media, and resource center concept • Local Metric Library Use Calendars b) Provide a Library Media Specialist to coordinate library services and to develop a Library and Media Plan.	LCFF a & b) 1100 - $318 1200 -$72,716 2100 -$212 2400-$119,213 3000 -$70,791 4200 -$142 4300 -$1,275 5800 -$735 5800 -$10,604 RS 0042	A full time district librarian was funded and worked with all school libraries within Rim to support the resource center concept. Little free libraries were established in various locations within the district. A library media plan was not developed this year.	LCFF Resource 0042 5800-$9,219 4200-$69 3600-$8,553 3500-$90 3400-$27,285 3300-$9,184 3200-$12,964 3100-$7,610 2400-$111,640 2400-$72,163
Scope of service: LEA-Wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.16 a) Continue to provide and expand opportunities for extracurricular activities, which could include arts, music, athletics and clubs. • Local Metric Participation Percentages • High School Sports • High School Clubs • EL Student Participation in Sports	LCFF 1100 - 26,606 2900 -$79,615 3000 -$13,855 4200 -$61 4300 -$17,063 5600 - $5,000 5700 -$34,800 5800 -$8,000 RS -0121	All extracurricular activities and sports were continued. Boys' volleyball was added to the high school sports teams. The itinerant art teacher provided art instruction at 4 sites to grades 4-6. Band and strings programs were available at all school sites in grades 4-12.	LCFF Resource 0121 5800-$1,545 5700-$17,685 5600-$15,780 5200-$3,000 4300-$9,214 3600-$3,550 3500-$38 3300-$4,522 3200-$971 3100-$1,401 2900-$52,101

				1100-$24,238
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.17 For Low Income Pupils: a) Purchase and/or develop intervention materials for at-risk students. • Local Metric Enrollment in Intervention Programs b) Professional Development on high quality interventions and appropriate differentiation for at-risk students. • Local Metric Hours of PD focusing on Differentiation • 2014-15 – 18 Hours	Title 1 RS 3010 4310 -$72,000 LCFF 1100 -$30,564 RS -0152 W/MGMT G117		There were minimal intervention materials purchased or developed. Most interventions were utilizing software or computer based resources or resources already available from previous years. District-wide Professional Development on high quality interventions and appropriate differentiation for at-risk students did not occur.	LCFF Resource 0152 3600-$25 3300-$8 3100-$57 1100-$527
Scope of service: LEA-wide School-wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide __ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.18 For English learners: a) In addition to core ELD, provide and improve interventions for ELD, as well as academic intervention programs. • Local Metric – EL Student Participation in Before School and After School Programs b) Develop improved methods for monitoring student	LCFF 1100 -$9,000 2100 -$237,746 3000's-$42,327 RS -0152 W/MGMT G118		Three teachers on assignment were hired to support English Learners throughout the district. The county provided instructional support in the ELA/ELD frameworks. 2013-2014 Early Advanced and Intermediate 47% 2014-15 Early Advanced and Intermediate 52.5% Sign in sheets from ELA/ELD framework training with the county. Approximately 75% of the teachers participated in the training. The 25% who did not participate was a result of substitute teacher	LCFF Resource 0152 2100-$130,410 3200-$4,389 3300-$9,972 3400-$221 3500-$65 3600-$6,063

performance. • Local Metric Grade Distribution (D/F Rate)			shortages. Integrated and designated ELD is happening on a daily basis however there is a need for continued PD in this area as teachers familiarize themselves with the ELA/ELD Framework and incorporate SDAIE strategies. EL coordinators were identified at all sites and attended monthly ELA/ELD county network meetings. Monthly EL coordinator meetings were held to discuss progress monitoring, reclassification, and EL academic progress. Due to the new ELA/ELD framework there is a need for standards aligned instructional materials to be utilized for core and intervention at each site.	5200-$1,431 1100-$9,067 3100-$947 3300-$131 3500-$5 3600-$422
Scope of service: LEA-wide School-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_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?	During the 2015-2016 school year the ROWUSD Board of Education developed and adopted six education goals for student success. These six goals will be reflected in the 2016-2017 LCAP. ***GOAL 1: STUDENT LEARNING***- All students have equitable access to rigorous, relevant and engaging learning experiences for life-long individual success. ***GOAL 2: COLLEGE AND CAREER READINESS***- All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global word. ***GOAL 3: HIGHLY QUALIFIED STAFF***- All students receive high quality education and services from caring, highly qualified, and competent staff. ***GOAL 4: SAFE, WELL-MAINTAINED AND SECURE FACILITIES-*** All students and educational partners are provided a high quality physical environment where they enjoy safe, respected, positive connections and experiences. ***GOAL 5: COMMUNITY INVOLVEMENT-*** All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning. ***GOAL 6: BUDGET, INFRASTRUCTURE, AND RESOURCES***- The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability. Goal # 1: **"Increase the percentage of students who graduate from high school college and career ready and provide differentiated instruction and learning support for all subgroups, at-risk populations, and students needing alternative or specialized instruction"** will be reflected in new 16-17 goals #1 and #2 "Student Learning and College and Career Readiness". Due to aligning the LCAP goals with the six new Board of Education goals many of the actions and services have been shifted to the new goal most appropriate for that particular action or service. Action 1.1 is now a part of goal 1, student learning and goal 3 highly qualified staff.			

	Actions 1.2, 1.3, 1.4, 1.6, 1.9, 1.10, 1.12, 1.16, 1.17, 1.18 are now incorporated into goal 1, student learning. Action 1.5 Will not be a part of the 16-17 LCAP. Pay increases were negotiated to improve the comparability of Rim to surrounding districts. TOA's or intervention specialists will return to the classroom and provide support at the site team or classroom level. Actions 1.7, 1.8, 1.11, 1.13, 1.14, are now a part of goal 2, college and career ready Actions 1.15 is now incorporated into goal 6, budget infrastructure, and resources

Original GOAL from prior year LCAP:	**2. Provide safe, clean and maintained facilities that provide students with an environment conducive to learning and that promote a positive school climate.**	**Related State and/or Local Priorities**: 1_X_ 2_X_ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students, All Significant Subgroup	
Expected Annual Measurable Outcomes:	• Students, especially those at risk, will stay in school as demonstrated by a reduction in dropout rates by 5%. State Metric: Dropout rate • Schools will increase their Facilities Inspection Tool (FIT) level by one level each year, until "excellent" is achieved. Local Metric: FIT Reports • Site administrator will utilize a restroom cleaning frequency chart, and bi-annual student surveys (Likert scale) to ensure clean, maintained facilities, especially restrooms. State Metric: Williams Report Local Metric: Parent and Student Survey Local Metric: Administrative Walkthrough Reports (Rubric Score 1-4) • Students will increase attendance in school to achieve a district average of 95%. State Metric: School attendance rates • Schools will introduce the PBIS model for behavior, encouraging students to follow school site code of conduct and ED Code, reducing the secondary	Actual Annual Measurable Outcomes:	State Metric: a reduction in dropout rates by 5%. 13-14 dropout rate 5.2%, 14-15 dropout rate 2.7%. The dropout rate was reduced by 2.5% but did not meet the 5% target. : FIT inspections took place in October 2015. The highest rating on the scale is "GOOD". CHE: 93%-Good LAE: 93% Good VOE: 93%-Good MPH: 98%-Good RHS: 94%-Good Site restroom cleaning frequency charts were not utilized this year. Rim of the World has received two William's complaints over the past 2 years. One in 14-15 and one in 15-16. Both were resolved. A walkthrough rubric was not utilized and data was not collected. The strive for 95 campaign continued for the 15-6 school year And the district maintained an average attendance rate of 95%. All schools implemented elements of PBIS at various levels. Representatives from each site attended the 2nd year PBIS training provided by the county. Training in the SWIS program was initiated.

	suspension and expulsion rate to 10%. State Metric: Pupil suspension rates State Metric: Pupil expulsion rates State Metric: Graduation Rate Local Metric: Student School Climate Survey		Secondary suspension rate MPH: 10% RHS: 10.1% MHS: 21.8% Secondary expulsion rate MPH: 0% RHS: 0% MHS: 0% Rim Grad Rate: 13-14: 91.4 14-15: 94.2 Mountain High Grad Rate: 14-15: 35% District-wide Grade rate: 13-14: 80.9% 14-15: 86.9% School Climate survey has not been developed or administered this year. Several surveys are being considered for implementation next year including, Healthy Kids (or similar type of survey), SWIS, and the US Department of Education survey to determine validity of the data collected and cost effectiveness.

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
2.1 a) Implement school-wide anti-bullying, discipline, and school safety programs at all school sites, such as "PBIS" and "Safe Schools Ambassadors". • State Metric Suspension and Expulsion Data b) Create policies and programs for anti-drug/alcohol and smoke-free environment. • Local Metric Number of Referrals to Rim Family Services and other programs		LCFF 5800 -$20,000 4300 -$30,000 1100 -$158,000 3000 -$74,686 RS 0006	All schools implemented elements of PBIS at various levels. Representatives from each of the five sites attended the 2nd year PBIS training provided by the county. Kickoffs were not held this year but are planned at the elementary level for the fall. All elementary sites and the middle school developed a behavior matrix and school-wide expectations and year 1implemntaton activities have been established. There is still a need for more PBIS team members and implementation of PBIS strategies at the high school level. Training in the SWIS program was initiated at the district level. All schools have been established as smoke free zones and signs are posted on the campuses indicating that status.		LCFF Resource 0156 5800-$18,800 3600-$59 3300-$34 3100-$39 2100-$273 1100-$995
Scope of service:	LEA-wide, School-wide		Scope of service:	LEA-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.2 a) Stagger security coverage at secondary schools to		LCFF 2200 -$170,699	Security schedules were staggered at the secondary level to provide more security coverage throughout the school day.		LCFF Resource 0431

increase the span of coverage during the day, before and after school. • Local Metric Security Hours and Suspension/Expulsion Rates		3000 -$61,867 RS 0431		4300-$327 3600-$8,299 3500-$93 3400-$27,303 3300-$14,054 3200-$19,635 2200-$191,253
Scope of service:	School-wide		Scope of service:	LEA-wide
_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)_____	
2.3 a) Increase Social/Emotional support for students at school sites. • Local Metric Number of Referrals to Rim Family Services and other support programs			The total number of students served by Rim Family services for the 2015-2016 school year was 547. The total number of referrals received this year was 663. Those numbers do not include any of the after school art classes that were held at the elementary sites once a month on Wednesday minimum days.	No expenditure
Scope of service:	School-wide		Scope of service:	LEA-wide
_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)_____	
2.4 a) Maintain clean facilities in good repair, especially restrooms. • Local Metric Participation Rate of Personnel in annual in-service for Custodial staff and sanitation practices. ○ 2014-15 0% • Local Metric Routine Facilities Inspection using FIT		LCFF 2200 $956,316 3000 -$448,832 4300 -$93,190 4400 $8,200 5200	Training did not occur this year but did occur in the 13-14 school year for all sites. FIT inspection was conducted in October 2015 at all sites and areas in need of correction have either been completed or been worked into the maintenance and or custodial work schedule.	LCFF Resource 0410 5900-$85,000 5800-$33,095 5600-$147,314 5500-$1,162,489 5200-$530 4300-$73,721 3600-$34,793

		$1,700 5500 $1,254,825 5600 $24,400 5800 $26,000 5900 $85,000 RS 0410			3500-$370 3400-$240,803 3300-$56,368 3200-$81,362 2200-$747,074
Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5 a) Actively monitor routine repairs to insure facilities are properly maintained. • Reporting System and Preventive Maintenance Module Program • Local Metric Maintenance Work Order repairs completed • Create a deferred maintenance priority list.		LCFF 4300 $12,000 RS 0008	Reporting System and Preventive Maintenance Module Program has been set up and reminder notifications are received throughout the year to remind staff to perform routine preventative maintenance. School Dude Maintenance Work Order system is in place and monitored daily by maintenance team. A deferred maintenance list has been created. Deferred maintenance will be addressed in order of priority and when funding is available.		Resource 0008 5810-$4,110
Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.6 a) Develop and implement a "green policy" for more efficient operations. • Local Metric Water, Electric and Gas Baselines	Prop 39 STATE RS 6230 5800 $130,000	Green policy is still under development.	No expenditure
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.7 a) In order to reduce energy consumption and improve energy management, use Prop 39 to develop a districtwide energy plan. • Local Metric Water, Electric and Gas Baselines	See 2.6	In process. District considering working with an energy management consultant to assist with developing this plan. Board presentation was made on June 9, 2016.	No expenditure
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.8 a) Implement "beautification" activities, with clear signage, in order to provide a more inviting and attractive learning climate.	LCFF 5600 $30,000 RS 8150	The internal corridors of the high school have undergone improvements including: painting, New display cases with college and university banners, information, pictures, memorabilia etc.…. Plans are in motion for other internal projects to improve the sense of spirit and pride within the building. Community members are involved in this process. PBIS banners were created for elementary sites for display inside and outside the buildings. The e-STEM focus provided opportunities to create inviting outdoor classroom settings, gardens, green houses and other attractive	Capital Facilities 5810 $6,000 4400 $16,500

			enhancements at VOE.		
Scope of service:	LEA-wide, School-wide		Scope of service:	LEA-wide	
_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)_____		
2.9 a) To promote student attendance, and parent/community support, transportation will be provided districtwide for students. • Local Metric Number of Students referred to SART/SARB • Local Metric Number of Bus Passes distributed • State Metric Attendance Rates		LCFF 2200 $925,540 2300 -$36,682 2400 -$54,978 3000 -$582,707 4200 -$61 4300 -$333,497 4400 -$29 5200 -$1,731 5300 -$850 5500 -$2,500 5600 -$57,286 5700 -$85,119 5800 -$112,537 5900 - $200 7100 -$45,000 RS 0723, 0724	15-16 Local Metric Number of Students referred to SART/SARB Rim SARB referrals=36 SART: RHS=14 CHE=31 LAE=13 VOE=43 MPH= 74 Local Metric Number of Bus Passes distributed to students in 15-16 for low-income status (1387), foster youth (17), McKinney Vento (26), and IEP/PI (10) was 1,440 total. District attendance rate was maintained at 95%.		LCFF Resource 0724 7100-$49,993 Resource 0723 6400-$28,900 5800-$62,508 *5700-$+19,067 (field trip credit from charging sites)* 5600-$85,558 5500-$2,500 5200-$1,080 4400-$1,000 4300-$290,506 3600-$49,052 3500-$522 3400-$349,328 3300-$79,804 3200-$119,778 2400-$53,772 2300-$36,713 2200-$820,190
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
_X_ALL			_X_ALL		

2.10 a) To promote student health and well-being, nutrition services will be provided districtwide for all students, including clean water. Local Metric Number of Breakfast and Lunch Service		LCFF 2200 -$325,072 2300 -$36,693 2400 -$86,338 3000 -$118,351 4300 -$10,050 4700 -$558,713 5200 -$1,600 5300 - $100 5600 -$10,500 5800 -$9,650 7400 -$3,150	Nutrition services for breakfast and lunch are provided at all Rim of the World school sites. Plumbing issues at one of the elementary schools that generated the clean water concern has been re-plumbed and the issue has been resolved. Breakfasts and lunches served: **Time Period From:** 7/1/2015 **To:** 6/30/2016 | **Meal Counts for:** All Schools | **Meal Counts By:** Eligibility **All Schools** **Breakfast** Eligibility / Regular (non-labor) / Labor / Total Firsts / Seconds / Total Meals Free 78743 5 78748 6 78754 Reduced 2890 65 2955 9 2964 Paid 3723 107 3830 7 3837 Non-Student 25 15 40 1 41 Breakfast Sub-Total: 85381 192 85573 23 85596 **Lunch** Eligibility / Regular (non-labor) / Labor / Total Firsts / Seconds / Total Meals Free 156835 488 157323 94 157417 Reduced 13553 322 13875 5 13880 Paid 20468 2355 22823 23 22846 Non-Student 116 501 617 0 617 Lunch Sub-Total: 190972 3666 194638 122 194760 **Other** Eligibility / Regular (non-labor) / Labor / Total Firsts / Seconds / Total Meals Free 98 0 98 0 98 Reduced 17 0 17 0 17 Paid 2733 1 2734 0 2734 Non-Student 0 0 0 0 0 Other Sub-Total: 2848 1 2849 0 2849	Resource 5310 8200-$239,397 8500-$19,400 8600-$41,218 8900-$17,890 2200-$103,494 2300-$15,761 2400-$37,275 3300-$11,683 3400-$26,495 3500-$76 3600-$7,279 4300-$1,386 4400-$430 4700-$107,143 5200-$125 5300-$630 5600-$469 5800-$5,660
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	During the 2015-2016 school year the ROWUSD Board of Education developed and adopted six education goals for student success. These six goals will be reflected in the 2016-2017 LCAP. ***GOAL 1: STUDENT LEARNING***- All students have equitable access to rigorous, relevant and engaging learning experiences for life-long individual success. ***GOAL 2: COLLEGE AND CAREER READINESS***- All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global word. ***GOAL 3: HIGHLY QUALIFIED STAFF***- All students receive high quality education and services from caring, highly qualified, and competent staff. ***GOAL 4: SAFE, WELL-MAINTAINED AND SECURE FACILITIES-*** All students and educational partners are provided a high quality physical environment where they enjoy safe, respected, positive connections and experiences.			

	GOAL 5: COMMUNITY INVOLVEMENT- All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning. ***GOAL 6: BUDGET, INFRASTRUCTURE, AND RESOURCES***- The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability. Goal # 2: **"Provide safe, clean and maintained facilities that provide students with an environment conducive to learning and that promote a positive school climate",** will be reflected in new 16-17 goal #4 "safe, well-maintained and secure facilities". Due to aligning the LCAP goals with the six new Board of Education goals many of the actions and services have been shifted to the new goal most appropriate for that particular action or service. Actions 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 are now incorporated into goal 4, safe, well maintained, and secure facilities Action 2.2 will not be a part of the 16-17 LCAP as this was accomplished at the site level through scheduling adjustments. Action 2.10 will be incorporated in goal 6.3 District resources "Provide nutrition services for low income, foster youth, and other subgroups in need of food services support". Plumbing issues at the elementary school that generated the clean water concern has been re-plumbed and the issue has been resolved. This will not be included in the 16-17 LCAP.

Original GOAL from prior year LCAP:	**3. To support the education of our students, ROWUSD will encourage parents, families and the community to become more engaged partners with schools.**	**Related State and/or Local Priorities**: 1__ 2__ 3_X_ 4__ 5__ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students, All Significant Subgroups	
Expected Annual Measurable Outcomes:	• Improvement in school connectedness and school climate will be accomplished by fostering connections with school and community. Local Metric: Sign-in Sheets for Committee Meetings Local Metric: Parent School Connectedness Survey Local Metric: Increase in Number of Parent Recognition Ceremonies • Student participation in service organizations will be encouraged and monitored by the implementation of required community service hours for graduation. Local Metric: Service Learning Hours Log Local Metric: Increase in the Number of Community Partnerships • Schools will provide more opportunities for parent volunteerism, as measured by the number of registered volunteers, to give students the connectedness of a supportive environment. Local Metric: District Volunteer List	Actual Annual Measurable Outcomes: • The Superintendent has established a number of committees to engage community partners and parents: • Service Organizations Advisory Committee • Business Advisory Committee • Faith Based Advisory Committee • Strategic Planning Advisory Committee • Participants signed in to each meeting and minutes were kept to document input. The high school distributed a Parent School Connectedness Survey this year but there was not a district-wide survey developed. The district has purchased a Survey Monkey account and will use this to disseminate several surveys being developed for the 16-17 school year. • Parents are encouraged to be partners with the schools through PTA, SSC, ELAC, chaperoning events, sports spectators, classroom volunteers, attending parent conferences, Back to School Night, Open House, chaperoning events, career presentations, and other family events. • # of Registered Parent Volunteers • CHE: • LAE: 172 • VOE: 353

LCAP Year: 201-16

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

3.1 a) Schools will continue to create and maintain activities that promote parents and community involvement and partnership, including all required advisory committees. • Local Metric List of Parent Activities (including recognition ceremonies) • Local Metric Increase in Volunteerism • Local Metric Increase Parent and Community Participation on Advisory Committees. • Local Metric Roster for Student Advisory (as part of LCAP monitoring)		LCFF 1100 -$2,571 2200 -$14,332 2900 -$8,300 3000 -$4,170 4300 -$25,360 4400 -$559 5600 -$900 RS 0430 W/MGMT 0710, 044	A variety of community forums and committees were organized this year to seek input and develop partnerships. Elementary sites conducted parent volunteer training sessions and a handbook was developed to assist parents in roles and responsibilities of being a school volunteer. All required advisory committees were maintained at all sites.		LCFF Resource 0430 4300-$12,133 3600-$678 3300-$641 3200-$434 3100-$141 2200-$8,358 1100-$1,310
Scope of service:	School-wide		Scope of service:	LEA-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.2 a) Increase offerings of parent education opportunities to support students in and out of schools/classroom, including English classes, and parenting classes, and academic support. • Local Metric Parent Participation in Literacy Nights and EL Parent Night		LCFF 4300 -$4,500 MGMT G032	Family Latino Literacy workshops were held at one elementary site. It was scheduled for another site however personnel shifts inhibited this from happening. A middle school transition day and BBQ was held for 5th grade parents and students as a means of preparing 5th grade families for starting middle school. The high school held several parent nights including, Scots University and AP information night.		No expenditure
Scope of service:	LEA-wide, School-wide		Scope of service:	LEA-wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

3.3 a) Improve communication between teachers, sites and parents/community making communication easier, more relevant and timely. • Local Metric Update Log for Website and Social Media Hosting • Local Metric Increase in Usage of Auto-caller Log		LCFF 5800 -$20,400 1200 -$1,000 1100 -$3,700 3000 -$890 5900 -$3,000 MGMT G033	A Facebook page was utilized on the district website to report and give updates on school events. Use of School connects, auto caller, e-mail blasts and text messaging systems were all increased this year for disseminating information in a relevant and timely way from all school sites. A new website will be developed next year to increase community availability to school information, and an easier format for staying informed about school events and programs.	LCFF Resource 0156 5800-$14,713 5300-$99 3600-$422 3500-$5 3300-4657 3100-$23 2, 900-$8,534 1100-$543
Scope of service:	LEA-wide, School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
3.4 a) Investigate options for creating partnerships with businesses, community organizations, and colleges/universities. • Local Metric Increase Number of Community, College and Business Partnerships (Log)		LCFF 5700 -$7500 1100 -$15,000 3000 -$3,200 5800 -$39,974 RS 0009	Partnership with Cal State was established. Students who complete a linked learning pathway will be guaranteed acceptance to Cal State San Bernardino.	LCFF Resource 0009 5310-$2,282
Scope of service:	LEA-wide, School-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
3.5 a) Increase district involvement with the community. b) Investigate feasibility of Community center. c) Continue Community Advisory Committee			Although a community center was not established, the district has a relationship with the local Parks and Recreation organization to allow the use of school sites for various Parks and Recreation activities.	No established expenditure

			There were a number of community forums developed, which met with the superintendent 2 times this year. Minutes for each meeting were kept and the information was used in the development partnerships and incorporated into the 16-17 LCAP. Community Advisory Committee was continued.	
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.6 a) Host community forums, addressing relevant community topics with guest speakers. • Local Metric Calendar showing increase in Community Nights	LCFF 5800 -$5000 MGMT G036		Community forums were held, however they were primarily conducted by our Superintendent and other school personnel as a means of building community relationships. There were no guest speakers featured this year.	LCFF Resource 0156 3000-$13 2100-$103
Scope of service: LEA-wide _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.7 For low income pupils and foster youth: a) Continue LEA foster youth liaison (Ed Code 48853.5) b) Develop improved methods for monitoring student's basic food/supplies needs and emotion health, to insure they have access to services provided by the district and community partnerships. c) Utilize district liaison for knowledge of, and access to, various basic food, supplies, and other resources to assist students and families in need.	Title I 3010 $8,000 LCFF 1100 -$10,680 1300 -$37,535 2200 -$42,856 3000 -$24,298 5200 -$2,800 5300 -$50 5800 -$11,025		The district maintained an LEA foster youth liaison who was involved with: • providing basic needs and services to families in need of support • SART/SARB facilitation and follow up for foster youth students. • Expulsion/Suspension hearings • A check-in, check-out system has been planned for the 16-17 school year to monitor basic needs in alignment with PBIS implementation.	1318 Administrators $10,983 2221 CWA Truant/Attendance Worker $38,547 $5,613 $44,161 3000 Benefits $14,216

		MGMT G037			$1,534 $15,751 4310 Instr Materials & Supplies $944 $4440 Computer/Tech Inventory Items $1,499 5200 $1,174 $ 1,218 $ 2,392 5310 Dues & Memberships 5735 Interprogram Printing $56
Scope of service:	LEA-wide, School-wide __ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide __ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.8 For English Learners and Redesignated fluent English Proficient a) Increase district support of Site monitoring of ELL students and RFEP students to encourage parent participation in student learning		LCFF 5800 -$9,000 MGMT G038	District EL translator position was reclassified to EL specialist to assist with redesignation and site monitoring by providing CELDT long term data and parent support.		No expenditure
Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service:	LEA-wide __ALL OR: __Low Income pupils _X_English Learners __Foster Youth _X_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?	During the 2015-2016 school year the ROWUSD Board of Education developed and adopted six education goals for student success. These six goals will be reflected in the 2016-2017 LCAP. ***GOAL 1: STUDENT LEARNING***- All students have equitable access to rigorous, relevant and engaging learning experiences for life-long individual success. ***GOAL 2: COLLEGE AND CAREER READINESS***- All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global word. ***GOAL 3: HIGHLY QUALIFIED STAFF***- All students receive high quality education and services from caring, highly qualified, and competent staff. ***GOAL 4: SAFE, WELL-MAINTAINED AND SECURE FACILITIES-*** All students and educational partners are provided a high quality physical environment where they enjoy safe, respected, positive connections and experiences. ***GOAL 5: COMMUNITY INVOLVEMENT-*** All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning. ***GOAL 6: BUDGET, INFRASTRUCTURE, AND RESOURCES***- The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability. Goal # 3: **"To support the education of our students, ROWUSD will encourage parents, families and the community to become more engaged partners with schools",** will be reflected in new 16-17 goal #5 "Community Involvement". Due to aligning the LCAP goals with the six new Board of Education goals many of the actions and services have been shifted to the new goal most appropriate for that particular action or service. Actions 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 will be incorporated into goal #5, community involvement. Action 3.7 will be incorporated into goal #4, safe, well maintained, and secure facilities. Action 3.8 will be incorporated into goal # 1 and goal # 5 student learning, and community involvement.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$ 2,069,051

a) 2016-17 LCFF Target Supplemental Grant Funding: $2,936,382
b) Estimated Supplemental Grant Funding $2,069,051
c) Minimum Proportionality Percentage 7.79%

Rim of the World Unified School District (ROWUSD) will incur all costs associated with the delivery of instruction to students. All schools are provided classroom teachers, as well as clerical, maintenance, nursing, custodial, safety, counseling and administrative staff based upon the type of school (elementary, middle or high) enrollment and the size of the campus. All schools are provided allocations for instructional materials, and extra-curricular activities. The district is committed to maintaining the class size reduction and in the integration of instructional technology to improve student learning.
ROWUSD will continue to support a strong Professional Development Program to improve the delivery of California State Standards with strong first instruction. Continued Professional Development in the area of ELA/ELD implementation will support the teachers in the delivery of both integrated and designated ELD. The Professional Development program will be expanded to include the training of Classified staff.
ROWUSD is committed to expand the support of parents through the delivery of parent learning and parent decision-making opportunities.
The continued support of at-risk families and at-risk students will be a priority as the School Consolidation Plan is implemented. The focus will be on Intervention and Prevention through the development of SARB/SART, Student PBIS, Service Learning and Academic Support – during the day and before/afterschool.
The commitment to vertically aligned Career and College Pathways beginning at the elementary level will become a district priority. The ROP/CTE Program Pathways will be supported through Linked Learning. Career exploration and business and industry partnerships will be increased. Planning on specific pathways has begun and will be supported through vertical planning and curriculum alignment. The AVID and GATE programs will be explicitly aligned to the Career Pathways.

Operational Services will continue to support School Improvement and Student Achievement. The sites will continue to receive support in maintaining the safe and well-maintained facilities. Additional support to emphasize school culture through campus beautification and school identity projects will be developed. Food services, Maintenance and Operations, Safety, and Transportation will continue to receive allocations in support of school improvement.

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.

7.79%	%

Rim of the World Unified School District has an unduplicated count of 53.6% as determined by CALPADs on information day October 2015. Our 2015-16, Prior Year Estimated Expenditures for Unduplicated Pupils above what was spent on services for all pupils were $1,015,809. Utilizing the Supplemental/Concentration factor funds will be $2,069,051 or 7.79% of our total LCFF allocation of $3,103,379. Our gap funding factor for the 16-17 school year is 54.48% Included in our overall budget of $35,390,398.
The Supplemental grant funds will be expended to provide services such as increased academic interventions, social/emotional services for low income and foster youth, and personal hygiene and basic needs of low income and foster youth. The district will continue to utilize Title I funds to provide academic interventions, professional development for teachers to improve quality of interventions, and supplement services provided to homeless students and families. The district will increase the level of service to our students by providing exceptional interventions, classroom instruction and increased support for social/emotional/basic needs.

The District will expend all of its $2,069,051 in Supplemental grant funds for 2016-17. These funds will be used in a districtwide manner to support unduplicated pupils by providing outreach support for families, student health and nutrition services, alternative education programs and intervention programs.
Rim of the World Unified School District believes that if students' and families' social emotional needs are met, students are more likely to attend and thrive in school. We anticipate that services for unduplicated disadvantaged students needs to be improved by at least 7.80% based upon the district funding for 2016-17. The implementation of the PBIS plan district-wide and the maintenance of a counselor at the high school will directly increase services for the unduplicated disadvantaged students.
Mental Health resources at the High School for will also need to increase to support the Consolidation of the Continuation School and the Comprehensive High School. Credit recovery, increased college and career counseling, strategic intensive intervention support, and equal access to course offerings will increase the number of unduplicated disadvantaged students that will graduate from high school College and Career ready.
The district's commitment to the reduction in class size at the elementary level and the ongoing implementation of the all-day Kindergarten program will establish a strong foundation for all students with an emphasis on the unduplicated disadvantaged student through intervention and parent communication regarding the programs. The strengthening of the Transitional Kindergarten (TK) Program and integration of technology into the Kindergarten and TK Program should also support student learning.
Programs and funding targeted specifically to support academic achievement for English Learners, Foster Youth and Low-Income students include:
• Positive Behavior Intervention Support (PBIS)
• High School Counselor designated for At-Risk populations and English Learners
• Credit Recovery courses offered to credit deficient students
• After-School Intervention and Tutoring
• Recruitment and priority enrollment in Advanced Placement and Regional Occupation Program course offerings
• Translation Services for Parent Outreach
• Licenses to Support ELD
• Child Nutrition Services (CNS) Contribution
• Child Welfare and Attendance (CWA) Liaison
• Foster Bus Pass

The increased services listed above allow Rim of the World Unified School District to meet and exceed the 7.79% proportionality that is required.

Sum of AMOUNT	Column Labels													
Row Labels	**1100**	**1200**	**1300**	**2100**	**2200**	**2400**	**2900**	**3000**	**4100**	**4200**	**4300**	**4400**	**4440**	**52**
BASE	197985	273963			69959	270362	38154.5	399640	150000	220	13428	842		29
FEDERAL											40740			
SCG	868699.35	121552	10500	161458	57963	67114		329025.4		1735	167058	4335	15000	209
STATE	15000							3920			15000			550
Grand Total	**1081684.35**	**395515**	**10500**	**161458**	**127922**	**337476**	**38154.5**	**732585.4**	**150000**	**1955**	**236226**	**5177**	**15000**	**788**

Sum of AMOUNT	Column Labels							
Row Labels	**5500**	**5600**	**5700**	**5800**	**6450**	**7619**	**8980**	**Grand Total**
BASE		450	5244	155633	13500		439721	2032013.5
FEDERAL				84379				125119
SCG	70			117821		155000		2098296.75
STATE				247727				336647
Grand Total	**70**	**450**	**5244**	**605560**	**13500**	**155000**	**439721**	**4592076.25**

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).

Appendix 1

Graduation Data Tabulation

Cohort Outcome Data for the Class of 2014-15

District Results for Rim of the World Unified
3667868

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
3667868	ROTWUSD	297	258	86.9	31	10.4	*	0.7	*	2.0	*	0.0

School Results for Rim of the World Senior High
36-67868-3635265

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
36678683635265	RHS	260	245	94.2	*	2.7	*	0.8	*	2.3	*	0.0

School Results for Mountain High
36-67868-3630241

ASAM School Report

CDS	Name	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort

		Students	Graduates	Graduation Rate	Dropouts	Dropouts Rate	Special Ed Completers	Special Ed Completers Rate	Still Enrolled	Still Enrolled Rate	GED Completer	GED Completer Rate
36678680000000	ROTWUSD	297	258	86.9	31	10.4	*	0.7	*	2.0	*	0.0

Tabulation of Graduation Data:

District-wide seniors: 297	Graduates: 258	District Graduation Rate: 86.9%
Rim High School seniors: 260	Graduates: 245	RHS Graduation Rate: 94.2%
Mountain seniors: 297-260= 37	Graduates: 258-245= 13	MHS Graduation Rate: (13/37) X 100= 35%