**Introduction:**

**LEA: Rialto Unified School District Contact (Name, Title, Email, Phone Number): Jasmin Valenzuela, Associate Superintendent, Elementary Instruction, jvalenzu2@rialto.k12.ca.us (909)-820-7700 ext. 2140 LCAP Year: 2015-2018**

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

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

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

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

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

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

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

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

## *State Priorities*

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

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

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

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

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

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

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

***B. Pupil Outcomes:***

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

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

***C. Engagement:***

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| **Involvement Process** | **Impact on LCAP** |
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| The Rialto Unified School District began the FY2015-16 LCAP process in January 2015, with initial planning efforts to engage at a unified level. The Superintendent's Advisory Committee advised and guided the efforts of the District's process. The Superintendent's Advisory Committee comprised of District and site principals and assistant principals, teachers, classified staff, association representation, one Board member, students and student surveys, as well as representatives from our District English Language Advisory Committee (DLAC) and the District Advisory Committee (DAC), Parent Teacher Associate (PTA) and Parent Teacher Organization (PTO), and Superintendent's Parent Advisory Committee (SPAC). Representation from Foster youth and Low Income parents were also invited and participated in the LCAP Process in DELAC, ELAC and Stakeholder's Committee.<br><br>The Superintendent's Advisory Committee met four times to assist in advising the District Educational Services writing team on suggested goals and objectives for the LCAP. These meetings were supplemented with written input from community north and south meetings, principal meetings, DELAC presentations, DAC presentations, and presentations by our principals to PTA/PTO's. Additionally the District utilized our Parent Link and District website to engage with our community | After compiling stakeholder input, the District identified common recurring themes which are identified below. These themes are reflected in the goals, actions and services and financial investments of the District. Common themes include:<br>● Implement Common Core State Standards<br>● Reduce achievement gaps in student subgroups<br>● Personnel to support schools for intervention (RtI)<br>● Training for Professional Learning Communities<br>● Funding and training for Positive Behavior Intervention Systems (PBIS)<br>● Funding and expansion for AVID<br>Funding for staffing in the Visual and Performing Arts at the elementary schools<br>● Technology support and integration with curriculum<br>Budget priorities identified were: |

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| members and stakeholders throughout the process.<br><br>Members of the District Educational Services Writing Team attended two County sponsored trainings where various pieces of the new state template was shared with LEA's about LCAP implementation: Using Formative Metrics to Measure Progress and Success and guiding principles.<br><br>The Superintendent's Advisory Committee representatives including parents/guardians from English Learners, Foster Youth, and Low Income students remain committed to ongoing meetings to continually assess the goals and actions of the District's LCAP plan in order to improve pupil outcomes related to the state basis, as we anticipate the annual LCAP update based on District data and pupil performance.<br><br>A Board LCAP Workshop was held on May 20, 2015. In attendance was the five Board members, the Interim Superintendent, Educational Services Directors, the Elementary and Secondary Associate Superintendents of Instruction, and the Executive Directors of Elementary and Secondary Instruction. | ● Funding for Visual and Performing Arts at the elementary level<br>● Funding for support staff, especially counselors and site instructional strategist in ELA and Math<br>● Funding to improve school climate through Positive Behavior Intervention Systems (PBIS)<br>●Funding for training in Professional Learning Communities<br>● Support for English Learner Programs<br>● Funding for Career Technical Education (CTE) Pathways<br>● Funding for building the District's K-12 RtI<br>●Funding to improve and expand AVID<br>●Funding for support and integration of technology<br><br>The program priorities identified above are reflected in the District's goals, actions/services and the budget priorities are tied to the achievement data, needs of our students, and anticipated positive outcomes.<br><br>There has been consistent stakeholder engagement and collaboration between the Educational Services and Business Services. Both departments have shared responsibility and worked closely to link program needs to budget priorities. The LCAP process continues to foster a stronger District Leadership Team for RUSD.<br><br>Following each of the Superintendent's Advisory Committee meetings, stakeholder input was collected by the writing team to revise goals and actions, as necessary. Revisions were then presented back to the Superintendent's Advisory Committee. |

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| | The report at the LCAP Board Workshop was well received and the Board asked good clarifying questions. The Board's questions regarding Parent Involvement and LCAP goals helped with the direction and vision of the District. |
| **Annual Update:**<br>The 2014-15 LCAP annual update and the plan for the next three years (2015-18) was developed based on input from the directors of Educational Services who were responsible for the specific actions and services related to each goal. Meetings with various staff members were focused on the collection of evidence for the completion of the LCAP actions and services provided throughout the '14-15 school year. Each director was responsible to provide budgetary and documentation of the implementation and completion of actions and services. The information related to the budget was verified by the fiscal department.<br><br>The results of the update were shared with the various stakeholder's and discussions were held regarding changes that were made in the annual update. Stakeholders were provided with rational for changes in actions and services, and differences in budgeted expenditures.<br><br>The Rialto Unified School District used the following quantitative data for the goal setting process: CAHSEE data, graduation rate, dropout rate, A-G completion rate, EL data and reclassification percentages, EAP data, AMAOs, AP enrollment and pass rate, SAT scores, ACT scores, CSU system data and CDE Postsecondary Attendance and Persistence Data .<br><br>All stakeholders were presented this data to support them through the process, as well as highlight and promote necessary goals and objectives that will further the vision, mission and core values of the District. | **Annual Update:**<br>Through the annual update and discussions with the various stakeholders it was determined that our actions and services contained base operating expenses that were not needed the LCAP. It was also determined that many of actions and services were too broad and not linked directly to metrics. Therefore, it was determined to refine the actions and services and link them to more specific metrics that weren't just the annual state measures.<br><br>The use of specific District annual measures will allow us to monitor more accurately if the actions and services were completed and how they relate to student achievement.<br><br>As a result the new goals developed came from the following:<br>New goal 1 came from old goal 2 and addressed achievement.<br>New goal 2 addressed instruction and came from the first half of goal 1.<br>New goal 3 addressed intervention and was implied in goal 2 under "to succeed" in order to succeed one has to intervene if initial instruction did not work for the student.<br>New goal 4 on professional learning came from goal 1 and was more implied in standards based instruction. In order to provide standards based instruction educators have to receive good professional development.<br>New goal 5 on School Environment came directly from the |

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| | last part of goal 1, “a positive and safe school environment” was addressed.<br>New goal 6 on technology came from goal 1 and 2 and is implied under instructional program. In order to extend and increase instruction there is an increased need for technology access.<br>The part that came of goal 2 on technology is implied in the sentence “demonstrating readiness for higher education, career, and life in the 21st Century.”<br>The use of technology is a career skill that is greatly needed. |

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

**Expected Annual Measurable Outcomes**: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for 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, school wide, countywide, or charter wide.

**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 Re-designated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

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

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| GOAL 1: | **Achievement:**<br>All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century. | Related State and/or Local Priorities:<br>1__ 2__ 3__ 4 X_ 5X 6__ 7 X_ 8_X<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need : | Based on the expected annual measurable outcomes, the District continues to perform below the state and county average in most areas as measured through specific state metrics and is still in program improvement. Our District recognizes that specific actions and services need to be implemented to close the identified gaps: graduation rate, low A-G completion rate, increase the percentage of students with an AP score of 3 or better, increase CAHSEE passing rate in ELA and Math, increase the percentage of students scoring 4 or higher on the CELDT, increase the percentage of students meeting AMAO 1 and 2. | |
| Goal Applies to: | Schools: All Schools<br>Applicable Pupil Subgroups: All, including English Learners | |

**LCAP Year 1:** 2015-16

**Expected Annual Measurable Outcomes:**

1. The District will increase the Graduation Rate by increasing student access and enrollment in all required areas of study. The graduation rate will increase to 83% based upon the 2015-16 data: The 2013-14 Graduation Rate was 80.8%

**State Metric:** High School Graduation Rate
**Local Metric**: Comparison of course enrollment by school in English, Math and Science courses.

2. The District will increase the A-G Completion Rate to 25% based upon the 2015-16 data: The 2013-14 A-G Completion Rate was 20.7%

**State Metric:** Share of students that are college and career ready.
Local Metric: Percent Completing UC/CSU Required Courses

3. The District will increase the percentage of students with an AP score of 3 or better to 40% based on the 2015-16 data: The 2013-14 Percentage of total tests with an AP score of 3 or better was 34%

**State Metric:** Share of students that pass Advanced Placement exams with a 3 or higher

4. The District will increase the EAP Ready for College Rate to 15% for ELA and 5% for Math. The 2014 EAP data was 12% for ELA and 3% for Math

**State Metric:** 2015 EAP test results

5. The District will increase the ELA CAHSEE Passing Rate to 83% based on the 2015-16 data: The 2013-14 CAHSEE Passing Rate was 79% for ELA

State Metric: Performance on standardized tests
**Local Metric:** CAHSEE ELA Passing Rate

6. The District will increase the Math CAHSEE Passing Rate to 87% based on the 2015-16 data: The 2013-14 CAHSEE Passing Rate was 83% for Math

State Metric: Performance on standardized tests
**Local Metric:** CAHSEE Mathematics Passing Rate

7. The District will increase the percentage of students scoring 4 or higher on the CELDT to 38% based on 2015-16 data: The 2013-14 percentage of students scoring 4 or higher on the CELDT was 34%

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| | **Local Metric:** Percent of English Learners attaining English Proficient Level as measure by the CELDT<br>8. The District will increase the percentage of students meeting AMAO 1 to 58% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 1 was 54%<br>**Local Metric:** Percent making progress towards English Proficiency (AMAO) 1)<br>9. The District will increase the percentage of students meeting AMAO 2a to 24% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 2 less than 5 years was 22.9%<br>**Local Metric:** Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years)<br>10. The District will increase the percentage of students meeting AMAO 2b to 50% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 2 more than 5 years was 44.9%<br>**Local Metric:** Percent in Cohort Attaining English Proficient Level (AMAO 2 >=5 years)<br>11. The District will increase the percentage of students meeting Reclassification criteria to 15% based on the 2015-16 data: The 2013-14 reclassification rate was 12.3%<br>**State Metric:** English Learner Reclassification Rate<br>12. The District will increase the percentage of students scoring 1500 or higher on the SAT to 25% based on the 2015-16 data: The 2013-14 percentage of students scoring 1500 or greater on the SAT was 22.07%<br>**Local Metric:** Percentage of students scoring > or equal to 1500 on the SAT<br>13. The District will increase the percentage of students meeting 4 or more criteria on the Physical Fitness Test to 75% based on the 2015-16 data: The 2013-14 average percentage of students meeting 4 or more criteria on the PFT was 69.8%<br>**Local Metric:** Physical Fitness Test for Grade 5, 7 and 9<br>14. The District will increase the percentage of 10th grade students scoring on track for college on the PSAT to 15% based on the 2015-16 data: The 2014-15 percentage of students that are 'On Track for College and Career Ready' was 10.8%<br>**Local Metric:** Percentage of students scoring 'On Track for College and Career Ready' on the PSAT<br>15. CAASPP Participation and Proficiency Rate: The rate for CAASPP has not been determined. Baseline data to be established in 2015-16.<br>**Local Metric:** STAR/CAASPP ELA and Math Proficient or Advanced<br>16. CTE Completion Rate. The District will increase the number of students enrolled in a CTE sequence from 1,475 to 1,600.<br>**Local Metric:** Percent completing a CTE Course Sequence |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **1a:** Each comprehensive high school will develop and implement an AP Plan that will outline what actions are being taken to increase enrollment in AP courses, increase the number of students taking the exam and increase the number of students scoring 3 or better. | All high school students eligible and enrolled in an AP course | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional cost |
| **1b:** The District will pay for the AP exam(s) for all qualifying students. Students qualifying for a waiver will have their reduced fees paid for by the District. | All high school students eligible for | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | LCFF Funds 5800's- $70,000 |

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| | AP testing | __Other Subgroups:(Specify)_____ | |
| **1c:** Each high school will administer the practice CAHSEE to all 9th grade students during the first 30 days of school. | High School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |
| **1d:** The District will plan courses related to career themed pathway programs of study (i.e, Linked Learning). One pathway consisting of three courses (with a capstone course) will be designed by each High School. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $24,000 |
| **1e:** The District will administer (ICA) Interim Formative Assessments to all students in grades 2 – 11 twice per year. | Grades 2-11th | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **1g:**The District will provide universal testing on the PSAT to all 10th grade students. | 10th Grade students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $26,034 |
| **1g:**The District will administer the STAR reading assessment to all students in grades 2 - 9. | 2-9th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $61,005 |
| **1h:**The District will administer the DIBELS Next reading assessment three times per year to all students in grades K – 5 and 6-8th at risk students in reading to conduct progress monitoring for RtI Tier II and III. | Grades K-5<br>6-8th at risk | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | 80 teachers X 3 trainings X extra duty hourly = Title I<br>1100's- $8,690<br>3000's- $1,310 |

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| | | __Other Subgroups:(Specify)_____ | Printing of DIBELS booklets Title I 5700's- $7,800 |
| **1i:**The District will develop and implement Performance Tasks in ELA and Math in grades 3 – 12 by incorporating Defined STEM. | All Schools Grades 3-12th | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | **LCFF Funds** 5800's- $70,000 |
| **1j:**The District will provide 8-9 PSAT (Readistep) testing to all 8th grade students. | 8th grade students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | **LCFF Funds** 5800's-$15,908 |
| **1k:**The District will administer the CELDT to all designated English Learners. This is to cover the cost of test labels and extra duty for teachers. | EL Students | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF Funds 1100's- $49,530 3000's- $7,470 5700's- $5,000 |
| **1l:**The District will designate a portion of the 19 elementary Instructional Support Teachers duties to focus on improving instruction for English Learners. | Elementary Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | No additional Cost |
| **1m:**Each high school will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS). | High Schools 9th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | No additional cost |
| **1n:**Each counselor will review each students' 4 year plan at the end of each semester. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | No additional cost |

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| **1o:**The District will establish the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF Funds<br>5700's<br>Cost- $1,000 |
| **1p:**The District will provide 3 PBIS/At Risk High School Counselors to identify students that are credit deficient at each grade level and monitor attendance, grades, credits and meet the requirements of AB 1802 for students in grade 10. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF Funds-50%<br>State Mental Health- 50%<br>1200's- $259,557<br>3000's- $81,276 |
| **1q:**The district will create a Special Education/Limited English Proficient Committee to work on reclassification criteria and program design for SPED/LEP Students | High Schools Low Income and Foster Youth | _X_ALL<br>OR:_X__Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $6,952<br>3000's- $1,048 |
| **1r:**The District will provide for 4 pre-school permit teachers | | _X_ALL<br>OR:__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF Funds<br>(Contribution to Fund 12)<br>1100's-$224,094<br>3000's-75,906<br>~~7600's~~<br>~~Cost- $300,000~~ |

| **LCAP Year 2**: 2016-17 Goal 1 | |
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| Expected Annual Measurable Outcomes: | 1. The District will increase the Graduation Rate by increasing student access and enrollment in all required areas of study. The graduation rate will increase to 83% based upon the 2015-16 data: The 2013-14 Graduation Rate was 80.8%<br>**State Metric:** High School Graduation Rate<br>**Local Metric**: Comparison of course enrollment by school in English, Math and Science courses.<br>2. The District will increase the A-G Completion Rate to 25% based upon the 2015-16 data: The 2013-14 A-G Completion Rate was 20.7%<br>**State Metric:** Share of students that are college and career ready.<br>Local Metric: Percent Completing UC/CSU Required Courses<br>3. The District will increase the percentage of students with an AP score of 3 or better to 40% based on the 2015-16 data: The 2013-14 Percentage of total tests with an AP score of 3 or better was 34%<br>**State Metric:** Share of students that pass Advanced Placement exams with a 3 or higher<br>4. The District will increase the EAP Ready for College Rate to 15% for ELA and 5% for Math. The 2014 EAP data was 12% for ELA and 3% for Math<br>**State Metric:** 2015 EAP test results<br>5. The District will increase the ELA CAHSEE Passing Rate to 83% based on the 2015-16 data: The 2013-14 CAHSEE Passing Rate was 79% for ELA<br>State Metric: Performance on standardized tests<br>**Local Metric:** CAHSEE ELA Passing Rate<br>6. The District will increase the Math CAHSEE Passing Rate to 87% based on the 2015-16 data: The 2013-14 CAHSEE Passing Rate was 83% for Math<br>State Metric: Performance on standardized tests<br>**Local Metric:** CAHSEE Mathematics Passing Rate<br>7. The District will increase the percentage of students scoring 4 or higher on the CELDT to 38% based on 2015-16 data: The 2013-14 percentage of students scoring 4 or higher on the CELDT was 34%<br>**Local Metric:** Percent of English Learners attaining English Proficient Level as measure by the CELDT<br>8. The District will increase the percentage of students meeting AMAO 1 to 58% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 1 was 54%<br>**Local Metric:** Percent making progress towards English Proficiency (AMAO) 1)<br>9. The District will increase the percentage of students meeting AMAO 2a to 24% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 2 less than 5 years was 22.9%<br>**Local Metric:** Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years)<br>10. The District will increase the percentage of students meeting AMAO 2b to 50% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 2 more than 5 years was 44.9%<br>**Local Metric:** Percent in Cohort Attaining English Proficient Level (AMAO 2 >=5 years)<br>11. The District will increase the percentage of students meeting Reclassification criteria to 15% based on the 2015-16 data: The 2013-14 reclassification rate was 12.3%<br>**State Metric:** English Learner Reclassification Rate |

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| | 12. The District will increase the percentage of students scoring 1500 or higher on the SAT to 25% based on the 2015-16 data: The 2013-14 percentage of students scoring 1500 or greater on the SAT was 22.07%<br>**Local Metric:** Percentage of students scoring > or equal to 1500 on the SAT<br>13. The District will increase the percentage of students meeting 4 or more criteria on the Physical Fitness Test to 75% based on the 2015-16 data: The 2013-14 average percentage of students meeting 4 or more criteria on the PFT was 69.8%<br>**Local Metric:** Physical Fitness Test for Grade 5, 7 and 9<br>14. The District will increase the percentage of 10th grade students scoring on track for college on the PSAT to 15% based on the 2015-16 data: The 2014-15 percentage of students that are 'On Track for College and Career Ready' was 10.8%<br>**Local Metric:** Percentage of students scoring 'On Track for College and Career Ready' on the PSAT<br>15. CAASPP Participation and Proficiency Rate: The rate for CAASPP has not been determined. Baseline data to be established in 2015-16.<br>**Local Metric:** STAR/CAASPP ELA and Math Proficient or Advanced<br>16. CTE Completion Rate. The District will increase the number of students enrolled in a CTE sequence from 1,600 to 1,800.<br>**Local Metric:** Percent completing a CTE Course Sequence |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **1a**: Each comprehensive high school will implement their AP Plan that will outline what actions are being taken to increase enrollment in AP courses, increase the number of students taking the exam and increase the number of students scoring 3 or better. | All high school students eligible and enrolled in an AP course | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional cost |
| **1b:** The District will pay for the AP exam(s) for all qualifying students. Students qualifying for a waiver will have their reduced fees paid for by the District. | All high school students eligible for AP testing | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds 5800's- $70,000 |
| **1c:** Each high school will administer the practice CAHSEE to all 9th grade students during the first 30 days of school. | High School | _X_ALL | No Cost |

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| | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1d:** The District will plan additional courses related to career themed pathway programs of study (i.e, Linked Learning). At least two pathways will be designed by each High School. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds** 5800's<br>**Cost**- $24,000 |
| **1e:** The District will administer (ICA) Interim Formative Assessments to all students in grades 2 – 11 twice per year. | Grades 2-11th | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds 5800's- $27,274<br><br>Cost TBD by the State |
| **1f:** The District will provide universal testing on the PSAT to all 10th grade students. | 10th Grade students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds 5800's- $26,034 |
| **1g:** The District will administer the STAR reading assessment to all students in grades 2 - 9. | 2-9th Grade | _X_ALL | LCFF Funds 5800's- $61,005 |

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| | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1h:** The District will administer the DIBELS Next reading assessment three times per year to all students in grades K – 5, and grades 6-8th at risk students in reading to conduct progress monitoring for students in RtI Tier II and III. | Grades K-5<br>6-8th at risk | X_ALL<br>OR:<br>_Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___6-8th at risk students in reading | 80 teachers X 3 trainings X extra duty hourly =<br>Title I<br>1100's- $8,690<br>3000's- $1,310<br><br>Printing of DIBELS booklets<br>Title I<br>5700's- $7,800 |
| **1i:** The District will refine and implement Performance Tasks in ELA and Math in grades 3 – 12 by incorporating Defined STEM. | All Schools<br>Grades 3-12th | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | **LCFF Funds**<br>5800's- $70,000 |
| **1j:** The District will provide 8-9th Grade PSAT (Readistep) testing to all 8th grade students. | 8th grade students | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | **LCFF Funds**<br>5800's-$15,908 |
| **1k**: The District will administer the CELDT to all designated English Learners. This is to cover labels and extra duty hours for teachers. | EL Students | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $49,530<br>3000's- $7,470<br>5700's- $5,000 |

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| **1l:** The District will designate a portion of the 19 elementary Instructional Support Teachers duties to focus on improving instruction for English Learners. | Elementary Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional Cost |
| **1m:** Each high school will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS). | High Schools 9th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **1n:** Each counselor will review each students' 4 year plan at the end of each semester. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **1o:** The District will establish the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. | High Schools | X_ALL<br>OR:___Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds 5700's<br>Cost- $1,000 |
| **1p:** The District will maintain 3 PBIS/At Risk High School | High Schools | __ALL | LCFF Funds-50% |

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| Counselors to identify students that are credit deficient at each grade level and monitor attendance, grades, credits and meet the requirements of AB 1802 for students in grade 10. | | OR:<br>X_Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | State Mental Health- 50%<br>1200's- $259,557<br>3000's- $81,276 |

| **LCAP Year 3**: 2017-18 Goal 1 | |
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| Expected Annual Measurable Outcomes: | 1. The District will increase the Graduation Rate by increasing student access and enrollment in all required areas of study. The graduation rate will increase to 83% based upon the 2015-16 data: The 2013-14 Graduation Rate was 80.8%<br>**State Metric:** High School Graduation Rate<br>**Local Metric**: Comparison of course enrollment by school in English, Math and Science courses.<br>2. The District will increase the A-G Completion Rate to 25% based upon the 2015-16 data: The 2013-14 A-G Completion Rate was 20.7%<br>**State Metric:** Share of students that are college and career ready.<br>Local Metric: Percent Completing UC/CSU Required Courses<br>3. The District will increase the percentage of students with an AP score of 3 or better to 40% based on the 2015-16 data: The 2013-14 Percentage of total tests with an AP score of 3 or better was 34%<br>**State Metric:** Share of students that pass Advanced Placement exams with a 3 or higher<br>4. The District will increase the EAP Ready for College Rate to 15% for ELA and 5% for Math. The 2014 EAP data was 12% for ELA and 3% for Math<br>**State Metric:** 2015 EAP test results<br>5. The District will increase the ELA CAHSEE Passing Rate to 83% based on the 2015-16 data: The 2013-14 CAHSEE Passing Rate was 79% for ELA<br>State Metric: Performance on standardized tests<br>**Local Metric:** CAHSEE ELA Passing Rate<br>6. The District will increase the Math CAHSEE Passing Rate to 87% based on the 2015-16 data: The 2013-14 CAHSEE Passing Rate was 83% for Math<br>State Metric: Performance on standardized tests<br>**Local Metric:** CAHSEE Mathematics Passing Rate<br>7. The District will increase the percentage of students scoring 4 or higher on the CELDT to 38% based on 2015-16 data: The 2013-14 percentage of students scoring 4 or higher on the CELDT was 34%<br>**Local Metric:** Percent of English Learners attaining English Proficient Level as measure by the CELDT<br>8. The District will increase the percentage of students meeting AMAO 1 to 58% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 1 was 54%<br>**Local Metric:** Percent making progress towards English Proficiency (AMAO) 1)<br>9. The District will increase the percentage of students meeting AMAO 2a to 24% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 2 less than 5 years was 22.9%<br>**Local Metric:** Percent in Cohort Attaining English Proficient Level (AMAO 2 <5 years)<br>10. The District will increase the percentage of students meeting AMAO 2b to 50% based on the 2015-16 data: The 2013-14 percentage of students meeting AMAO 2 more than 5 years was 44.9%<br>**Local Metric:** Percent in Cohort Attaining English Proficient Level (AMAO 2 >=5 years)<br>11. The District will increase the percentage of students meeting Reclassification criteria to 15% based on the 2015-16 data: The 2013-14 reclassification rate was 12.3%<br>**State Metric:** English Learner Reclassification Rate |

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| | 12. The District will increase the percentage of students scoring 1500 or higher on the SAT to 25% based on the 2015-16 data: The 2013-14 percentage of students scoring 1500 or greater on the SAT was 22.07%<br>**Local Metric:** Percentage of students scoring > or equal to 1500 on the SAT<br>13. The District will increase the percentage of students meeting 4 or more criteria on the Physical Fitness Test to 75% based on the 2015-16 data: The 2013-14 average percentage of students meeting 4 or more criteria on the PFT was 69.8%<br>**Local Metric:** Physical Fitness Test for Grade 5, 7 and 9<br>14. The District will increase the percentage of 10th grade students scoring on track for college on the PSAT to 15% based on the 2015-16 data: The 2014-15 percentage of students that are 'On Track for College and Career Ready' was 10.8%<br>**Local Metric:** Percentage of students scoring 'On Track for College and Career Ready' on the PSAT<br>15. CAASPP Participation and Proficiency Rate: The rate for CAASPP has not been determined. Baseline data to be established in 2015-16.<br>**Local Metric:** STAR/CAASPP ELA and Math Proficient or Advanced<br>16. CTE Completion Rate. The District will increase the percentage of students enrolled in a CTE sequence from 1,800 to 2,000<br>**Local Metric:** Percent completing a CTE Course Sequence |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **1a:** Each comprehensive high school will implement their AP Plan that will outline what actions are being taken to increase enrollment in AP courses, increase the number of students taking the exam and increase the number of students scoring 3 or better. | All high school students eligible and enrolled in an AP course | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional cost |
| **1b:** The District will pay for the AP exam(s) for all qualifying students. Students qualifying for a waiver will have their reduced fees paid for by the District. | All high school students eligible for AP testing | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds 5800's- $70,000 |
| **1c**: Each high school will administer the practice CAHSEE to all 9th grade students during the first 30 days of school. | High School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |
| **1d**: Each High School will have defined pathway programs | High Schools | _X_ALL | LCFF Funds |

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| of study (i.e, Linked Learning) that defines the program for each school (example- STEM School, Health & Humanities School) | | OR:<br>X_Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 5800's- $24,000 |
| **1e:** The District will administer (ICA) Interim Formative Assessments to all students in grades 2 – 11 twice per year. | Grades 2-11th | _X_ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $27,274<br><br>Actual Cost TBD by the State |
| **1f:** The District will provide universal testing on the PSAT to all 10th grade students. | 10th Grade students | _X_ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $26,034 |
| **1g:** The District will administer the STAR reading assessment to all students in grades 2 - 9. | 2-9th Grade | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $61,005 |
| **1n:** The District will administer the DIBELS Next reading assessment three times per year to all students in grades K – 5 and grades 6-8th students at risk in reading conduct progress monitoring for students in RtI Tier II and III. | Grades K-5<br>6-8th at risk | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_6-8th at risk in reading<br>_____ | 80 teachers X 3 trainings X extra duty hourly = Title I<br>1100's- $8,690<br>3000's- $1,310<br><br>Printing of DIBELS booklets Title I<br>5700's- $7,800 |
| **1i:** The District will refine and implement Performance Tasks in ELA and Math in grades 3 – 12 by incorporating Defined STEM Program. | All Schools<br>Grades 3-12th | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>5800's- $70,000 |

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| **1j:** The District will provide 8-9th Grade PSAT (Readistep) testing to all 8th grade students. | 8th grade students | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>5800's-$15,908 |
| **1k:** The District will administer the CELDT to all designated English Learners. This is to cover labels and extra duty hours for teachers. | EL Students | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $49,530<br>3000's- $7,470<br>5700's- $5,000 |
| **1l:** The District will designate a portion of the 19 elementary Instructional Support Teachers duties to focus on improving instruction for English Learners. | Elementary Schools | __ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional Cost |
| **1m:** Each high school will ensure that all 9th grade students have a 4 year plan as developed in the Student Information System (SIS). | High Schools 9th Grade | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **1n:** Each counselor will review each students' 4 year plan at the end of each semester. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **1o:** The District will establish the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. | High Schools | X_ALL<br>OR:___Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5700's<br>Cost- $1,000 |

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| **1p:** The District will maintain 3 PBIS/At Risk High School Counselors to identify students that are credit deficient at each grade level and monitor attendance, grades, credits and meet the requirements of AB 1802 for students in grade 10. These counselors will assist with PBIS site implementation. | High Schools | __ALL<br><br>OR:<br>_X_Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds-50%<br>State Mental Health- 50%<br>1200's- $259,557<br>3000's- $81,276 |

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| GOAL 2: | **Instruction:**<br>All Rialto USD schools will ensure all students will receive high quality initial grade level instruction in all core areas – English, Mathematics, Science and Social Studies. | Related State and/or Local Priorities:<br>1__ 2_X 3__4_X_ 5__ 6__ 7_X_ 8_X_<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need : | Based on the expected annual measurable outcomes, the District has identified gaps within our instructional program that need to be improved: graduation rate, low A-G completion rate, increase the percentage of students with an AP score of 3 or better, increase CAHSEE passing rate in ELA and Math, increase the percentage of students scoring 4 or higher on the CELDT, increase the percentage of students meeting AMAO 1 and 2. The District recognizes that specific actions and services need to be implemented to improve our overall instruction. | |
| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All | |

**LCAP Year 1:** 2015-16

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| Expected Annual Measurable Outcomes: | 1. The total number of AP courses will increase by 2%. For 2014-15 school year the district offered 96 AP courses.<br>**Local Metric:** Total number of AP courses as determined by master schedule<br>2. All school offering AVID will meet at least 10/11 AVID Essentials.<br>**Local Metric:** AVID Annual Report provided by SBCSS<br>3. The District will expand AVID to one pilot elementary school.<br>**Local Metric:** Number of grade levels participating in AVID at the elementary school.<br>4. The total number of Honors courses will increase by 2%. For the 2014-15 school year the district offered 94 HP courses.<br>**Local Metric:** Total number of HP courses as determined by master schedule<br>5. The percentage of students scoring a C or better in an Honors course will increase by 2%.<br>**Local Metric:** Mark Distribution Report to be prepared at the end of the 2014/15 school year to establish baseline.<br>6. The percentage of students taking a year 4 of Mathematics will increase by 2%.<br>**Local Metric:** Transcript analysis to be completed at the end of the 2014/15 school year to establish baseline.<br>7. The percentage of students completing a year 3 of Science will increase by 2%.<br>**Local Metric:** Transcript analysis to be completed at the end of the 2014/15 school year to establish baseline.<br>8. The percentage of students completing the Senior Survey will increase from 91% to 93%<br>**Local Metric:** Senior Survey completion rate as determined by the total number of grade 12 students<br>9. The percentage of students scoring "met" or higher on the Smarter Balanced Interim Cumulative Assessment will be established. Baseline data to be determined during 2015-16 school year.<br>**State Metric:** Smarter Balanced Interim Cumulative Assessments<br>10. The percentage of students in grades 5, 8 and 10 scoring proficient or advanced on the Science CST/CMA/CAPA will increase by 5%. The 2013-14 percentage for 5th grade was 54%, 8th grade was 63% and 10th grade was 47%<br>**State Metric:** STAR/CAASPP Science Proficient or Advanced<br>11. The District will ensure that all math and English courses will be aligned to Common Core State Standards<br>**Local Metric**: Listing of Math and English courses and alignment to Common Core State Standards. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **2a:** Each comprehensive high school will increase the number of Advanced Placement course offerings.<br><br>Linked the training of additional AP teachers during summer under professional learning goal. | High Schools | _X_ALL Comprehensive High Schools<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **2b:** The District will provide appropriate staffing to implement the Middle College High School Program for identified students to provide an opportunity to earn college credits while completing the high school graduation requirements. | Identified High School Students that qualify for the Middle College | _X_ALL qualified students<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $200,125<br>1200's- $42,427<br>2400s- $49,100<br>3000's- $107,244<br>4300's- $26,500<br>4400's- $35,000<br>5200- $2,000 |
| **2c:** All Rialto USD secondary schools will provide at least one section of AVID for each grade level.<br><br>Rialto USD will provide up to 50 hours of extra duty pay for the AVID coordinator at each middle school and 70 hours for each high school. | Middle and High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds,<br>1100's- $19,253<br>3000's- $2,903 |
| **2d:** The District will research and plan for expanding the AVID program to additional elementary schools. | Elementary Schools | _X_ALL elementary<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **2e:** The District will retain two full time general education support providers to support BTSA teachers. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900's- $186,116<br>3000's- $52,479 |
| **2f:** The District will hire one full time Special Education | All Schools | X_ALL | LCFF Funds |

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| support provider to support Special Education BTSA Teachers. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1900's- $80,863<br>3000's- $26,239 |
| **2g:** Each high school will develop and implement a school wide CAHSEE plan to increase the number of students passing the exam.<br><br>This plan will inlude the CAHSEE 9th grade practice in order to provide support classes, practice or study sessions using blended learning and the APEX CAHSEE library. | High Schools 9th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost. (Included in Goal 1 at no cost) |
| **2h:** The District will plan/design industry-themed pathways programs of study incorporating the four components (rigorous academics, technical skills, work-based learning, and the personalized supports) of Linked Learning at the high school level. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost<br><br>(Cost reflected in Goal 1 $24,000) |
| **2i:** The District will provide additional Common Core State Standards materials to support TK-12 instruction. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's- $150,000 |
| **2j:** The District will continue to develop and refine grade level (K-12) pacing guides in ELA, Math, Science (NGSS) and Social Studies to align to the CCSS. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $86,895<br>3000's- $13,105 |
| **2k:** The District will provide necessary materials to deliver the Sheltered Instruction Observation Protocol (SIOP) to designated teachers at the secondary level. | Middle and High Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's<br>Cost- $11,000 |
| **2l:** The District will continue to provide for English Learner | English | __ALL | |

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| Instructional Strategists, 1 at each comprehensive high school. | Learners | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900's- $658,025<br>3000's- $184,546 |
| **2m:** The District will continue to provide for 46 bilingual instructional assistants to support English Learners. | English Learners | __ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2100's- $424,804<br>3000's- $64,070 |
| **2n:** The District will research,plan and purchase materials for the implementation of Dual Language Immersion at 4 elementary, 1 middle and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). | Feeder Schools: Boyd, Kelley, Morris, Garcia, Jehue Middle, and Rialto High School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4200's- $150,000 |
| **2o:** All 7th through 12th ELA teachers will incorporate a minimum of one ERWC unit per quarter as replacement to the standard core curriculum. | 7th – 12th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **2p:** The District will continue to provide Goalbook to assist educators working with specialized education to vary the level of support. | Special Education at all schools | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Special Education | LCFF Funds<br>5800's- $ 61,098 |
| **2q:** The District will align support classes for English Learners with core classes at the secondary level using strategies appropriate to English Learners | Grades 6-12 | __ALL<br>OR:<br>__Low Income pupils __X English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_ | LCFF Funds<br>1100's- $5,214<br>3000's- $786 |
| **2r:** The District will replace non-repairable music instruments at all levels | All schools | _X ALL | **LCFF Funds**<br>4300's- $ 75,000 |

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| | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_ | |

| **LCAP Year 2**: 2016-17 Goal 2 | |
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| Expected Annual Measurable Outcomes: | 1. The total number of AP courses will increase by 2%. For 2014-15 school year the district offered 96 AP courses.<br>**Local Metric:** Total number of AP courses as determined by master schedule<br>2. All school offering AVID will meet at least 10/11 AVID Essentials.<br>**Local Metric:** AVID Annual Report provided by SBCSS<br>3. The District will expand AVID to one additional pilot elementary school.<br>**Local Metric:** Number of elementary grade levels offering AVID courses<br>4. The total number of Honors courses will increase by 2%. For the 2014-15 school year the district offered 94 HP courses.<br>**Local Metric:** Total number of HP courses as determined by master schedule<br>5. The percentage of students scoring a C or better in an Honors course will increase by 2%.<br>**Local Metric:** Mark Distribution Report to be prepared at the end of the 2014/15 school year to establish baseline.<br>6. The percentage of students taking a year 4 of Mathematics will increase by 2%.<br>**Local Metric:** Transcript analysis to be completed at the end of the 2014/15 school year to establish baseline.<br>7. The percentage of students completing a year 3 of Science will increase by 2%.<br>**Local Metric:** Transcript analysis to be completed at the end of the 2014/15 school year to establish baseline.<br>8. The percentage of students completing the Senior Survey will increase to 90%<br>**Local Metric:** Senior Survey completion rate as determined by the total number of grade 12 students<br>9. The percentage of students scoring "met" or higher on the Smarter Balanced Interim Cumulative Assessment will be established. Baseline data to be determined during 2015-16 school year.<br>**State Metric:** Smarter Balanced Interim Cumulative Assessments<br>10. The percentage of students in grades 5, 8 and 10 scoring proficient or advanced on the Science CST/CMA/CAPA will increase by 5%. The 2013-14 percentage for 5th grade was 54%, 8th grade was 63% and 10th grade was 47%<br>**State Metric:** STAR/CAASPP Science Proficient or Advanced<br>11. The District will ensure that all Math, English and elementary and middle school science courses will be aligned to Common Core State Standards<br>**Local Metric**: Listing of Math, English, elementary and middle school courses and alignment to Common Core State Standards. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **2a:** Each comprehensive high school will increase the number of Advanced Placement course offerings.<br><br>Linked the training of additional AP teachers during summer under professional learning goal. | High Schools | _X_ALL Comprehensive High Schools<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **2b:** The District will provide appropriate staffing to implement | Identified | _X_ALL qualified students | LCFF Funds |

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| the Middle College High School Program for identified students to provide an opportunity to earn college credits while completing the high school graduation requirements. | High School Students that qualify for the Middle College | OR:<br>__Low Income pupils __English LearnersCourses<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100's- $200,125<br>1200's- $42,427<br>2400s- $49,100<br>3000's- $107,244<br>4300's- $26,500<br>4400's- $35,000<br>5200- $2,000 |
| **2c:** All Rialto USD secondary schools will provide at least one section of AVID for each grade level.<br><br>Rialto USD will provide up to 50 hours of extra duty pay for the AVID coordinator at each middle school and 70 hours for each high school. | Middle and High Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds,<br>1100's- $19,253<br>3000's- $2,903 |
| **2d:** The District will continue expanding the AVID program to additional elementary schools. | Elementary Schools | _X_ALL elementary<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds,<br>1100's- $34,758<br>3000's- $5,242 |
| **2e:** The District will retain two full time general education support providers to support BTSA teachers. | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900's- $186,116<br>3000's- $52,479 |
| **2f:** The District will retain one full time Special Education support provider to support Special Education BTSA Teachers. | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900's- $80,863<br>3000's- $26,239 |

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| **2g:** Each high school will implement their school wide CAHSEE plan to increase the number of students passing the exam.<br><br>This plan will inlude the CAHSEE 9th grade practice in order to provide support classes, practice or study sessions using blended learning and the APEX CAHSEE library. | High Schools 9th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **2h:** The District will develop project based learning (PBL) units and lessons for industry-themed pathway of study incorporating the four components of Linked Learning at the high school level. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost<br><br>(Cost reflected in Goal 1 $24,000) |
| **2i:** The District will provide additional Common Core State Standards materials to support TK-12 instruction. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's- $150,000 |
| **2j:** The District will continue to develop and refine grade level (K-12) pacing guides in ELA, Math, Science (NGSS) and Social Studies to align to the CCSS. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $86,895<br>3000's- $13,105 |
| **2k:** The District will provide necessary materials to deliver the Sheltered Instruction Observation Protocol (SIOP) to designated teachers at the secondary level. | Middle and High Schools | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's<br>Cost- $11,000 |
| **2l:** The District will retain English Learner Instructional Strategists. 4 District level strategists and 1 at each comprehensive high school. | District level & High School English Learners | __ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __Redesignated fluent English proficient | LCFF Funds<br>1900's- $658,025<br>3000's- $184,546 |

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| | | __Other Subgroups:(Specify)_____ | |
| **2m:** The District will retain 46 bilingual instructional assistants to support English Learners. | English Learners | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2100's- $424,804<br>3000's- $64,070 |
| **2n**: The District will begin to implement a Dual Immersion Program over a three year period at 4 elementary schools. The District will purchase additionally needed Primary Language Materials to support Dual Immersion classes. | Feeder Schools: 4 elementary (Morris, Boyd, Garcia Kelley), 1 middle (Jehue) and 1 high school (RHS) | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>4200's- $150,000 |
| **2o:** All 7th through 12th ELA teachers will continue to incorporate a minimum of one ERWC unit per quarter as replacement to the standard core curriculum. | 7th – 12th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__Special Education _____ | No Additional Cost |
| **2p:** The District will continue to provide Goalbook to assist educators working with specialized education to vary the level of support. | Special Education at all schools | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__Special Education _____ | LCFF Funds<br>5800's- $ 61,098 |
| **2q:** The District will continue to align support classes for English Learners with core classes at the secondary level using strategies appropriate to English Learners | Grades 6-12 | __ALL<br>OR:<br>__Low Income pupils __XEnglish Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_ | LCFF Funds<br>1100's- $5,214<br>3000's- $786 |
| **2r:** The District will replace non-repairable music instruments | All Schools | X_ALL | LCFF Funds |

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| at all levels. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 5800's- $ 25,000 |

| **LCAP Year 3**: 2017-18 Goal 2 | | | |
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| Expected Annual Measurable Outcomes: | 1. The total number of AP courses will increase by 2%. For 2014-15 school year the district offered 96 AP courses.<br>**Local Metric:** Total number of AP courses as determined by master schedule<br>2. All school offering AVID will meet at least 10/11 AVID Essentials.<br>**Local Metric:** AVID Annual Report provided by SBCSS<br>3. The District will expand AVID to one additional pilot elementary school.<br>**Local Metric:** Number of elementary grade levels offering AVID courses<br>4. The total number of Honors courses will increase by 2%. For the 2014-15 school year the district offered 94 HP courses.<br>**Local Metric:** Total number of HP courses as determined by master schedule<br>5. The percentage of students scoring a C or better in an Honors course will increase by 2%.<br>**Local Metric:** Mark Distribution Report to be prepared at the end of the 2014/15 school year to establish baseline.<br>6. The percentage of students taking a year 4 of Mathematics will increase by 2%.<br>**Local Metric:** Transcript analysis to be completed at the end of the 2014/15 school year to establish baseline.<br>7. The percentage of students completing a year 3 of Science will increase by 2%.<br>**Local Metric:** Transcript analysis to be completed at the end of the 2014/15 school year to establish baseline.<br>8. The percentage of students completing the Senior Survey will increase to 90%<br>**Local Metric:** Senior Survey completion rate as determined by the total number of grade 12 students<br>9. The percentage of students scoring "met" or higher on the Smarter Balanced Interim Cumulative Assessment will be established. Baseline data to be determined during 2015-16 school year.<br>**State Metric:** Smarter Balanced Interim Cumulative Assessments<br>10. The percentage of students in grades 5, 8 and 10 scoring proficient or advanced on the Science CST/CMA/CAPA will increase by 5%. The 2013-14 percentage for 5th grade was 54%, 8th grade was 63% and 10th grade was 47%<br>**State Metric:** STAR/CAASPP Science Proficient or Advanced<br>11. The District will ensure that all Math, English and all science courses will be aligned to Common Core State Standards<br>**Local Metric**: Listing of Math, English, elementary and all science courses and alignment to Common Core State Standards. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| **2a:** Each comprehensive high school will increase the number of Advanced Placement course offerings.<br><br>Linked the training of additional AP teachers during summer under professional learning goal. | High Schools | _X_ALL Comprehensive High Schools<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **2b:** The District will retain appropriate staffing to implement the Middle College High School Program for identified students to provide an opportunity to earn college credits while completing the high school graduation requirements. | Identified High School Students that qualify for the Middle | _X_ALL qualified students<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | LCFF Funds<br>1100's- $200,125<br>1200's- $42,427<br>2400s- $49,100<br>3000's- $107,244 |

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| | College | __Other Subgroups:(Specify)_____ | 4300's- $26,500<br>4400's- $35,000<br>5200- $2,000 |
| **2c:** All Rialto USD secondary schools will provide at least one section of AVID for each grade level.<br><br>Rialto USD will provide up to 50 hours of extra duty pay for the AVID coordinator at each middle school and 70 hours for each high school. | Middle and High Schools | _X__ ALL Middle and High Schools<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds,<br>1100's- $19,253<br>3000's- $2,903 |
| **2d:** The District will continue to research and plan for expanding<br>the AVID program to additional elementary schools. | Elementary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth ___Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | No Additional Cost |
| **2e:** The District will retain two full time general education support providers to support BTSA teachers. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900's- $186,116<br>3000's- $52,479 |
| **2f:** The District will retain one full time Special Education support provider to support Special Education BTSA Teachers. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900's- $80,863<br>3000's- $26,239 |
| **2g:** Each high school will implement their school wide CAHSEE plan to increase the number of students passing the exam.<br><br>This plan will inlude the CAHSEE 9th grade practice in order to provide support classes, practice or study sessions using blended learning and the APEX CAHSEE library. | High Schools 9th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **2h:** The District will develop project based learning (PBL) | High Schools | _X_ALL | No Additional |

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| units and lessons for industry-themed pathway of study incorporating the four components of Linked Learning at the high school level. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost<br><br>(Cost reflected in Goal 1 $24,000) |
| **2i:** The District will provide additional Common Core State Standards materials to support TK-12 instruction. | All Schools | _X_ALL<br><br>OR<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>4200's- $150,000 |
| **2j:** The District will continue to develop and refine grade level (K-12) pacing guides in ELA, Math, Science (NGSS) and Social Studies to align to the CCSS. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $86,895<br>3000's- $13,105 |
| **2k:** The District will provide necessary materials to deliver the Sheltered Instruction Observation Protocol (SIOP) to designated teachers at the secondary level. | Middle and High Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's<br>Cost- $11,000 |
| **2l:** The District will rentain English Learner Instructional Strategists. 4 District level strategists and 1 at each comprehensive high school. | All Schools | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1900's- $242,031<br>3000's- $78,635 |
| **2m:** The District will retain 46 bilingual instructional assistants to support English Learners. | All Schools | __ALL | LCFF Funds<br>2100's- $424,804 |

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| | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 3000's- $64,070 |
| **2n:** The District will continue to implement Dual Language Immersion at 4 elementary schools, 1 middle school and 1 high school. (Boyd, Kelley, Morris, Garcia, Jehue and Rialto High School). The District will purchase additionally needed Primary Language Materials to support Dual Immersion classes. | Feeder Schools: Boyd, Kelley, Morris, Garcia, Jehue Middle, and Rialto High School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>4200's- $150,000 |
| **2o:** All 7th through 12th ELA teachers will continue to incorporate a minimum of one ERWC unit per quarter as replacement to the standard core curriculum. | 7th – 12th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **2p:** The District will continue to provide Goalbook to assist educators working with specialized education to vary the level of support. | All Schools | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_XOther Subgroups:(Specify)__Special Education_ | No Additional Cost |
| **2q:** The District will continue to align support classes for English Learners with core classes at the secondary level using strategies appropriate to English Learners | Grades 6-12 | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $5,214<br>3000's- $786 |
| **2r:** The District will replace non-repairable music instruments at all levels. | All Schools | X_ALL | LCFF Funds<br>4300's- $25,000 |

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| | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_____ _____ |

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| GOAL 3: | **Intervention:**<br>All Rialto USD schools will provide timely systematic interventions for all students not meeting grading level expectations. | Related State and/or Local Priorities:<br>1__ 2_X_ 3__ 4_X 5_X_ 6__ 7_X_ 8_X_<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need : | Based on the expected annual measurable outcomes, the District is not meeting the academic needs of all students. The District continues to identify specific students not meeting grade level expectations and students who are not on track to graduate. Our District recognizes that a systematic Response to Intervention system needs to be created and implemented District-wide. Specific actions and services related to CAHSEE and graduation rate need to be implemented to close the identified gaps: graduation rate at 80.8%, low A-G completion rate, increase the percentage of students with an AP score of 3 or better, increase CAHSEE passing rate in ELA and Math, increase the percentage of students scoring 4 or higher on the CELDT, increase the percentage of students meeting AMAO 1 and 2. | |
| Goal Applies to: | Schools: All Schools<br>Applicable Pupil Subgroups: Below grade level and at risk students | |

**LCAP Year 1:** 2015-16

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| Expected Annual Measurable Outcomes: | 1. The District will decrease the number of students that are credit deficient each semester as measured by the Graduation Credit Report. Baseline data will be established at the end of the 2014/15 school year.<br>**Local Metric:** Graduation Credit Report from Synergy<br>2. The District will increase the percentage of students reading at or above benchmark in grade 3 to 65% as measured by the DIBELS Benchmark Report: For 2014-15, the percentage of students reading at or above benchmark for grade 3 was 62%.<br>**Local Metric:** DIBELS Benchmark Report<br>3. The District will increase the percentage of students reading 50th percentile or greater to 35% as measured by the STAR Reading Report: For 2014-15, the percentage of students reading 50th percentile or greater as measured by STAR was 28%<br>**Local Metric:** STAR Consolidated Report<br>4. The District will increase the percentage of students scoring proficient on the First in Math Just the Facts (JFT) 100 by 2%. For 2014-15, the percentage of students in grade 3-8 that are proficient or higher was 68.2% (5,321 students).<br>**Local Metric:** First in Math Just the Facts (JTF) 100<br>5. The District will increase the percentage of students scoring proficient or higher on the First in Math What Do You Know (WDYK) TBD. The baseline data will be determined at the end of the 2014/15 school year.<br>**Local Metric:** First in Math What Do You Know (WDYK)<br>6. The percentage of students scoring a D or F will decrease by 5%. Baseline data to be determined at the end of the 2014/15 school year.<br>**Local Metric:** Mark Distribution Report from Synergy<br>7. The percentage of students scoring “below and approaching” on the Smarter Balanced Interim Cumulative Assessments. |

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| | Baseline data will be established during the 2015-16 school year.<br>**State Metric:** Smarter Balanced Interim Cumulative Assessments<br>8. The total number of students who qualify for SES tutoring will decrease by 5%.<br>**Local Metric:** SES Tutoring enrollment report<br>9. The total number of students who qualify for summer school will decrease by 5%.<br>**Local Metric:** Summer school enrollment report |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **3a:** Each high school will provide CAHSEE study sessions for all eligible 10th grade students prior to the census CAHSEE each February as outlined in site CAHSEE plan. | 10th Grade | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $3,000<br>3000s- $452 |
| **3b:** Each secondary school will administer the ALEKS Diagnostic in grades 6 and 10 to identify students that are not meeting grade level expectations to pass the CAHSEE. | Middle and High Schools 6th and 10th Grade | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3c:** K-8th The District will use SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for students below grade level and at risk in reading foundational skills. SIPPS will be used for students in grades K - 8. | K-8th Grade | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>4300s- $236,000 |
| **3d:** The District will continue to provide First in Math for all students in grades 1 – 5 and special education students at the middle school. | Elementary Schools 1st – 5th Grade<br>Middle Schools Special Education Students | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_XOther Subgroups:(Specify)__Special Education __ | Title I<br>5800s- $98,864 |

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| **3e:** The District will provide ALEKS for all students in grades 6 - 11 and administer the pre and post test to inform instruction and students' readiness and gaps in mathematics. | Middle Schools Special Education Students Middle and High Schools $6^{th}$ – $11^{th}$ Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds 5800s Cost- $171,000 |
| **3f:** Each high school PBIS/at risk counselor will enroll students that are credit deficient at each grade level into APEX. Credit dificient who are students who are deficient ten or more credits. | High School Students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient _<br>__Other Subgroups:(Specify)_____ | Title I 5800s Cost- $79,000 |
| **3g:** The District will offer extended learning opportunities for students that are credit deficient at each grade level which will include online classes and summer school. | High School Credit Deficient Students | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3h:** The District will develop and implement Response to Intervention (RtI) in reading and math by grade level spans for all schools. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3i:** The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT). | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3j:** The elementary 19 Instructional Support Teachers based on student outcome data will provide targeted Tier 3 intervention in the areas of ELA and/or Mathematics as part of their assigned duties to students defined by ed code 42238.01 and ed code 52052. | All Elementary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional Cost |

| **LCAP Year 2**: 2016-17 Goal 3 | | | |
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| Expected Annual Measurable Outcomes: | 1. The District will decrease the number of students that are credit deficient each semester as measured by the Graduation Credit Report. Baseline data will be established at the end of the 2014/15 school year.<br>**Local Metric:** Graduation Credit Report from Synergy<br>2. The District will increase the percentage of students reading at or above benchmark in grade 3 to 68% as measured by the DIBELS Benchmark Report: For 2014-15, the percentage of students reading at or above benchmark for grade 3 was 62%.<br>**Local Metric:** DIBELS Benchmark Report<br>3. The District will increase the percentage of students reading 50th percentile or greater to 40% as measured by the STAR Reading Report: For 2014-15, the percentage of students reading 50th percentile or greater as measured by STAR was 28%<br>**Local Metric:** STAR Consolidated Report<br>4. The District will increase the percentage of students scoring proficient on the First in Math Just the Facts (JFT) 100 by 2%. For 2014-15, the percentage of students in grade 3-8 that are proficient or higher was 68.2% (5,321 students).<br>**Local Metric:** First in Math Just the Facts (JTF) 100<br>5. The District will increase the percentage of students scoring proficient or higher on the First in Math What Do You Know (WDYK) TBD. The baseline data will be determined at the end of the 2014/15 school year.<br>**Local Metric:** First in Math What Do You Know (WDYK)<br>6. The percentage of students scoring a D or F will decrease by 5%. Baseline data to be determined at the end of the 2014/15 school year.<br>**Local Metric:** Mark Distribution Report from Synergy<br>7. The percentage of students scoring "below and approaching" on the Smarter Balanced Interim Cumulative Assessments. Baseline data will be established during the 2015-16 school year.<br>**State Metric:** Smarter Balanced Interim Cumulative Assessments<br>8. The total number of students who qualify for SES tutoring will decrease by 5%.<br>**Local Metric:** SES Tutoring enrollment report<br>9. The total number of students who qualify for summer school will decrease by 5%.<br>**Local Metric:** Summer school enrollment report | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| **3a:** Each high school will provide CAHSEE study sessions for all eligible 10th grade students prior to the census CAHSEE each February as outlined in site CAHSEE plan. | 10th Grade | _X_ ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $3,000<br>3000s- $452 |

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| **3b:** Each secondary school will administer the ALEKS Diagnostic in grades 6 and 10 to identify students that are not meeting grade level expectations to pass the CAHSEE. | Middle and High Schools 6th and 10th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3c:** The District will use SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for students below grade level on reading foundational skills. SIPPS will be used for students in grades K - 8. | K-8th Grade | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_____ | Title I<br>4300s- $236,000 |
| **3d:** The District will continue to provide First in Math for all students in grades 1 – 5 and special education students at the middle school. | Elementary Schools 1st – 5th Grade Middle Schools Special Education Students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800s- $98,864 |
| **3e:** The District will continue to provide ALEKS for all students in grades 6 - 11 and administer the pre and post test to inform instruction and students' readiness and gaps in mathematics. | Middle and High Schools 6th – 11th Grade | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s<br>Cost- $171,000 |
| **3f:** Each high school PBIS/at risk counselor will enroll students that are credit deficient at each grade level into APEX. Credit dificient who are students who are deficient ten or more credits. | High School Students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800s<br>Cost- $79,000 |
| **3g:** The District will offer extended learning opportunities for | High School | X__ALL | No Additional |

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| students that are credit deficient at each grade level which will include online classes and summer school. | Credit Deficient Students | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost |
| **3h:** The District will develop and implement Response to Intervention (RtI) in reading and math by grade level spans for all schools. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3i:** The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT). | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3j:** The elementary 19 Instructional Support Teachers based on student outcome data will provide targeted Tier 3 intervention in the areas of ELA and/or Mathematics as part of their assigned duties. | All Elementary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional Cost |
| **3k:** The Disrict will administer both the pre and post test to all students grades 1-5 for both Just The Facts (JTF) 100 and What Do You Know (WDYK) to determine to inform instruction and students' readiness and gaps in mathematics. | Elementary Schools 1 - 5th Grade | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_At Risk students | No additional Cost |

| **LCAP Year 3**: 2017-18 Goal 3 | | | |
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| Expected Annual Measurable Outcomes: | 1. The District will decrease the number of students that are credit deficient each semester as measured by the Graduation Credit Report. Baseline data will be established at the end of the 2014/15 school year.<br>**Local Metric:** Graduation Credit Report from Synergy<br>2. The District will increase the percentage of students reading at or above benchmark in grade 3 to 70% as measured by the DIBELS Benchmark Report: For 2014-15, the percentage of students reading at or above benchmark for grade 3 was 62%.<br>**Local Metric:** DIBELS Benchmark Report<br>3. The District will increase the percentage of students reading 50th percentile or greater to 45% as measured by the STAR Reading Report: For 2014-15, the percentage of students reading 50th percentile or greater as measured by STAR was 28%<br>**Local Metric:** STAR Consolidated Report<br>4. The District will increase the percentage of students scoring proficient on the First in Math Just the Facts (JFT) 100 by 2%. For 2014-15, the percentage of students in grade 3-8 that are proficient or higher was 68.2% (5,321 students).<br>**Local Metric:** First in Math Just the Facts (JTF) 100<br>5. The District will increase the percentage of students scoring proficient or higher on the First in Math What Do You Know (WDYK) TBD. The baseline data will be determined at the end of the 2014/15 school year.<br>**Local Metric:** First in Math What Do You Know (WDYK)<br>6. The percentage of students scoring a D or F will decrease by 5%. Baseline data to be determined at the end of the 2014/15 school year.<br>**Local Metric:** Mark Distribution Report from Synergy<br>7. The percentage of students scoring "below and approaching" on the Smarter Balanced Interim Cumulative Assessments. Baseline data will be established during the 2015-16 school year.<br>State Metric: Smarter Balanced Interim Cumulative Assessments<br>8. The total number of students who qualify for SES tutoring will decrease by 5%.<br>**Local Metric:** SES Tutoring enrollment report<br>9. The total number of students who qualify for summer school will decrease by 5%.<br>**Local Metric:** Summer school enrollment report | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| **3a:** Each high school will provide CAHSEE study sessions for all eligible 10th grade students prior to the census CAHSEE each February as outlined in site CAHSEE plan. | 10th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $3,000<br>3000s- $452 |
| **3b:** Each secondary school will administer the ALEKS | Middle and | _X_ALL | No Additional |

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| Diagnostic in grades 6 and 10 to identify students that are not meeting grade level expectations to pass the CAHSEE. | High Schools 6th and 10th Grade | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost |
| **3c:** The District will use SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for students below grade level on reading foundational skills. SIPPS will be used for students in grades K - 8. | K-8th Grade | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_____ | Title I<br>4300s- $100,000 |
| **3d:** The District will continue to provide First in Math for all students in grades 1 – 5 and special education students at the middle school. | Elementary Schools 1st – 5th Grade Middle Schools Special Education Students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800s- $98,864 |
| **3e:** The District will provide ALEKS for all students in grades 6 - 11 and administer the pre and post test to inform instruction and students' readiness and gaps in mathematics. | Middle and High Schools 6th – 11th Grade | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800s- $171,000 |
| **3f:** Each high school PBIS/at risk counselor will enroll students that are credit deficient at each grade level into APEX. Credit dificient who are students who are deficient ten or more credits. | High School Students | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)__credit deficient students | Title I<br>5800s- $79,000 |
| **3g:** The District will offer extended learning opportunities for | High School | X_ALL | No Additional |

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| students that are credit deficient at each grade level which will include online classes and summer school. | Credit Deficient Students | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_____ | Cost |
| **3h:** The District will develop and implement Response to Intervention (RtI) in reading and math by grade level spans for all schools. | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3i:** The District will provide attendance intervention through Student Truancy Reduction and Intervention Team (STRAIT). | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **3j:** The elementary 19 Instructional Support Teachers based on student outcome data will provide targeted Tier 3 intervention in the areas of ELA and/or Mathematics as part of their assigned duties. | All Elementary Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_____ | No additional Cost |
| **3k:** The District will administer both the pre and post test to all students in grades 1 - 5 for both Just The Facts (JTF) 100 and What Do You Know (WDYK) to determine to inform instruction and students' readiness and gaps in mathematics. | Elementary Schools<br>$1^{st}$ – $5^{th}$ Grade | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_At Risk students | No Additional Cost |

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| GOAL 4: | **Professional Learning**:<br>Rialto USD will promote a professional learning community that creates a culture of continuous improvement geared toward student achievement. | Related State and/or Local Priorities:<br>1__ 2_X_ 3X_ 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify<br>_____ |
| Identified Need : | In order to implement the Common Core State Standards the District recognizes the need for quality professional development to improve the planning and delivery of instruction. These professional development opportunities need to focus on research based instructional strategies, professional practices and programs that impact various areas of student achievement. | |
| Goal Applies to: | Schools: All Schools | |
| | Applicable Pupil Subgroups: All Subgroups | |

**LCAP Year 1:** 2015-16

**Expected Annual Measurable Outcomes:**

1. 80% of all classroom teachers will be trained in Accountable Talk as measured by My Learning Plan.

**Local Metric:** Number of staff trained as determined by reports from My Learning Plan

2. 80% of all classroom teachers will be trained in Close and Critical Reading as measured by My Learning Plan.

**Local Metric:** Number of staff trained as determined by reports from My Learning Plan

3. 80% of all elementary teachers and all secondary math teachers will be trained in the Math Practices as measured by My Learning Plan.

**Local Metric:** Number of staff trained as determined by reports from My Learning Plan

4. 80% of all elementary teachers and all secondary ELA, Science and History/Social Studies teachers will be trained in writing across the curriculum and 6+1 Traits

**Local Metric:** Number of staff trained as determined by reports from My Learning Plan

5. The percentage of teachers trained in Accountable Talk, Close and Critical Reading, Math Practices and Writing that rank their experience as a 4 or higher based on the Professional Development Survey will increase by 5%. Baseline data to be determined at the end of the 2014/15 school year.

**Local Metric:** Professional Development Training Survey results

6. 80% of all classroom teachers will demonstrate implementation of Accountable Talk as measured by the Edivate walk through form.

**Local Metric:** Edivate walk through form Section 4; Items 2, 3

7. 80% of all classroom teachers will demonstrate implementation of Close and Critical Reading strategies as measured by the Edivate walk through form.

**Local Metric:** Edivate walk through form Section 2; Items 2, 3

8. 80% of all elementary teachers and all secondary math teachers will demonstrate implementation of the Mathematical Practices as measured by the Edivate walk through form.

**Local Metric:** Edivate walk through form Section 5; Items 1, 2, 3

9. 80% of all elementary teachers and all secondary ELA, Science and History/Social Studies teachers will demonstrate implementation of writing strategies as measured by the Edivate walk through form.

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| | **Local Metric:** Edivate walk through form Section 3; Items 1, 2, 3<br>10. The percentage of parents taking District offered workshops and classes and graduating from the Parent Involvement courses will increase by 10%.<br>**Sate Metric:** Promotion of Parent Participation<br>**Local Metric**: 10% increase of parent involvement and parents participating in District offered courses, and graduating from the Parent University and Parent Safety courses. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **4a:** The District will provide the opportunity for secondary AP teachers to attend training offered through the College Board. | High Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Title II<br>1100's- $17,379<br>3000's- $2,621 |
| **4b:** All Rialto USD secondary schools and one elementary school will send a team to AVID training through the summer institute.<br><br>All AVID site coordinators will attend the county training which occur at least three times per year. | Middle and High Schools and one Elementary School | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>1100's- $75,990<br>3000's- 11,460<br>5200's- $1,245 |
| **4c:** The District will continue to train all support providers (BTSA) in Formative Assessment for California Teachers (FACT). | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>5200's- $4,000 |
| **4d:** The District will continue to provide substitute coverage for participating BTSA teachers to observe classrooms and/or participate in lesson studies. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $4,502<br>3000's- $679 |
| **4e:** The Professional Development Center will provide | All Schools | X_ALL | **No additional** |

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| training to site support instructional support teachers on accountable talk, close and critical reading with evidence, lesson study, model lessons, writing across the curriculum and mathematical practices. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **cost ( cost is below)** |
| **4f:** The District will provide a centralized lead team of Instructional Strategists at the Professional Development Center to consist of split funded: one ELA, one Math lead; one CAMSP 50% Grant funded Science lead, four ELD, one Title II Technology lead, and one kindergarten $I^3$ grant funded Coach. | All Schools | _X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>1900's-<br>$298,238<br>3000's-<br>$101,157<br><br>Title I<br>1900's-<br>$365,412<br>3000's-<br>$108,480<br>4300's- $5,000<br>4400's- $20,000<br>5600's- $1,000<br>5700's- $2,000<br>5800's- $84,137<br>5900's- $5,000<br>Title II, Part A<br>1300's-<br>$229,926<br>1900's- $39,451<br>2400's- $44,206<br>3000's-<br>$101,757<br>4200's- $5,000<br>4300's- $18,500<br>4400's- $32,500<br>5200's- $26,000<br>5700's- $1,000<br>5800's- $6,000<br><br>Title II, Part B<br>1900's- $39,451<br>3000's- $12,192<br><br>Title III<br>1900's-<br>$206,947 |

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| | | | 3000's- $64,920 |
| **4g:** The District will provide training to all teachers in the following:<br>Administering the SBAC, Administering the Interim Assessments (ICA), STAR Reading, DIBELS, ALEKS, SIPPS, First in Math, PSAT8-9 (Readistep), and Performance Tasks. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **4h:** The District will provide training in the use of Illuminate and School Loop | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **4i:** The District will provide training for content teachers at the secondary level in SIOP. | Middle and High School | __ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $69,507<br>3000's- $23,153 |
| **4j:** The District will provide training for elementary teachers in grades K-5 on Integrated and Designated ELD using the newly adopted REACH materials. | Elementary | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $24,002<br>3000's- $3,619 |
| **4k:** The District will provide training for elementary teachers in grade 3-5 on RFEP ELM/Long term English Learner prevention. | Redesignated English Learners | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $24,002<br>3000's- $3,619 |
| **4l:** All $7^{th}$ – $12^{th}$ grade teachers will be trained annually on the ERWC curriculum. This will involve both the new training and the refreshing training which will be determined for each teacher participating in the program. | $7^{th}$ – $12^{th}$ grade teachers | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | LCFF<br>1100's- $17,379<br>3000's- $2,621 |

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| | | __Other Subgroups:(Specify)_____ | |
| **4m:** The District will provide additional Professional Training to high school grade level leads in APEX. | High Schools | X_ALL high schools<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $24,002<br>3000's- $3,619 |
| **4n:** The District will provide ongoing training in the use of Goalbook. | All Schools<br>Special Education | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify) Special Education | No Additional Cost |
| **4o:** The District will provide training to teachers in cohort 1 and 2 regarding PBIS. | **Cohort 1**<br>Schools:<br>Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2**<br>Schools:<br>Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cohort 1:<br>LCFF Funds<br>1100's- $43,448<br>3000's- $6,552<br><br>Cohort 2:<br>LCFF Funds<br>1100's- $29,545<br>3000's- $4,455 |
| **4p:** The District will provide extra duty hours to PBIS team members in order to plan for training of site teachers. | PBIS Cohort 1 and 2 | X_ALL | 6 hrs X 10 team members X 21 |

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| | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | schools X $40.03<br><br>State Mental Health<br>1100's- $43,828<br>3000's- $6,610 |
| **4q:** The District will provide training to all secondary counselors in areas related to RtI. | Middle and High School | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |
| **4r:** The District will provide master schedule training to all secondary administrators and counselors. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>5800's- $40,000 |
| **4s:** The District will provide Professional Learning Community (PLC) training utilizing Solution Tree to a District Guiding Coalition Team for all K-12 schools. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II, Part A<br>5200's- $259,700 |
| **4t:** The District will provide parent educational trainings with a focus on increasing student achievement and parent participation with staff, materials and other resources to support the Curtis T. Winton Parent Center. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800's- $72,000 |
| **4u:** The District will provide initial training in SIPPS to teachers in grades 4 – 8 as well as provide support training as needed for teachers in grades K – 3. | Elementary Schools | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_students at risk in reading ___ | Title II, Part A<br>1100s- $17,379<br>3000s- $2,621 |
| **4v:** The District will hire 19 elementary site based | Elementary | X_ALL | |

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| Instructional Support Teachers (1 for each elementary) who will model effective instructional strategies (including Accountable Talk, Close and Critical Reading and ELA/ELD standards) through professional development for all classroom teachers. | Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $1,005,461<br>3000's- $325,090<br><br>Tile I<br>1100's- $541,405<br>3000's- $175,049 |
| **4w:** The District will hire 8 Literacy Strategists at the secondary level to model effective instructional strategies (including Accountable Talk, Close and Critical Reading and ELA/ELD standards) through professional development for all teachers while providing support to identified students in support classes. | Secondary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $423,348<br>3000's- $227,960<br><br>Tile I<br>1100's- $136,879<br>3000's- $73,705 |
| **4x:** The District will hire 8 Math Strategists at the secondary level to model the standards of mathematical practice and content standards through professional development for all teachers while providing support to identified students in support classes. | Secondary Shools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $423,348<br>3000's- $227,960<br><br>Tile I<br>1100's- $136,879<br>3000's- $73,705 |
| **4y:** The District will provide necessary start up materials for elementary site based Instructional Support Teachers, Secondary Literacy Strategists, and Secondary Math Strategists | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>4300's- $17,000<br>4400's- $30,000<br>5800's- $5,000 |
| **4z:** The District will continue to develop a long-term strategic plan that addresses the professional development needs for Special Education staff (regular and the collaborating special education teachers and instructional aides). | All Schools | X_ALL<br>OR: | No additional Cost |

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| | | __Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_____Special Education _ | |
| **4aa:** The District will provide annual CELDT Training to approximately 120 teachers by EL Programs. | All Schools | _ALL<br>OR:<br>__Low Income pupils __XEnglish Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $54,744<br>3000's- $8,256 |
| **4bb:** The District will pay 4 teachers at the High School Level and 3 teachers at the Middle School level to be science lead teachers on the Implementation of NGSS | All High Schools and Middle Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $8,690<br>3000's- $1,310 |
| **4cc:** The District will provide training to teachers in the Dual Language Immersion Program | 4 elementary schools (Morris, Boyd, Garcia Kelley), 1 middle (Jehue) and 1 high school (RHS) | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title III<br>1100's-25,200<br>3000's-3,800 |
| **4dd:** The District will designate four ELA/ELD Lead Strategists to provide professional development and instructional support to elementary and middle schools. | All Schools | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Title III<br>1100's-$197,854<br>3000's- $63,546<br>Title I<br>1100's-$65,951<br>3000's- $21,182<br>LCFF<br>1100's-$65,951<br>3000's- $21,182 |
| **4ee:** The District will provide training to all Elementary ELA Instructional Support Teachers, Secondary Literacy Specialists, and Secondary Math Specialists | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>1100's- $23,462<br>3000's- $3,538 |

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| **4ff:** The District will provide training to all Elementary and middle school administrators in the RtI process | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |

| **LCAP Year 2**: 2016-17 Goal 4 | | | |
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| Expected Annual Measurable Outcomes: | 1. 90% of all classroom teachers will be trained in Accountable Talk as measured by My Learning Plan.<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br>2. 90% of all classroom teachers will be trained in Close and Critical Reading as measured by My Learning Plan.<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br>3. 90% of all elementary teachers and all secondary math teachers will be trained in the Math Practices as measured by My Learning Plan.<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br>4. 90% of all elementary teachers and all secondary ELA, Science and History/Social Studies teachers will be trained in writing across the curriculum and 6+1 Traits<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br>5. The percentage of teachers trained in Accountable Talk, Close and Critical Reading, Math Practices and Writing that rank their experience as a 4 or higher based on the Professional Development Survey will increase by 5%. Baseline data to be determined at the end of the 2014/15 school year.<br>**Local Metric:** Professional Development Training Survey results<br>6. 90% of all classroom teachers will demonstrate implementation of Accountable Talk as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 4; Items 2, 3<br>7. 90% of all classroom teachers will demonstrate implementation of Close and Critical Reading strategies as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 2; Items 2, 3<br>8. 90% of all elementary teachers and all secondary math teachers will demonstrate implementation of the Mathematical Practices as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 5; Items 1, 2, 3<br>9. 90% of all elementary teachers and all secondary ELA, Science and History/Social Studies teachers will demonstrate implementation of writing strategies as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 3; Items 1, 2, 3<br>10. The percentage of parents taking District offered workshops and classes and graduating from the Parent Involvement courses will increase by 10%.<br>**Sate Metric:** Promotion of Parent Participation<br>**Local Metric**: 10% increase of parent involvement and parents participating in District offered courses, and graduating from the Parent University and Parent Safety courses. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| **4a:** The District will provide the opportunity for secondary AP | High Schools | _X_ALL | Title II |

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| teachers to attend training offered through the College Board. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100's- $17,379<br>3000's- $2,621 |
| **4b:** All Rialto USD secondary schools and any additional elementary AVID schools will attend AVID training through the summer institute.<br><br>All AVID site coordinators will attend the county training which occur at least three times per year. | Middle and High Schools and one Elementary School | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>1100's- $75,990<br>3000's- 11,460<br>5200's- $1,245 |
| **4c:** The District will continue to train all support providers (BTSA) in Formative Assessment for California Teachers (FACT). | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>5200's- $4,000 |
| **4d:** The District will continue to provide substitute coverage for participating BTSA teachers to observe classrooms and/or participate in lesson studies. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $4,502<br>3000's- $679 |
| **4e:** The Professional Development Center will provide training to site support instructional support teachers on instructional strategies such as, but no limited to, accountable talk, close and critical reading with evidence, lesson study, model lessons, writing across the curriculum and mathematical practices. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **4f:** The District will provide a centralized lead team of | All Schools | _X_ALL | LCFF |

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| Instructional Strategists at the Professional Development Center to consist of split funded: one ELA, one Math lead; one CAMSP 50% Grant funded Science lead, four ELD Leads, one Title II Technology lead, and one K-I3 Grant funded Coach. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1900's- $298,238<br>3000's- $101,157<br><br>Title I<br>1900's- $365,412<br>3000's- $108,480<br>4300's- $5,000<br>4400's- $20,000<br>5600's- $1,000<br>5700's- $2,000<br>5800's- $84,137<br>5900's- $5,000<br>Title II, Part A<br>1300's- $229,926<br>1900's- $39,451<br>2400's- $44,206<br>3000's- $101,757<br>4200's- $5,000<br>4300's- $18,500<br>4400's- $32,500<br>5200's- $26,000<br>5700's- $1,000<br>5800's- $6,000<br><br>Title II, Part B<br>1900's- $39,451<br>3000's- $12,192<br><br>Title III<br>1900's- $206,947<br>3000's- $64,920 |
| **4g:** The District will provide training to all teachers in the following:<br>Administering the SBAC, Administering the Interim Assessments (ICA), STAR Reading, DIBELS, ALEKS, SIPPS, First in Math, PSAT89 (Readistep), and Performance Tasks. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **4h:** The District will provide training in the use of Illuminate and School Loop. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |

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| **4i:** The District will provide training for content teachers at the secondary level in SIOP. | Middle and High School | X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $24,002<br>3000's- $3,619 |
| **4j:** The District will provide training for elementary teachers in grades K-5 on Integrated and Designated ELD using the adopted REACH materials. | Elementary | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $24,002<br>3000's- $3,619 |
| **4k:** The District will provide training for elementary teachers in grade 3-5 on ELM/Long term English Learner prevention. | Middle and High Schools | __ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $24,002<br>3000's- $3,619 |
| **4l:** All 7th – 12th grade teachers will be trained annually on the ERWC curriculum. This will involve both the new training and the refreshing training which will be determined for each teacher participating in the program. | 7th – 12th grade teachers | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>1100's- $17,379<br>3000's- $2,621 |
| **4m:** The District will provide additional Professional Training to high school grade level leads in APEX. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $24,002<br>3000's- $3,619 |
| **4n:** The District will provide ongoing training to Special Education teachers in the use of Goalbook. | All Schools Special Education | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>5800's- $61,098 |

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| **4o**: The District will provide training to teachers in cohort 1 and 2 regarding PBIS. | **Cohort 1 Schools:** Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS<br><br>**Cohort 3 Schools:** Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, Werner Elementary | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cohort 1:<br>LCFF Funds<br>1100's- $43,448<br>3000's- $6,552<br><br>Cohort 2:<br>LCFF Funds<br>1100's- $29,545<br>3000's- $4,455<br><br>Cohort 3:<br>LCFF Funds<br>1100's- $29,545<br>3000's- $4,455 |
| **4p:** The District will provide extra duty hours to PBIS team members in order to plan for training of site teachers. | PBIS Cohort 1, 2 and 3 | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | State Mental Health<br>1100's- $43,828<br>3000's- $6,610 |
| **4q**: The District will provide training to all secondary counselors in areas related to RtI. | Middle and High School | X_ALL | No Cost |

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| **4r:** The District will provide master schedule training to all secondary administrators and counselors. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>5800's- $40,000 |
| **4s**: The District will provide Professional Learning Community (PLC) training utilizing Solution Tree to a District Guiding Coalition Team for all K-12 schools. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II, Part A<br>5200's-<br>$259,700 |
| **4t:** The District will provide parent educational trainings with a focus on increasing student achievement and parent participation with staff, materials and other resources to support the Curtis T. Winton Parent Center. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800's- $72,000 |
| **4u:** The District will provide initial training in SIPPS to new teachers in grades 4 – 8 as well as provide support training as needed for teachers in grades K – 3. | Elementary Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II, Part A<br>1100s- $17,379<br>3000s- $2,621 |
| **4v:** The District will retain 19 Instructional Support Teachers (1 for each elementary) who will model effective instructional strategies (including Accountable Talk, Close and Critical Reading and ELA/ELD standards) through professional development for all classroom teachers. | Elementary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's-<br>$1,005,461<br>3000's-<br>$325,090<br><br>Tile I<br>1100's-<br>$541,405<br>3000's-<br>$175,049 |
| **4w:** The District will retain 8 Literacy Strategists at the | Secondary | X_ALL | LCFF Funds |

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| secondary level to model effective instructional strategies (including Accountable Talk, Close and Critical Reading and ELA/ELD standards) through professional development for all teachers while providing support to identified students in support classes. | Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100's- $423,348<br>3000's- $227,960<br><br>Tile I<br>1100's- $136,879<br>3000's- $73,705 |
| **4x:** The District will retain 8 Math Strategists at the secondary level to model the standards of mathematical practice and content standards through professional development for all teachers while providing support to identified students in support classes. | Secondary Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $423,348<br>3000's- $227,960<br><br>Tile I<br>1100's- $136,879<br>3000's- $73,705 |
| **4y:** The District will provide necessary start up materials for elementary site based Instructional Support Teachers, Secondary Literacy Strategists, and Secondary Math Strategists | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | LCFF<br>4300's- $17,000<br>4400's- $30,000<br>5800's- $5,000 |
| **4z:** The District will continue to develop a long-term strategic plan that addresses the professional development needs for Special Education staff (regular and the collaborating special education teachers and instructional aides). | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Education __ | No Additional Cost |
| **4aa:** The District will provide annual CELDT Training to approximately 120 teachers by EL Programs. | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $54,744<br>3000's- $8,256 |
| **4bb:** The District will pay 4 teachers at the High School Level and 3 teachers at the Middle School level to be science lead teachers on | All High Schools and | X_ALL | **LCFF Funds**<br>1100's- $8,690 |

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| the Implementation of NGSS | Middle Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | 3000's- $1,310 |
| **4cc:** The District will provide training to teachers in the Dual Language Immersion Program | 4 elementary schools (Morris, Boyd, Garcia Kelley), 1 middle (Jehue) and 1 high school (RHS) | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Title III<br>1100's-25,200<br>3000's-3,800 |
| **4dd:** The District will retain four ELA/ELD Lead Strategists to provide professional development and instructional support to elementary and middle schools. | EL Students | __ALL<br><br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Title III<br>1100's-$197,854<br>3000's- $63,546<br>Title I<br>1100's-$65,951<br>3000's- $21,182<br>LCFF<br>1100's-$65,951<br>3000's- $21,182 |
| **4ee:** The district will provide training to all Elementary ELA Instructional Support Teachers, Secondary Literacy Specialists, and Secondary Math Specialists | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>1100's- $23,462<br>3000's- $3,538 |
| **4ff:** The District will provide training to all Elementary and middle school administrators in the RtI process | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **No Additional Cost** |

| **LCAP Year 3**: 2017-18 Goal 4 | |
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| Expected Annual Measurable Outcomes: | 1. 100% of all classroom teachers will be trained in Accountable Talk as measured by My Learning Plan.<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br>2. 100% of all classroom teachers will be trained in Close and Critical Reading as measured by My Learning Plan.<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br>3. 100% of all elementary teachers and all secondary math teachers will be trained in the Math Practices as measured by My Learning Plan.<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br>4. 100% of all elementary teachers and all secondary ELA, Science and History/Social Studies teachers will be trained in writing across the curriculum and 6+1 Traits<br>**Local Metric:** Number of staff trained as determined by reports from My Learning Plan<br>5. The percentage of teachers trained in Accountable Talk, Close and Critical Reading, Math Practices and Writing that rank their experience as a 4 or higher based on the Professional Development Survey will increase by 5%. Baseline data to be determined at the end of the 2014/15 school year.<br>**Local Metric:** Professional Development Training Survey results<br>6. 100% of all classroom teachers will demonstrate implementation of Accountable Talk as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 4; Items 2, 3<br>7. 100% of all classroom teachers will demonstrate implementation of Close and Critical Reading strategies as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 2; Items 2, 3<br>8. 100% of all elementary teachers and all secondary math teachers will demonstrate implementation of the Mathematical Practices as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 5; Items 1, 2, 3<br>9. 100% of all elementary teachers and all secondary ELA, Science and History/Social Studies teachers will demonstrate implementation of writing strategies as measured by the Edivate walk through form.<br>**Local Metric:** Edivate walk through form Section 3; Items 1, 2, 3<br>10. The percentage of parents taking District offered workshops and classes and graduating from the Parent Involvement courses will increase by 10%.<br>**Sate Metric:** Promotion of Parent Participation<br>**Local Metric**: 10% increase of parent involvement and parents participating in District offered courses, and graduating from the Parent University and Parent Safety courses. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **4a:** The District will provide the opportunity for secondary | High Schools | _X_ALL | Title II |

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| AP teachers to attend training offered through the College Board. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100's- $17,379<br>3000's- $2,621 |
| **4b:** All Rialto USD secondary schools and any additional elementary AVID schools will attend AVID training through the summer institute.<br><br>All AVID site coordinators will attend the county training which occur at least three times per year. | Middle and High Schools and one Elementary School | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>1100's- $75,990<br>3000's- 11,460<br>5200's- $1,245 |
| **4c:** The District will continue to train all support providers (BTSA) in Formative Assessment for California Teachers (FACT). | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $4,502<br>3000's- $679 |
| **4d:** The District will continue to provide substitute coverage for participating BTSA teachers to observe classrooms and/or participate in lesson studies. | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $4,502<br>3000's- $679 |
| **4e:** The Professional Development Center will provide training to site support instructional support teachers on instructional strategies such as, but no limited to, accountable talk, close and critical reading with evidence, lesson study, model lessons, writing across the curriculum and mathematical practices. | All Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>1900's- $298,238<br>3000's- $101,157<br><br>Title I<br>1900's- $365,412<br>3000's- $108,480<br>4300's- $5,000<br>4400's- $20,000<br>5600's- $1,000<br>5700's- $2,000<br>5800's- $84,137<br>5900's- $5,000 |

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| | | | Title II, Part A<br>1300's- $229,926<br>1900's- $39,451<br>2400's- $44,206<br>3000's- $101,757<br>4200's- $5,000<br>4300's- $18,500<br>4400's- $32,500<br>5200's- $26,000<br>5700's- $1,000<br>5800's- $6,000<br><br>Title II, Part B<br>1900's- $39,451<br>3000's- $12,192<br><br>Title III<br>1900's- $206,947<br>3000's- $64,920 |
| **4f:** The District will retain a centralized lead team of Instructional Strategists at the Professional Development Center to consist of split funded: one ELA, one Math lead; one CAMSP 50% Grant funded Science lead, four ELD Leads, one Title II Technology lead, and one K-I3 Grant funded Coach. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **4g:** The District will provide training to all teachers in the following:<br>Administering the SBAC, Administering the Interim Assessments (ICA), STAR Reading, DIBELS, ALEKS, SIPPS, First in Math, PSAT89 (Readistep), and Performance Tasks. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **4h:** The District will provide training in the use of Illuminate and School Loop. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **4i:** The District will provide training for content teachers at | Middle and | X_ALL | LCFF Funds |

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| the secondary level in SIOP. | High Schools | OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __designated fluent English proficient<br>__Other Subgroups:(Specify)_____ | 1100's- $69,507<br>3000's- $23,153 |
| **4j:** The District will provide training for new elementary teachers in grades K-5 on Integrated and Designated ELD using the adopted REACH materials. | Elementary | __ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __designated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $24,002<br>3000's- $3,619 |
| **4k:** The District will provide training for elementary teachers in grade 3-5 on ELM/Long term English Learner prevention. | Elementary Grades 3-5 | __ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __designated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $24,002<br>3000's- $3,619 |
| **4l:** All 7th – 12th grade teachers will be trained annually on the ERWC curriculum. This will involve both the new training and the refreshing training which will be determined for each teacher participating in the program. | 7th – 12th grade teachers | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>1100's- $17,379<br>3000's- $2,621 |
| **4m:** The District will provide additional Professional Training to high school grade level leads in APEX. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $24,002<br>3000's- $3,619 |
| **4n:** The District will provide ongoing training to Special Education teachers in the use of Goalbook. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional Cost |

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| **4o:** The District will provide training to teachers in cohort 2 and 3 regarding PBIS. | **Cohort 1 Schools:** Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS<br><br>**Cohort 3:** Dollahan, Dunn, Fitzgerald, Simpson, Trapp, Werner Elementary | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cohort 1:<br>LCFF Funds<br>1100's- $43,448<br>3000's- $6,552<br><br>Cohort 2:<br>LCFF Funds<br>1100's- $29,545<br>3000's- $4,455<br><br>Cohort 3:<br>LCFF Funds<br>1100's- $29,545<br>3000's- $4,455 |
| **4p:** The District will provide extra duty hours to PBIS team members in order to plan for training of site teachers. (PBIS Cohort 2 and 3) | PBIS Cohort 1, 2 and 3 | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | State Mental Health<br>1100's- $43,828<br>3000's- $6,610 |
| **4q:** The District will provide training to all secondary counselors in areas related to RtI. | Middle and High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>5800's- $10,000 |

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| **4r:** The District will provide master schedule training to all secondary administrators and counselors. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>5800's- $40,000 |
| **4s:** The District will provide Professional Learning Community (PLC) training utilizing Solution Tree to a District Guiding Coalition Team for all K-12 schools. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II, Part A<br>5200's- $259,700 |
| **4t:** The District will provide parent educational trainings with a focus on increasing student achievement and parent participation with staff, materials and other resources to support the Curtis T. Winton Parent Center. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800's- $72,000 |
| **4u:** The District will provide initial training in SIPPS to teachers in grades 4 – 8 as well as provide support training as needed for teachers in grades K – 3. | Elementary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II, Part A<br>1100s- $17,379<br>3000s- $2,621 |
| **4v:** The District will hire 19 Instructional Support Teachers (1 for each elementary) who will model effective instructional strategies (including Accountable Talk, Close and Critical Reading and ELA/ELD standards) through professional development for all classroom teachers. | Elementary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $1,005,461<br>3000's- $325,090<br><br>Tile I<br>1100's- $541,405<br>3000's- $175,049 |
| **4w:** The District will hire 8 Literacy Strategists at the secondary level to model effective instructional strategies (including Accountable Talk, Close and Critical Reading and ELA/ELD standards) through professional development for all teachers while providing support to identified students in support classes. | Secondary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $423,348<br>3000's- $227,960<br><br>Tile I<br>1100's- $136,879 |

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| | | | 3000's- $73,705 |
| **4x:** The District will hire 8 Math Strategists at the secondary level to model the standards of mathematical practice and content standards through professional development for all teachers while providing support to identified students in support classes. | Secondary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $423,348<br>3000's- $227,960<br><br>Tile I<br>1100's- $136,879<br>3000's- $73,705 |
| **4y:** The District will provide necessary start up materials for elementary site based Instructional Support Teachers, Secondary Literacy Strategists, and Secondary Math Strategists | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>4300's- $17,000<br>4400's- $30,000<br>5800's- $5,000 |
| **4z:** The District will continue to develop a long-term strategic plan that addresses the professional development needs for Special Education staff (regular and the collaborating special education teachers and instructional aides). | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__Special Education ___ | No additional Cost |
| **4aa:** The District will provide annual CELDT Training to approximately 120 teachers by EL Programs. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $54,744<br>3000's- $8,256 |
| **4bb:** The District will pay 4 teachers at the High School Level and 3 teachers at the Middle School level to be science lead teachers on the Implementation of NGSS | All High Schools and Middle Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $8,690<br>3000's- $1,310 |
| **4cc:** The District will retain four ELA/ELD Lead Strategists to provide professional development and instructional support to | All Elementary | __ALL | Title III<br>1100's-$197,854 |

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| elementary and middle schools. | and Secondary Schools | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | 3000's- $63,546<br>Title I<br>1100's-$65,951<br>3000's- $21,182<br>LCFF<br>1100's-$65,951<br>3000's- $21,182 |
| **4dd:** The District will provide training to teachers in the Dual Language Immersion Program | 4 elementary schools (Morris, Boyd, Garcia Kelley), 1 middle (Jehue) and 1 high school (RHS) | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title III<br>1100's-25,200<br>3000's-3,800 |

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| GOAL 5: | **School Environment**<br>Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered. | Related State and/or Local Priorities:<br>1 X_ 2__ 3_X 4___5 X__ 6_X_ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need : | Based on the expected annual measurable outcomes, the District recognizes the need to improve school and District climates to create learning environments that are engaging, well maintained and student centered. | |
| Goal Applies to: | Schools: All Schools | |
| | Applicable Pupil Subgroups: All Students | |

**LCAP Year 1:** 2015-16

**Expected Annual Measurable Outcomes:**

1. The District will maintain the annual Attendance Rate above 96%: The 2014-15 Attendance Rate through January 31, 2015 was 96.58%

**State Metric:** Attendance Rate

2. The District will maintain the annual Chronic Absent Rate below 8%: The 2013-14 Chronic Absenteeism Rate was 7.18%

**State Metric:** LCAP Defined Chronic Absenteeism Rate

3. The District will decrease the annual High School Dropout Rate from 10% to 9% as measured by the 2015-16 cohort data; and maintain or decrease the middle school dropout rate at 0.24% or better (5/2,083).

**State Metric:** High School Dropout Rate, Middle School Dropout Rate

4. The District will increase the Graduation Rate to 83% based upon the 2015-16 data: The 2013-14 Graduation Rate was 80.8%

**State Metric:** High School Graduation Rate

5. The District will decrease the annual Suspension Rate to 8% based upon the 2015-16 data: The 2013-14 Suspension Rate was 8.5%

**State Metric:** LCAP Defined Suspension Rate

6. The District will maintain the annual Expulsion Rate at 0.2%.

**State Metric:** LCAP Defined Expulsion Rate

7. The District will maintain the Teacher Assignment rate above 99%: The 2013-14 Teacher Assignment Rate was 99.8%

**State Metric:** Credentialed Teacher Rate; Teacher Misassignment Rate

8. The District will maintain meeting the Williams Compliance: The 2013-14 Williams Compliance was met

**State Metric:** Overall Facility Rating; Student Lacking Copy of Textbook Rate

9. The District will increase the percentage of parents completing the Parent University Classes and the District-wide Parent Survey (by TBD). Baseline to be established at the end of the 2014/15 school year.

**State Metric**: Efforts to seek parent input.

**Local Metric:** Parent Survey: The parent survey is in process of being developed.

10. The District will increase the percentage of students completing the Student Survey by TBD. Baseline to be established at the end of the 2014/15 school year.

**Local Metric:** Student Survey: The student survey has been developed and is in process of collecting data.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **5a:** Each high school will implement a school wide mentoring program to support students' engagement with the school environment (i.e.: Linked Crew). | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **5b:** Each high school will hold 9th grade orientation and a minimum of one parent College Night to inform parents and guardians of the requirements for graduation, A-G and four year plan. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **5c:** The District will hire 1 PBIS / LCAP Coordinator to provide support and follow up in the implementation of each cohort at school sites and provide LCAP development support. | | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1300's- $52,734<br>3000's- $14,976<br><br>State Mental<br>1300's- $52,734<br>3000's- $14,976 |
| **5d:** The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2. | **Cohort 1 Schools:** Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cohort 1:<br>**LCFF Funds**<br>1100's- $43,448<br>3000's- $6,552<br><br>Cohort 2:<br>**LCFF Funds**<br>1100's- $29,545<br>3000's- $4,455 |

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| **5e:** The District will retain a Behavior Specialist and Behavior Aides to improve the use of coordinated behavior plans for both mainstream and special education students. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Mental Health Funds<br>1200's- $77,532<br>2200's- $59,894<br>3000's- $53,653 |
| **5f:** The District will continue to retain School Resource Officers for a total of three (3); one at each of the comprehensive high schools. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $160,000 |
| **5g:** The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $72,417<br>3000's- $24,965 |
| **5h:** The District will implement a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison | District-Wide | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's<br>Cost- $30,000<br><br>LCFF Funds<br>2200-$17,000<br>3000's- $15,775 |
| **5i:** The District will provide necessary supplies and or facilities upgrades to the elementary VAPA school. | Henry Elementary VAPA School | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's- $20,000 |
| **5j:** The District will provide for School Loop, a web based | All Schools | X_ALL | Title I<br>5800's- $7,500 |

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| communication tool, for schools to disseminate information through their school web page. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **5k:** Each school within the Rialto USD will provide Parent Education Workshops on how parents can help their child academically improve. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **5l:** The District will provide elementary schools with an Elementary Music Program.<br>Retain 5 FTE's.<br>Provide necessary supplies. | Elementary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>1100's- $438,230<br>3000's- $127,650<br><br>4300's-,$20,000<br>4400's- $6,800 |
| **5m:** The District will hire four elementary (1) VAPA teachers 4 FTE's.<br>(2) Provide necessary supplies. | Elementary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $379,491<br>3000's- $105,908<br><br>**LCFF Funds**<br>4300's- $45,000<br>4400's- $30,000 |
| **5n:** The District will maintain the Curtis T Winton Parent Center Institute which will provide District and site level parent outreach services for all school sites with a focus of improving parent participation through parent education trainings. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional Cost |

| **LCAP Year 2**: 2016-17 Goal 5 | |
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| Expected Annual Measurable Outcomes: | 1. The District will maintain the annual Attendance Rate above 96%: The 2014-15 Attendance Rate through January 31, 2015 was 96.58%<br>**State Metric:** Attendance Rate<br>2. The District will maintain the annual Chronic Absent Rate below 8%: The 2013-14 Chronic Absenteeism Rate was 7.18%<br>**State Metric:** LCAP Defined Chronic Absenteeism Rate<br>3. The District will decrease the annual Dropout Rate to 8% as measured by the 2015-16 data: The 2013-14 Cohort Dropout Rate was 10%<br>**State Metric:** High School Dropout Rate, Middle School Dropout Rate<br>4. The District will increase the Graduation Rate to 85% based upon the 2015-16 data: The 2013-14 Graduation Rate was 80.8%<br>**State Metric:** High School Graduation Rate<br>5. The District will maintain the annual Suspension Rate at 8% based upon the 2015-16 data: The 2013-14 Suspension Rate was 8.5%<br>**State Metric:** LCAP Defined Suspension Rate<br>6. The District will maintain the annual Expulsion Rate at 0.2%.<br>**State Metric:** LCAP Defined Expulsion Rate<br>7. The District will maintain the Teacher Assignment rate above 99%: The 2013-14 Teacher Assignment Rate was 99.8%<br>**State Metric:** Credentialed Teacher Rate; Teacher Misassignment Rate<br>8. The District will maintain meeting the Williams Compliance: The 2013-14 Williams Compliance was met<br>**State Metric:** Overall Facility Rating; Student Lacking Copy of Textbook Rate<br>9. The District will increase the percentage of parents completing the Parent University Classes and the District-wide Parent Survey.<br>**State Metric**: Efforts to seek parent input..<br>**Local Metric:** Parent Survey: The parent survey is in process of being developed.<br>10. The District will increase the percentage of students completing the Student Survey by TBD. Baseline to be established at the end of the 2014/15 school year.<br>**Local Metric:** Student Survey: The student survey has been developed and is in process of collecting data. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| **5a:** Each high school will implement a school wide mentoring program to support students' engagement with the school environment. | High Schools | X_ALL | No Additional Cost |

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| | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **5b:** Each high school will hold 9th grade orientation and a minimum of one parent College Night to inform parents and guardians of the requirements for graduation, A-G and four year plan. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |
| **5c:** The District will retain 1 PBIS / LCAP Coordinator to provide support and follow up in the implementation of each cohort at school sites and provide LCAP development support. | District-wide | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1300's- $52,734<br>3000's- $14,976<br><br>State Mental<br>1300's- $52,734<br>3000's- $14,976 |
| **5d:** The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2. | **Cohort 1 Schools:** Bemis, Hughbanks, Kelley, Morgan, Myers, Preston, Jehue, Kolb, Kucera, RMS, CHS, EHS and Milor<br><br>**Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |

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| **5e:** The District will hire an additional Behavior Specialist and Behavior Aide to improve the use of coordinated behavior plans for both mainstream and special education students. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Mental Health Funds<br>1200's- $77,532<br>2200's- $59,894<br>3000's- $53,653 |
| **5f:** The District will retain School Resource Officers for a total of three (3); one at each of the comprehensive high schools. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $160,000 |
| **5g:** The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1100's- $72,417<br>3000's- $24,965 |
| **5h:** The District will implement a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison | District-Wide | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's<br>Cost- $30,000<br><br>LCFF Funds<br>2200-$17,000<br>3000's- $15,775 |
| **5i:** The District will provide necessary supplies and or facilities upgrades to the elementary VAPA school. | Henry Elementary VAPA School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's- $20,000 |
| **5j:** The District will provide for School Loop, a web based communication tool, for schools to disseminate information through their school web page. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800's- $7,500 |
| **5k:** Each school within the Rialto USD will provide Parent | All Schools | X_ALL | No Cost |

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| Education Workshops on how parents can help their child academically improve. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **5l:** The District will provide elementary schools with an<br><br>Elementary Music Program.<br>Retain 5 FTE's.<br>Provide necessary supplies. | Elementary<br><br>Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br><br>1100's- $438,230<br>3000's- $127,650<br><br>4300's-,$20,000<br>4400's- $6,800 |
| **5m:** The District will retain four elementary (1) VAPA teachers 4 FTE's.<br>(2) Provide necessary supplies. | Elementary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $379,491<br>3000's- $105,908<br><br>4300's- $45,000<br>4400's- $30,000 |
| **5n:** The District will maintain the Curtis T Winton Parent Center Institute which will provide District and site level parent outreach services for all school sites with a focus of improving parent participation through parent education trainings. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional Cost |

| **LCAP Year 3**: 2017-18 Goal 5 | |
|---|---|
| Expected Annual Measurable Outcomes: | 1. The District will maintain the annual Attendance Rate above 96%: The 2014-15 Attendance Rate through January 31, 2015 was 96.58%<br>**State Metric**: Attendance Rate<br>2. The District will maintain the annual Chronic Absent Rate below 8%: The 2013-14 Chronic Absenteeism Rate was 7.18%<br>**State Metric:** LCAP Defined Chronic Absenteeism Rate<br>3. The District will maintain the annual Dropout Rate at 8% as measured by the 2015-16 data: The 2013-14 Cohort Dropout Rate was 10%<br>**State Metric:** High School Dropout Rate, Middle School Dropout Rate<br>4. The District will increase the Graduation Rate to 87% based upon the 2015-16 data: The 2013-14 Graduation Rate was 80.8%<br>**State Metric:** High School Graduation Rate<br>5. The District will maintain the annual Suspension Rate at 8% based upon the 2015-16 data: The 2013-14 Suspension Rate was 8.5%<br>**State Metric:** LCAP Defined Suspension Rate<br>6. The District will maintain the annual Expulsion Rate at 0.2%.<br>**State Metric:** LCAP Defined Expulsion Rate<br>7. The District will maintain the Teacher Assignment rate above 99%: The 2013-14 Teacher Assignment Rate was 99.8%<br>**State Metric:** Credentialed Teacher Rate; Teacher Misassignment Rate<br>8. The District will maintain meeting the Williams Compliance: The 2013-14 Williams Compliance was met<br>**State Metric:** Overall Facility Rating; Student Lacking Copy of Textbook Rate<br>9. The District will increase the percentage of parents completing the Parent University Classes and the District-wide Parent Survey.<br>**State Metric**: Efforts to seek parent input.<br>**Local Metric:** Parent Survey: The parent survey is in process of being developed.<br>11. The District will increase the percentage of students completing the Student Survey by TBD. Baseline to be established at the end of the 2014/15 school year.<br>**Local Metric:** Student Survey: The student survey has been developed and is in process of collecting data. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **5a:** Each high school will implement a school wide mentoring program to support students' engagement with the school environment. | High Schools | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |

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| **5b:** Each high school will hold 9th grade orientation and a minimum of one parent College Night to inform parents and guardians of the requirements for graduation, A-G and four year plan. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |
| **5c:** The District will hire 1 PBIS / LCAP Coordinator to provide support and follow up in the implementation of each cohort at school sites and provide LCAP development support. | District-wide | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>1300's- $52,734<br>3000's- $14,976<br><br>State Mental<br>1300's- $52,734<br>3000's- $14,976 |
| **5d:** The District will continue to implement Positive Behavior Interventions and Supports (PBIS) for cohort 1 and 2. | **Cohort 2 Schools:** Boyd, Casey, Curtis, Garcia, Henry, Morris, Frisbie, RHS<br><br>**Cohort 3 Schools:** Dollahan, Dunn, Fitzgerald, Kordyak, Simpson, Trapp, Werner Elementary | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **5e:** The District will retain a Behavior Specialist and Behavior Aide to improve the use of coordinated behavior plans for both mainstream and special education students. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1200's- $77,532<br>2200's- $59,894<br>3000's- $53,653 |

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| **5f**: The District will retain School Resource Officers for a total of three (3); one at each of the comprehensive high schools. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $160,000 |
| **5g:** The District will maintain direct support to decrease the number of students with chronic absenteeism through a District nurse. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800's-$7,500 |
| **5h:** The District will implement a District centralized home visitation team including a District Probation Officer, a District McKinney Vento/Foster Youth Liaison | District-Wide | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's<br>Cost- $30,000<br><br>LCFF Funds<br>2200-$17,000<br>3000's- $15,775 |
| **5i:** The District will provide necessary supplies and or facilities upgrades to the elementary VAPA school. | Henry Elementary VAPA School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>4300's- $20,000 |
| **5j:** The District will provide for School Loop, a web based communication tool, for schools to disseminate information through their school web page. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800's- $7,500 |
| **5k:** Each school within the Rialto USD will provide Parent Education Workshops on how parents can help their child academically improve. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |
| **5l:** The District will provide elementary schools with an Elementary | Elementary | X_ALL | |

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| Music Program.<br>Retain 5 FTE's.<br>Provide necessary supplies. | Schools | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF<br>1100's- $438,230<br><br>3000's- $127,650<br><br>4300's-,$20,000<br>4400's- $6,800 |
| **5m:** The District will retain four elementary (1) VAPA teachers 4 FTE's.<br>(2) Provide necessary supplies. | Elementary Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | **LCFF Funds**<br>1100's- $379,491<br>3000's- $105,908<br><br>4300's- $45,000<br>4400's- $30,000 |
| **5n:** The District will maintain the Curtis T Winton Parent Center Institute which will provide District and site level parent outreach services for all school sites with a focus of improving parent participation through parent education trainings. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional Cost |

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| GOAL 6: | **Technology:**<br>Rialto USD will improve and extend teaching and learning through increased technology access and meaningful use of technology developing responsible digital citizens. | Related State and/or Local Priorities:<br>1__ 2_X 3__ 4__ 5__ 6__ 7__ 8_X_<br>COE only: 9__ 10__<br>Local : Specify _____ |
| Identified Need : | Based on the age of our computer equipment in the District and on the technology expectations associated with the Smarter Balance Summative Assessment the District recognizes the need to provide and increase teacher and student access to technology based programs. Teachers will integrate 21st Century technology skills into daily lessons in order to prepare students to be college and career ready. | |
| Goal Applies to: | Schools: All | |
| | Applicable Pupil Subgroups: All | |

**LCAP Year 1:** 2015-16

**Expected Annual Measurable Outcomes:**

1. 50% of the teachers will complete the Common Core Technology Skills Self-Assessment (CCTSS)

**Local Metric:** Completion of the Common Core Technology Skills Self-Assessment (CCTSS)

2. The percentage of teachers with a classroom computer less than 4 years old will increase to 80%.

**Local Metric:** Technology Hardware Inventory

3. The student to device ratio will increase. Baseline data to be determined at the end of the 2014/15 school year.

**Local Metric:** Technology Hardware Inventory compared to student enrollment numbers

4. The district will develop a new 3 year Technology Plan

**Local Metric:** Approved Technology Plan

5. 50% of the classroom teachers will be trained in technology integration in the classroom.

**Local Metric:** Training sign in sheets for specific technology integration training

6. 50% of students will demonstrate mastery of technology skills by grade span (5, 8 and 11th) as outlined by the technology scope and sequence.

**Local Metric:** Technology Scope and Sequence skills analysis to be developed during 2015/16 school year.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| **6a:** Each high school will utilize the resources in APEX in the CAHSEE Library in ELA and Math to provide activities to 9th and 10th grade students to prepare for the census CAHSEE. | 9th and 10th grade | X_ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |

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| **6b:** The District will develop and implement a curriculum targeted at increasing the number of students that demonstrate mastery related to the technology skills identified within the CCSS. This scope and sequence will provide for specific skills in all grade levels. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **6c:** The District will utilize Edivate walk through template with all administrators to monitor the CCSS implementation and instructional shifts. Vendor – School Improvement Network | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>5800's- $181,870 |
| **6d:** The District will provide access to all teachers to utilize videos in Edivate. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **6e:** The District will provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>5800's- $25,824 |
| **6f:** The District will provide computer lab techs at each school to assist with the implementation of student use of technology. | Elementary, Middle Schools, and Milor Continuation High School | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200's- $501,605<br>3000s- $400,248 |
| **6g:** The District will provide student access to technology to | All Schools | X_ALL | No Additional |

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| be able to take all identified assessments and the Smarter Balanced Summative Assessment. | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Cost |
| **6h:** The District will provide a data warehouse program to assist with analyzing various assessments (Illuminate). | All Schools | X__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800's- $150,000 |
| **6i:** The District will increase student access to technology to utilize APEX outside of the regular school hours by developing a centralized computer lab with extended hours at the CCDH Center for Education. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200's- $24,594,<br>3000s- $5,693<br>4300's-10,000 |
| **6j:** The District will continue to purchase Goalbook. | All schools | __ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education _____ | LCFF Funds<br>5800's- $ 61,098 |

| **LCAP Year 2**: 2016-17 Goal 6 | | | |
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| Expected Annual Measurable Outcomes: | 1. 50% of the teachers will complete the Common Core Technology Skills Self-Assessment (CCTSS)<br>**Local Metric:** Completion of the Common Core Technology Skills Self-Assessment (CCTSS)<br>2. The percentage of teachers with a classroom computer less than 4 years old will increase to 90%.<br>**Local Metric:** Technology Hardware Inventory<br>3. The student to device ratio will increase. Baseline data to be determined at the end of the 2014/15 school year.<br>**Local Metric:** Technology Hardware Inventory compared to student enrollment numbers<br>4. The district will develop a new 3 year Technology Plan<br>**State Metric:** Approved Technology Plan<br>5. 75% of the classroom teachers will be trained in technology integration in the classroom.<br>**Local Metric:** Training sign in sheets for specific technology integration training<br>6. 75% of students will demonstrate mastery of technology skills by grade span (5, 8 and 11th) as outlined by the technology scope and sequence.<br>**Local Metric:** Technology Scope and Sequence skills analysis to be developed during 2015/16 school year. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| **6a:** Each high school will utilize the resources in APEX in the CAHSEE Library in ELA and Math to provide activities to 9th and 10th grade students to prepare for the census CAHSEE. | 9th and 10th grade | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **6b:** The District will develop and implement a curriculum targeted at increasing the number of students that demonstrate mastery related to the technology skills identified within the CCSS. This scope and sequence will provide for specific skills in all grade levels. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **6c:** The District will utilize Edivate walk through template with all administrators to monitor the CCSS implementation and instructional shifts. Vendor – School Improvement Network 0 | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>5800's- $181,870 |

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| **6d:** The District will provide access to all teachers to utilize videos in Edivate. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **6e:** The District will provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training. | District-wide | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>5800's- $25,824 |
| **6f:** The District will retain computer lab techs at each school to assist with the implementation of student use of technology. | Elementary, Middle Schools, and Milor Continuation High School | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200's- $501,605<br>3000s- $400,248 |
| **6g:** The District will provide student access to technology to be able to take all identified assessments and the Smarter Balanced Summative Assessment. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **6h:** The District will provide a data warehouse program to assist with analyzing various assessments (Illuminate). | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800's- $150,000 |
| **6i:** The District will increase student access to technology to utilize APEX outside of the regular school hours by developing a centralized computer lab with extended hours at the CCDH Center for Education. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200's- $24,594,<br>3000s- $5,693<br>4300's-10,000 |
| **6j:** The District will continue to purchase Goalbook. | Special Education | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $ 61,098 |

| **LCAP Year 3**: 2017-18 Goal 6 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | 1. 50% of the teachers will complete the Common Core Technology Skills Self-Assessment (CCTSS)<br>**Local Metric:** Completion of the Common Core Technology Skills Self-Assessment (CCTSS)<br>2. The percentage of teachers with a classroom computer less than 4 years old will increase to 100%.<br>**Local Metric:** Technology Hardware Inventory<br>3. The student to device ratio will increase. Baseline data to be determined at the end of the 2014/15 school year.<br>**Local Metric:** Technology Hardware Inventory compared to student enrollment numbers<br>4. The district will develop a new 3 year Technology Plan<br>**State Metric:** Approved Technology Plan<br>5. 100% of the classroom teachers will be trained in technology integration in the classroom.<br>**Local Metric:** Training sign in sheets for specific technology integration training<br>6. 100% of students will demonstrate mastery of technology skills by grade span (5, 8 and 11th) as outlined by the technology scope and sequence.<br>**Local Metric:** Technology Scope and Sequence skills analysis to be developed during 2015/16 school year. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 6a: Each high school will utilize the resources in APEX in the CAHSEE Library in ELA and Math to provide activities to 9th and 10th grade students to prepare for the census CAHSEE. | 9th and 10th grade | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **6b:** The District will develop and implement a curriculum targeted at increasing the number of students that demonstrate mastery related to the technology skills identified within the CCSS. This scope and sequence will provide for specific skills in all grade levels. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **6c:** The District will utilize Edivate walk through template with all administrators to monitor the CCSS implementation and instructional shifts. Vendor – School Improvement Network 0 | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>5800's- $181,870 |

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| **6d:** The District will provide access to all teachers to utilize videos in Edivate. | All Schools | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No additional cost |
| **6e:** The District will provide My Learning Plan to monitor professional development opportunities, lesson studies and staff training. | District-wide | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title II<br>5800's- $25,824 |
| **6f:** The District will retain computer lab techs at each school to assist with the implementation of student use of technology. | Elementary, Middle Schools, and Milor Continuation High School | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200's- $501,605<br>3000s- $400,248 |
| **6g:** The District will provide student access to technology to be able to take all identified assessments and the Smarter Balanced Summative Assessment. | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Additional Cost |
| **6h:** The District will provide a data warehouse program to assist with analyzing various assessments (Illuminate). | All Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Title I<br>5800's- $150,000 |
| **6i:** The District will increase student access to technology to utilize APEX outside of the regular school hours by developing a centralized computer lab with extended hours at the CCDH Center for Education. | High Schools | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>2200's- $24,594,<br>3000s- $5,693<br>4300's-10,000 |
| **6j:** The District will continue to purchase Goalbook. | Special Education | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | LCFF Funds<br>5800's- $ 61,098 |

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

## Annual Update

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

**Guiding Questions:**

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

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

## Annual Update

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

**Guiding Questions:**

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

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

| | | |
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| Original GOAL 1 from prior year LCAP: | Goal 1: Rialto USD will provide a coherent, standards-based instructional program in a positive and safe school environment | Related State and/or Local Priorities:<br>1 X 2X 3 X 4 X 5 X 6 X 7 X 8 X<br>COE only: 9☐ 10☐<br>Local : Specify _____ |
| Goal Applies to: | Schools: LEA-Wide<br>Applicable Pupil Subgroups: All | |
| Expected Annual Measurable Outcomes: | Decrease in suspensions at each school by 1%<br>Decrease in student D's and F's<br>Increase Attendance Rate to 97%<br>Decrease Chronic Absenteeism to 9%<br>Decrease Cohort Dropout to 11.1%<br>Middle school baseline data on drop out rate was .40%<br>Instructional staff who were properly assigned was 97.8%<br>Determine baseline data for annual parent survey | Actual Annual Measurable Outcomes:<br>The 2013-14 Suspension Rate was 8.5%<br>The overall D and F rate has increased/decreased to?<br>The Attendance Rate through March 13, 2015 was 96.72%<br>The 2013-14Chronic Absenteeism rate decreased to 7.18%<br>The 2013-14 Cohort Dropout Rate decreased to 10%<br>Middle School baseline data on drop out rate was .25%<br>Instructional staff who were properly assigned was 99.8%<br>No data available – No parent survey was done |

**LCAP Year**: 2014-15

| Planned Actions/Services | Budgeted Expenditures | Actual Actions/Services | Estimated Actual Annual Expenditures |
|---|---|---|---|
| **ACTION 1:**<br>The District will decrease the pupil suspension and expulsion rates through implementation of Positive Behavior Intervention Support (PBIS) at all District schools, in conjunction with RTI2.<br>**1a:** The District will research and plan for implementation of an RTI2 program. | No Cost | **1a:** The District is in process of developing a district wide RTI2 program. At the elementary level, DIBELS and SIPPS were utilized during the 2014-15 school year. At the secondary level various models of RTI are being piloted. | 5000-5999: Services And Other Operating Expenditures Title I $260,504 |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners | |

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| __Foster Youth __Redesignated fluent English proficient __ Subgroups:(Specify)_____ | | __Foster Youth __Redesignated fluent English proficient _ Subgroups:(Specify)_____ | |
| **1b:**The District will train all administrators in RTI2 strategies (PBIS) through existing staff and resources. | No Cost | **1b**: Training occurred for cohort 1 (13 schools) during the 2014-15 school year. The District will train cohort 2 (adding 6 schools) in the 2015-2016 school year. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient _<br>Subgroups:(Specify)_____ | |
| **1c:** The District will hire an additional Behavior Specialist and Behavior Aide to improve the use of coordinated behavior plans for both mainstream and special education students. | *New Expenditure $92,198 Funding: Special Education: Mental Health Services Object Codes - Certificated & Classified Salary & Benefits* | **1c:** The District did not hire the additional Behavior Specialist or Behavior Aide because we have had very few applicants and the applicants received have not met the requirements for the position. The District is also exploring hiring a Behavior Specialist with a BCBA certification through an outside provider. This will be completed during the 2015-16 school year. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Education | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__Special Education | |
| **1d:** The District will organize and implement a multidisciplinary team to assist with PBIS Implementation with existing staff. | No Cost | **1d:** This team was organized and actively supported PBIS Cohort 1 schools.<br>Every school site has an external coach for PBIS implementation. | No Cost |
| Scope of service: LEA<br>X_ALL | | Scope of service: LEA<br>X_ALL | |

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| OR:<br>X_Low Income pupils _X_English Learners<br>X_Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1e:** The District through a three year program with the San Bernardino County Office of Education will provide PBIS training to Cohort 1, which consists of thirteen (13) schools. | $5,000 per MS/HS school team (up to 10 Teachers)<br>$4,000 per elementary team<br><br>*New Expenditure*<br>*$64,000*<br>*Funding: Title II*<br>*Object Codes - Services & Other Operating Expenses*<br><br>Sub costs for 90 teachers<br>*New Expenditure*<br>*$11,610*<br>*Funding: Title II*<br>*Object Codes - Certificated Salaries* | **1e:** 13 schools were trained in year 1. There were a total of 3 trainings. | *New Expenditure*<br>*$64,000*<br>*Funding: Title II*<br>*Object Codes - Services & Other Operating Expenses*<br><br>*New Expenditure*<br>*$24,013*<br>*Funding: Title II*<br>*Object Codes - Certificated Salaries($21,256)*<br>*Employee Benefits($2,757)* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1f:** The District will improve the use of coordinated behavior plans for both mainstream and special education students. | No Cost | **1f:** The District completed training for the behavior plans. | No Cost |

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| | | Administration: 9/25/2014<br>School Psychologists: 10/25/2014<br>Job Alike Admin or Designee: 11/20/2014 | |
| Scope of service: LEA<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_X_Other Subgroups:(Specify)_Special Education | |
| **1g:** The school sites will include a suspension reduction plan within the body of each school site's yearly safety plan | No Cost | **1g:** School sites included a suspension reduction plan within the body of each school site's yearly safety plan. | No Cost |
| Scope of s ervice: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| **ACTION 2:**<br>The District will ensure safe and secure campuses in Rialto Unified School District 29 school sites that are drug and alcohol free and conducive to learning by implementing a multi-tiered system of support for at risk students in grades Pre-K through 12.<br><br>**2a:** The District will hire two (2) additional School Resource Officers for a total of three (3); one at each of the comprehensive high schools. | *New Expenditure $160,000 Funding: LCFF Object Codes - Services & Other Operating Expenses* | **2a:** The District hired two (2) additional School Resource Officers for a total of three (3); one at each of the comprehensive high schools.<br>One SRO hired to start April 28, 2015<br>One SRO hired to start May 1, 2015<br>$26,000 (due to late hire) | *New Expenditure $83,293 Funding: LCFF Object Codes - Services & Other Operating Expenses* |

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| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2b:** The District will provide training to the District Safety Department which may include strategies for de-escalation, anti-bullying, crime prevention anger management and drug and alcohol reduction. Cost of Professional Development for all staff. | | *New Expenditure $8,000 Funding: LCFF Object Codes: Services & Other Operating Expenditures* | **2b:** Four trainings were conducted:<br><br>ProAct/Train the Trainer<br>Drug Impairment Training<br>Safety Department Staff Development<br>Girls Bullying | *New Expenditure $15,344 Funding: LCFF Object Codes: Services & Other Operating Expenditures* |
| Scope of service:<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service:<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2c:** Substitute cost for training safety officers during their work day | | *New Expenditure $2,650 Funding: LCFF Object Codes: Classified Salaries& Benefits* | **2c:** Subs were not used for training the safety officers. Training was scheduled during non-student days to save costs associated with subs. | No Cost |
| Scope of service: LEA<br>X_ALL | | | Scope of service: LEA<br>X_ALL | |

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| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **2d:** The District will purchase and implement a "skills builder" and conflict resolution curriculum in On Campus Suspension classrooms at the three comprehensive high schools that offer alternatives to violence. | *New Expenditure $5,000 Funding: LCFF Object Codes: Classified Salaries & Benefits* | **2d:** The District did not purchase and implement a 'skills builder' and conflict resolution curriculum in OCS classrooms. The school administration determined to open up the Student Vue for the OCS teacher to assist with missing work. School counselors/PBIS team will assist with conflict resolution. | *No Cost* |
| Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| The District will increase the cultural competency, high expectations, positive relationships, and effective initial instruction for all staff members.<br><br>**2e**The District will provide professional development training to staff in cultural competency, high expectations and positive relationships.<br><br>Professional development for every middle school teacher in the District. | *New Expenditure $33,798 Funding: Title II, Part A, Improving Teacher Quality Object Codes: Certificated Salaries & Benefits* | **2e:** In coordination with the certificated bargaining unit, the District provided professional development to identified staff on March 3 and 4, 2015.<br><br>The District Management team was trained in cultural competency by Dr. Raquishela Stewart on July 11, 2014. $200.00 total cost.<br><br>The District Management team was trained in cultural competency by Dr. Patrick Dempsky on August 7, 2014, *Stepping Stones to Genocide*, September 3, 2014, *The Challenges of Upholding Holocaust Memory in American History*.<br><br>The district principals and secondary counselors were trained on *Cultural Bias* on August 20, 2014<br><br>The 9th grade CORE teachers worked with Dr. Pat Dempsky on *Cultural Relevance* on September 8, 2014. | *New Expenditure $8,000 Funding: LCFF Object Codes: Services & Other Operating Expenditures* |

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| Scope of service: LEA<br>X_ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education | | Scope of service: LEA<br>X_ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| **ACTION 3:**<br>The District will ensure that 100% of instructional staff are fully credentialed and highly qualified to teach the subjects/courses/grade levels to which they are appropriately assigned.<br><br>**3a:** The District will recruit and retain fully credentialed and highly qualified teachers through a competitive salary and benefits package. | *Existing Expenditure $110,608,347 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **3a:** The District recruited and retained fully credentialed and highly qualified teachers through a competitive salary and benefits package.<br><br>The District teaching staff and salaries is part of the base operating expenses and is not an LCAP item. | *Existing Expenditure $118,071,380 Funding: LCFF Object Codes: Certificated Salaries & Benefits* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3b:** The District will hire additional fully credentialed and highly qualified teachers to implement class size reduction (CSR), per LCFF requirements | *New Expenditure $3,813,860 Funding: LCFF* | **3b:** The District hired additional fully credentialed and highly qualified teachers to implementing class size reduction (CSR), per LCFF requirements<br>The District hiring of additional fully credentialed staff for class | *New Expenditure $3,129,254 Funding: LCFF* |

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| | | *Object Codes: Certificated Salaries & Benefits* | size reduction (CSR) is part of the base operating expenses and is not an LCAP item. | | *Object Codes: Certificated Salaries & Benefits* |
| Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| The District will provide an accredited BTSA Induction Clear Credential Program for all Multiple Subject and Single Subject General Education and Education Specialist teachers who hold a Preliminary Credential and provide the support that is needed to retain those teachers once fully credentialed.<br><br>**3c:** The District will recruit and retain one (1) additional General Education (BTSA) Support Provider as needed to support the increase in Participating Teachers.<br>1 full-time | | *New Expenditure $110,109 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **3c:** The District hired one (1) additional General Education Support Provider to support the increase in participating teachers for BTSA. | | *New Expenditure $96,245 Funding: LCFF Object Codes: Certificated Salaries ($72,827)& Benefits($23,418)* |
| Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3d:** The District will retain the full-time General Education Support Provider to support the Participating Teachers in the RUSD BTSA Induction Clear Credential Program for Multiple-Subject and Single-Subject Preliminary Credentialed Teachers | | *Existing Expenditure $110,000 Funding: LCFF Object Codes: Certificated Salaries &* | **3d:** The District retained the full-time General Education (BTSA) Support Provider to support the Participating Teachers in the RUSD BTSA Induction Clear Credential Program for Multiple-Subject and Single-Subject Preliminary Credentialed Teachers | | Existing Expenditure *$109,879. Funding: LCFF Object Codes: Certificated Salaries($84,896) & Benefits($24,983)* |

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| | *Benefits* | | |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3e:** The District will train all (BTSA) Support Providers in Formative Assessment for California Teachers (FACT) and coaching | *New Expenditure $5,000 Funding: LCFF Object Codes: Services & Other Operating Expenditures* | **3e:** The District trained all (BTSA) Support Providers in Formative Assessment for California Teachers (FACT) and coaching. This is an annual expense as part of BTSA. | *New Expenditure $2,144 Funding: LCFF Object Codes: Services & Other Operating Expenditures* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3f:** The District will provide substitute coverage for Participating Teachers to observe classrooms and/or participate in lesson study. | *New Expenditure $5,000 Funding: LCFF Object Codes: Services & Other Operating Expenditures* | **3f:** The District provided substitute coverage for Participating Teachers to observe classrooms and/or participate in lesson study. This is an annual expense as part of BTSA. | *New Expenditure $1,410 Funding: LCFF Object Codes: Certificated Salaries($1,249) & Benefits ($161)* |
| Scope of service: LEA<br>X_ALL | | Scope of service: LEA<br>X_ALL | |

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| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3g:** The District will provide funding for the Commission Teacher Credentialing (CTE) Site Visit as part of the Education Specialist Program approval (the proposal will be submitted to CTC after April 25, 2014 for approval) | *$1,500*<br>*Funding: LCFF*<br>*Object Codes: Services & Other Operating Expenditures* | **3g:** The District provided funding for the Commission Teacher Credentialing (CTE) site visit as part of the Education Specialist Program approval (the proposal will be submitted to CTC after April 25, 2014 for approval). This is an annual expense as part of BTSA.<br><br>No Site Visit required in 2014/2015; April 30, 2015 program approval. | *$1,300*<br>*Funding: LCFF*<br>*Object Codes: Services & Other Operating Expenditures* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| **ACTION 4:**<br>The District will ensure all students and instructional staff will be provided access to appropriate standards-aligned electronic and/or print textbooks and resource materials (per Williams Act) to support instruction in state standards, CTE Pathways and 21st Century Learning Skills. Which may include, but is not limited to:<br>• Textbooks<br>• Calculators<br>• Supplemental Materials<br>• Core Literature Novels<br>• Library and Textbook Management Software | | **4a:** The District ensured all students and instructional staff were provided access to appropriate standards-aligned electronic and/or print textbooks and resource materials (per Williams Act) to support instruction in state standards, CTE Pathways and 21st Century Learning Skills. Which included, but was not limited to:<br>• Textbooks<br>• Calculators<br>• Supplemental Materials<br>• Core Literature Novels<br>• Library and Textbook Management Software | |
| Scope of service: LEA<br>X_ALL | | Scope of service: LEA<br>X_ALL | |

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| OR:<br>☐Low Income pupils<br>☐English Learners<br>☐Foster Youth<br>☐Redesignated fluent English proficient<br>☐Other Subgroups:<br>(Specify)_____ | | OR:<br>☐Low Income pupils<br>☐English Learners<br>☐Foster Youth<br>☐Redesignated fluent English proficient<br>☐Other Subgroups:<br>(Specify)_____ | |
| **4a:** The District will adopt, purchase and implement the new K-11 Math Textbook. Textbook adoption will be paid over two years. | *New Expenditure $2,300,000 Funding: Common Core & Restricted Lottery Object Codes: Books & Supplies* | **4a:** The District adopted, purchased and implemented the new K-11 math textbook. The purchase of the materials is part of the base operating expenses and will not continue in LCAP. | *New Expenditure $2,545,418 Funding: Common Core & Restricted Lottery Object Codes: Books & Supplies* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>_Low Income pupils _English Learners<br>_Foster Youth _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ _ | | Scope of service: LEA<br>X_ALL<br>OR:<br>_Low Income pupils _English Learners<br>_Foster Youth _Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| **4b:** The District will plan for the ELA Pilot to occur 2014-2015 | No Cost | **4b:** The District did not plan for the ELA Pilot to occur in 2014-15 because the state has not identified materials. This pilot will occur in the 2015-16 school year but is part of the base operating expenses and is not an LCAP item. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4c:** The District will purchase new AP textbooks for Chemistry, | *New Expenditure* | **4c:** The District purchased new AP textbooks as outlined. | *New Expenditure* |

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| European History, Statistics, English Language and English Literature | *$100,000 Funding: Restricted Lottery Object Codes: Books & Supplies* | Maintaining textbooks and other materials is part of the base operating expenses and is not an LCAP item. | *$78,638 Funding: Restricted Lottery Object Codes: Books & Supplies* |
| Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4d:** The District will provide for Elementary Existing Consumable Workbook Replenishment – Science, Social Studies | *Existing Expenditure $46,000 Funding: Restricted Lottery Object Codes: Books & Supplies* | **4d:** The District provided for consumable workbook replenishment. This action is part of the base operating expenses and is not an LCAP item | *Existing Expenditure $46,000 Funding: Restricted Lottery Object Codes: Books & Supplies* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Elementary Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4e:** The District will provide for Secondary Existing Textbook Replenishment –English Language Arts, Science, Social Studies | *Existing Expenditure $60,000 Funding: Restricted Lottery* | **4e:** The District provided for secondary existing textbook replenishment. (This action is not a LCAP expenditure, but part of the base operating expense and will be included in the LCAP for 2015-2016). | *Existing Expenditure $51,628 Funding: Restricted Lottery Object Codes: Books & Supplies* |

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| | | *Object Codes: Books & Supplies* | | |
| Scope of service: LEA<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: Secondary Schools<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4f:** The District will increase the amount to purchase instructional materials for all K-12 students based on the per pupil funding allocation | | *New Expenditure $500,000 Funding: LCFF Object Codes: Instructional Materials & Supplies* | **4f:** The District provided additional funds to purchase instructional materials for all K-12 students based on the per pupil funding allocation. This is an annual expense. | *New Expenditure $840,236 Funding: LCFF Object Codes: Instructional Materials & Supplies* |
| Scope of service: LEA<br>OR:<br>X Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>OR:<br>X Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ OR: | |
| **4g:** The District will increase the amount of discretionary funds for all 9-12 students based on the per pupil funding allocation | | *New Expenditure $486,000 Funding: LCFF Object Codes: Instructional Materials & Supplies* | **4g:** The District increased the amount of discretionary funds for all 9-12 students based on the per pupil funding allocation. This is an annual expense. | *New Expenditure $485,968 Funding: LCFF Object Codes: Instructional Materials & Supplies* |
| Scope of service: LEA<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: High Schools<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **4h:** The District will purchase Common Core supplemental materials and resources | *New Expenditure*<br>$150,000<br>*Funding: Restricted Lottery*<br>*Object Codes: Books & Supplies* | **4h:** The District purchased Common Core supplemental materials and resources. This is an annual expense. | *New Expenditure*<br>$111,170<br>*Funding: Restricted Lottery*<br>*Object Codes: Books & Supplies* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4i:** The District will purchase bindery costs | *Existing Expenditure*<br>*$12,000*<br>*Funding: LCFF*<br>*Object Codes: Books & Supplies* | **4i:** The District provided for bindery costs. This action is part of the base operating expenses and is not an LCAP item. | *Existing Expenditure*<br>*$9,995*<br>*Funding: LCFF*<br>*Object Codes: Books & Supplies* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4j:** The District will purchase Graphing Calculators in grades 8-11 | *New Expenditure*<br>*$100,000*<br>*Funding: Restricted Lottery*<br>*Object Codes: Books & Supplies* | **4j:** The District purchased Graphing Calculators in grades 8-11. Replenishment costs will be included as an annual expense. | *New Expenditure*<br>*$74,999*<br>*Funding: Restricted Lottery*<br>*Object Codes: Books & Supplies* |

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| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: Secondary Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4k:** The District will provide a Textbook and Library Management Software | | *Existing Expenditure*<br>$30,000<br>*Funding: LCFF*<br>*Object Codes: Books & Supplies* | **4k:** The District provided a Textbook and Library Management Software. This action is part of the base operating expenses and is not an LCAP item. | *Existing Expenditure*<br>$30,396<br>*Funding: LCFF*<br>*Object Codes: Services & Other Operating Expenditures* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4l:** The District will upgrade all existing machines to run Windows 7 and the most recent Office product. | | *New Expenditure*<br>$1,000,000<br>*Funding: LCFF*<br>*Object Codes: Services and Other Operating Expenditures* | **4l:** The District is in process of upgrading all existing machines to run the most recent operating systems. This action is part of the base operating expenses and is not an LCAP item. | *New Expenditure*<br>$500,000<br>*Funding: LCFF*<br>*Object Codes: Services and Other Operating Expenditures* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | |

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| __Other Subgroups:(Specify)_____ | | __Other Subgroups:(Specify)_____ | |
| **4m:** The District will upgrade necessary core equipment, switches, etc. | *New Expenditure* $800,000 *Funding: LCFF Object Codes: Services and Other Operating Expenditures* | **4m:** The District is in process of upgrading necessary core equipment. This action is part of the base operating expenses and is not an LCAP item. | *New Expenditure* $777,312 *Funding: LCFF Object Codes: Books and Supplies Expenditures, Capital Outlay* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4n:** The District will purchase a generator for IT. | *New Expenditure* $200,000 *Funding: LCFF Object Codes: Services and Other Operating Expenditures* | **4n:** The District did not purchase a generator for IT. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4o:** The District will move the IT department to the DRC. | *New Expenditure* $150,000 *Funding: LCFF Object Codes: Services and* | **4o:** The District moved the IT Department to the former DRC. This action is not an LCAP item. | *New Expenditure* $292,873 *Funding: LCFF Object Codes: Books and Supplies, Capital* |

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| | | *Other Operating Expenditures* | | | *Outlay* |
| Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4p:** The District will plan to purchase Technology to keep current with what is needed to support instruction and assessment of state standards | | $0 | **4p:** The District is developing a plan to keep current with our technological needs. Developing the District infrastructure. This action is part of the base operating expenses and is not an LCAP item. No expenditures were incurred. | | $0 |
| Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4q:** The District will purchase a new server for Textbook and Library Management system. | | *New Expenditure*<br>$10,500<br>*Funding: LCFF*<br>*Object Codes: Services and Other Operating Expenditures* | **4q:** The District purchased a new server for textbook and library management system. This was a one time expense and is not an LCAP item. | | *New Expenditure*<br>$10,500<br>*Funding: LCFF*<br>*Object Codes: Services and Other Operating Expenditures* |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| **ACTION 5:**<br>The District will support access to pre-school to ensure that socio-economically disadvantaged students will enter kindergarten better prepared to access the Common Core Academic State | | | The district supported access to pre-school to ensure that socio-economically disadvantaged students will enter kindergarten better prepared to access the Common Core Academic State Standards as shown by DRDP. | | |

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| Standards as shown by DRDP.<br>Scope of service: LEA-Wide<br>☐XALL<br>OR:<br>X Low Income pupils<br>X English Learners<br>☐Foster Youth<br>☐Redesignated fluent English proficient<br>☐Other Subgroups:<br>(Specify)_____ | | Scope of service: LEA-Wide<br>X☐ALL<br>OR:<br>X Low Income pupils<br>X English Learners<br>☐Foster Youth<br>☐Redesignated fluent English proficient<br>☐Other Subgroups:<br>(Specify)_____ | |
| **5a:** The District will provide 4 preschool permit teachers | *New Expenditure $240,000 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **5a:** The district provided 4 preschool permit teachers to support access to pre-school to ensure that socio-economically disadvantaged students will enter kindergarten better prepared to access the Common Core Academic State Standards as shown by DRDP. | *New Expenditure $370,689 Funding: LCFF Object Codes: Certificated Salaries & Benefits* |
| Scope of service: LEA<br>X ALL<br>OR:<br>Low Income pupils English Learners<br>Foster Youth Redesignated fluent English proficient<br>Other Subgroups:(Specify)_____ | | Scope of service: Preschool<br>X ALL<br>OR:<br>Low Income pupils English Learners<br>Foster Youth Redesignated fluent English proficient<br>Other Subgroups:(Specify)_____ | |
| **5b:** The District will provide for various additional classroom supplies to support the implementation of the Common Core State Standards. | *New Expenditure $60,000 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **5b:** The District provided for various additional classroom supplies to support the implementation of the Common Core State Standards to preschool students. | *New Expenditure $60,000 Funding: LCFF Object Codes: Books and Supplies* |
| Scope of service: LEA | | Scope of service: Preschool | |

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| X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| Scope of service: | LEA | | Scope of service: | LEA | |
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| X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| **ACTION 6:**<br>The District will utilize State-approved core and supplemental materials list of curricular materials, (1) Mathematics, and (2) Reading/Language Arts, as well as other content areas that best support and meet the changing learning requirements of our students, as well as meeting the requirements of the state standards.<br><br>**6a:**<br>-The District will provide alignment of instruction with state standards. Develop, provide and monitor use of grade level scope and sequence (32) hours of extra duty/ substitute pay of 120 CORE team teachers.<br>**-** Alignment of curriculum to state standards (32 hours of extra duty/substitute pay for 80 CORE team teachers)<br>-Align intervention and support services (RtI) to meet ongoing student needs. | | *- New Expenditure $61,920 Funding: Title 1,Part A Object Codes: Certificated Salaries & Benefits*<br><br>*- New Expenditure $41,280 Funding: Title 1,Part A Object Codes: Certificated Salaries & Benefits* | **6a:**<br>-The District provides high quality professional learning opportunities for educators through the Professional Development Center.<br><br>-The District aligned the current curriculum to state standards. The actual hour of extra duty/substitute pay for the CORE team varied based on substitute coverage or individual teachers extra duty time. | | *- New Expenditure $57,750 Funding: Title 1,Part A Object Codes: Certificated Salaries($51,092) & Benefits($6,628)*<br><br>*- New Expenditure $41,300 Funding: Title 1,Part A Object Codes: Certificated Salaries($36,540) & Benefits($4,760)* |
| Scope of service: | LEA | | Scope of service: | LEA | |
| X_ALL<br>OR:<br>__Low Income pupils __English Learners | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners | | |

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| __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **6b:** The District and site administrators will monitor the progress in implementing the state-standards and SBE-approved curriculum/adoptions and purchase of online professional development system. | *New Expenditure*<br>$200,000<br>*Funding: Title II*<br>*Object Codes: Services & Other operating expenditures* | **6b:** The District and site administrators began implementation of Edivation (formerly PD360) through the use of a district wide electronic walk through protocol. This will continue to be refined for the 2015-16 school year and aligned with professional learning. | *New Expenditure*<br>$181,870<br>*Funding: Title II*<br>*Object Codes: Services & Other operating expenditures* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **6c:** The District will continue vertical and grade-level collaboration and articulation to support transitions and access to state-standards, assessments, and programs. | No Cost | **6c:** The District will continue to pursue grade level collaboration and articulation. This focus area will be revised in the LCAP for 2015-16. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **6d:** The District will implement PLC training for all administration and staff to be funded through Title I/II funding. | *New Expenditure*<br>*$50,000*<br>*Funding: Title I/Title II*<br>*Object Codes: Certificated* | **6d:** The District did not implement PLC training for all administration and staff. This is a focus area in the LCAP for 2015-16. | No Cost |

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| | | *Salaries & Benefits* | | |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **6e:** The District will provide staff development and professional collaboration aligned with standards-based instructional materials.<br><br>All instructional staff will receive training in support of the core adoptions. (16 hours per teacher of extra duty/substitute pay ELA and/or Math K-12) | | *New Expenditure $120,357 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **6e:** The District provided staff development and professional collaboration aligned with standards-based instructional materials through the Professional Development Center.<br><br>The number of hours per teacher varied based on substitute availability.<br><br>All elementary & secondary Math teachers received 3hours of Math Textbook training, with 209 elem. teachers receiving extra-duty in July and the remaining teachers provided with a sub. All secondary ELA teachers received a 2hour ELA Units of Study overview. All K-3 teachers received SIPPS training. Due to sub shortage, subsequent follow up & additional trainings occurred during Lesson Study, PLC Instructional Support, one-on-one instructional coaching or after school sessions with extra-duty.* | *New Expenditure $143,928 Funding: LCFF Object Codes: Certificated Salaries($127,401) & Benefits($16,527)* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **6f:** The District will require and provide training to implement | | *New Expenditure* | **6f:** The District did not require or provide training to implement | *No Cost* |

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| District initiatives for expansion of technology to increase student mastery of state-standards (8 hours of substitute/extra duty pay for all teachers K-12). | *$84,238 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | District initiatives for expansion of technology to increase student mastery of state standards. Technology is a focus area for the LCAP in 2015-16 and this action will be revised. | |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **Action 7:**<br>The District will ensure the number of English Learners making adequate annual growth in English language proficiency will increase each year.<br><br>**7a:** The District will provide for two additional English Learner Instructional Strategists | *New Expenditure $195,584 Funding: Title I Object Codes: Certificated Salaries & Benefits* | **7a:** The District provided for two additional English Learner Instructional Strategists. | *New Expenditure $244,692 Funding: Title III Object Codes: Certificated Salaries($115,120) & Benefits($31696 Funding: LCFF Object Codes: Certificated Salaries($76,747) & Benefits($21,130))* |
| Scope of service: LEA<br>_X_ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>_X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7b:** The District will continue to utilize the existing and new (English Learner) Language Development Strategist (LDS) staff to support three High Schools with English Learning students. | *Existing Expenditure $310,594 Funding: LCFF and Title III Object Codes:* | **7b:** The District continued to provide for three High School Language Development Specialists (LDS). | *Existing Expenditure $315,582 Funding: LCFF Object Codes: Certificated Salaries* |

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| | | *Certificated Salaries & Benefits* | | | *($213,034) & Benefits($68,042), Services & Other Operating Expenditures ($22,451)* |
| Scope of service: | LEA<br>X ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | High Schools<br>_X_ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7c:** The District will hire two (2) additional bilingual instructional assistants for a total of 46. | | *New & Existing Expenditures $554,044 Funding: LCFF Object Codes: Classified Salaries & Benefits* | **7c:** The District currently has 46 bilingual instructional assistant positions but some of the positions are currently vacant. | | *New & Existing Expenditures $656,288 Funding: LCFF Object Codes: Classified Salaries($537,657) & Benefits($118,361)* |
| Scope of service: | LEA<br>X ALL<br>OR:<br>__Low Income pupils _x English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | LEA<br>X__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7d:** The District will administer the California English Language development Test (CELDT) to all English Learners.<br>Extra duty hours for 60 teachers at 10 hours each. | | *New Expenditures $26,000 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **7d:** The District administered the California English Language Development Test (CELDT) to all English Learners. | | *New Expenditures* $59,991 Funding: LCFF Object Codes: Certificated Salaries($53,103) & Benefits($6,888) |
| Scope of service: | LEA | | Scope of service: | LEA | |

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| X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | __ALL<br>OR:<br>__Low Income pupils X__English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7e:** The District will provide annual CELDT Training to approximately 120 teachers by EL Programs. | | *New Expenditures $13,800 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **7e:** The District provided annual CELDT Training to approximately 120 teachers by EL Programs.<br>Training took place on :<br>9/11/14<br>9/17/14<br>6/5/15<br>6/7/15<br>6/8/15 | *New Expenditures* $63,000 Funding: LCFF Object Codes: Certificated Salaries ($55,766) & Benefits($7,234) |
| Scope of service: | LEA | | Scope of service: | LEA |
| X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7f:** The District will provide annual professional development for elementary teachers (K-5) on the ELD standards, designated ELD implementation, and integrated ELD in the content areas and coaching support by EL Programs, six hours extra duty for 195 teachers. | | *New Expenditures* $46,956 Funding: LCFF Object Codes: Certificated Salaries & Benefits | **7f:** The District provided annual professional development for elementary teachers (K-5) on the ELD standards, designated ELD implementation, and integrated ELD in the content areas and coaching support by EL Programs.<br><br>ELD Standards and Integrated ELD 17/19 Elementary Schools Completed 2 hour training<br>5/5 Middle Schools completed 2 hour training<br><br>Language Objective Training<br>13/19 Elementary Schools<br>5/5 Middle Schools<br><br>ELA /ELD Framework Training is being developed for 15/16 school year | No additional cost |
| Scope of service: | LEA | | Scope of service: | LEA |

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| _ ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7g:** The District will provide professional Development on strategies to make instructional content comprehensible to English Learners in K-2 SEI classes.<br>4 extra duty hours for 60 K-2 teachers. | *New Expenditures $9,600 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **7g:** The District provided professional Development on strategies to make instructional content comprehensible to English Learners in K-2 SEI classes.<br><br>Training on 9/16/14<br>9/23/14 & 9/25/14 | *New Expenditures $1,882 Funding: LCFF Object Codes: Certificated Salaries ($1,667)& Benefits($215)* |
| Scope of service: LEA<br>X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7h:** The District will provide Professional Development for grade 3-5 teachers in English Language Mainstream (ELM)/Long-term English Learners prevention.<br>4 extra duty hours for 60 grade 3-5 teachers. | *New Expenditures $9,600 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **7h:** The District provided Professional Development for grade 3-5 teachers in ELM/Long-term English Learners prevention.<br><br>Training dates were 9/30/14 & 10/01/14<br><br>Elementary Bilingual Assistants were trained on 1/22/15 &3/12/15 | *$2,000 Funding: LCFF Object Codes: Certificated Salaries($1,771) & Benefits ($229)* |
| Scope of service: LEA<br>_ ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7i:** The District will provide SIOP Professional Development for content teachers in grades 6 and 9 on strategies to make content | *New Expenditures* | **7i:** The District provided SIOP Professional Development for content teachers in grades 6 and 9 on strategies to make | *New Expenditures* $84,400 |

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| comprehensible.<br>Subs for 200 teachers x 2 days @ $115 per day | | $92,000<br>Funding: LCFF<br>Object Codes: Certificated Salaries & Benefits | content comprehensible.<br>160 Teachers trained on:<br>8/21, 8/26, 8/27,9/2, 9/3, 10/7, 10/14, 1/8, 1/15, 1/29, 2/3, 2/5, 2/10, 2/19,4/28, 4/29, 5/7, 5/12,5/14, 5/19, 5/21<br><br>Bilingual Instructional Assistants were trained on:<br>1/22 & 3/12 | | Funding: LCFF<br>Object Codes: Certificated Salaries($74,709) & Benefits ($9,691)<br><br>No Cost |
| Scope of service: | LEA | | Scope of service: | Secondary Schools | |
| X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **7j:** The District will provide SIOP Overview Professional Development for administrators on use of the SIOP instrument – 35 secondary administrators for one full day. | | $5000 (New) | **7j:** The District provided SIOP Overview Professional Development for administrators on use of the SIOP instrument – 35 secondary administrators for one full day. | | $10,000 (New)<br>Funding: Title III<br>Object Codes: Services & Other Operating Expenditures |
| Scope of service: | LEA | | Scope of service: | LEA | |
| X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **7k:** The District will investigate and plan for a Dual Immersion Program over a three year period at 4 elementary schools. Primary Language Materials to support Dual Immersion to be determined: Morris, Boyd, Kelley, and Garcia Elementary School. | | No Cost | **7k:** The District has begun to plan for a Dual Immersion Program over a three year period at 4 elementary schools (Morris, Boyd, Kelley, and Garcia Elementary School). 1 middle school (Jehue Middle), and 1 high school (Rialto High School). Training for administrators and teachers at designated school sites 12/8, 12/9, 3/4, 3/5, 3./6, 6/29, 6/30<br>Title III $116,400 | | $116,400<br>Funding: LCFF<br>Object Codes: Certificated Salaries($103,034) & Benefits ($13,366) |
| Scope of service: | 4 Elementary Schools | | Scope of service: | 4 Elementary Schools<br>1 Middle School | |

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| X_ALL<br>OR:<br>X Low Income pupils X English Learners<br>X Foster Youth X Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | 1 High School<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7I:** The District will plan for the reestablishment of the Newcomer Centers at one middle school and one high school for English Learners enrolled in U.S. schools less than three years. | No Cost | **7I:** The District did not plan for the reestablishment of the Newcomer Centers at one middle school and one high school for English Learners enrolled in U.S. schools less than three years. This planning will be moved to the following year of the LCAP with a focus on the high school level. | No Cost |
| Scope of service: LEA<br>X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Two secondary Schools: Rialto Middle and Rialto High School<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7m:** The District will purchase the necessary materials to administer the annual CELDT. | $14,000<br>(Existing) | **7m:** The District purchased the necessary materials to administer the annual CELDT. This action will be combined with all other CELDT related services and revised for the following year LCAP. | $14,000<br>Funding: LCFF<br>Object Codes: Materials & Supplies<br>(Existing) |
| Scope of service: LEA<br>X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7n:** The District will provide for the cost to administer the annual ELD placement and benchmark assessments Printing costs | $1,000<br>LCFF | **7n:** The District provided for the cost of administering the annual ELD placement and benchmark assessment printing costs. | $5,000<br>LCFF<br>Services And Other |

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| | Services And Other Operating Expenditures Other (Existing) | | | Operating Expenditures Other (Existing) |
| Scope of service: LEA<br>X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **ACTION 8:**<br>Daily ELD instruction in the elementary. At secondary schools the SIOP protocol will be used in all content areas, ELD instruction will be provided both in designated ELD classes and in regular ELA classes as necessary.<br><br>**8a:** The District will annually analyze AMAO results, CELDT and ELD Benchmark data through the use of Existing staff. | No Cost | **8a:** The District analyzed AMAO results, CELDT and ELD Benchmark data through the use of Existing staff at categorical meetings on 2/27 & 4/17 | No Cost | |
| Scope of service: LEA<br>X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **8b:** The District will disaggregate content assessment data through the use of Existing staff. | No Cost | **8b:** The District disaggregated content assessment data through the use of Existing staff. | No Cost | |
| Scope of service: LEA<br>X ALL | | Scope of service: LEA<br>_X_ALL | | |

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| OR:<br>X Low Income pupils _X_English Learners<br>X Foster Youth X Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **8c:** The District will ensure appropriate placement, instruction, and progress monitoring in both language acquisition and comprehension of content for all English Learners. | | No Cost | **8c:** The District is working to ensure appropriate placement, instruction, and progress monitoring in both language acquisition and comprehension of content for all English Learners.<br>Placement Charts have been finalized and distributed to principals on 4/17<br>Master Schedules were analyzed for Appropriate EL Courses By EL Department on 5/1/15 | | No Cost |
| Scope of service: | LEA | | Scope of service: | LEA | |
| X ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **8d:** The District will coordinate monthly administrative classroom walk-throughs using English Learner (EL) program protocols. | | No Cost | **8d:** The District coordinated monthly administrative classroom walk-throughs using EL program protocols. | | No Cost |
| Scope of service: | LEA | | Scope of service: | LEA | |
| X ALL<br>OR:<br>__Low Income pupils _x_English Learners<br>__Foster Youth X Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | __ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **8e:** The District will provide school semester and trimester reports to EL programs. | | No Cost | **8e:** The District provided school semester and trimester reports to EL programs. | | No Cost |
| Scope of service: | LEA | | Scope of service: | LEA | |
| X ALL | | | __ALL | | |

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| OR:<br>__Low Income pupils _x_English Learners<br>__Foster Youth X Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **8f:** The District will disaggregate content assessment data through the use of Existing staff. | No Cost | **8f:** The District disaggregated content assessment data through the use of Existing staff. | No Cost |
| Scope of service: LEA<br>_X_ALL<br>OR:<br>__Low Income pupils _x_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>_X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **8g:** The District will establish the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of qualifying high school seniors. | *New Expenditure $1,000 printing Funding: LCFF Object Codes: Services and Other Operating Expenditures* | **8g:** The District established the Seal of Biliteracy, providing recognition of biliteracy on the diplomas of 112 qualifying high school seniors.<br>52% of students receiving seal are reclassified English learners. | *New Expenditure $650 Funding: LCFF Object Codes: Services and Other Operating Expenditures* |
| Scope of service: LEA<br>_X_ALL<br>OR:<br>__Low Income pupils _x_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>_X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **ACTION 9:**<br>The District will ensure the annual reclassification rate will increase by 30% by 2017.<br><br>**9a:** The District will provide daily integrated ELD and differentiated content instruction appropriate to the language proficiency. | No Cost | **9a:** The District provided daily integrated ELD and differentiated content instruction appropriate to the language proficiency.<br><br>Professional Development & Coaching was the emphasis in this area | No Cost |

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| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>_X_ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **9b:** The District will provide professional development to teachers and administrators on the reclassification process and criteria. | *New Expenditure $18,302 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **9b:** The District provided professional development to teachers and administrators on the reclassification process and criteria.<br><br>Site administrators were trained 8/20 & 8/29 and they provided staff training | No Additional Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils _x_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **9c:** The District will ensure that reclassified students are regularly monitored for two years beyond their date of reclassification. | Costs for this action reflected in 9d-9f. | **9c**: The District is working to ensure that reclassified students are regularly monitored for two years beyond their date of reclassification. | Costs for this action reflected in 9d-9f. |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **9d:** The District will implement the new R-FEP monitoring procedure at all school, including regular progress monitoring, parent notification of inadequate progress, and intervention for R-FEP students based on both language and academic needs. | | No Cost | **9d:** The District implemented the new R-FEP monitoring procedure at all school, including regular progress monitoring, parent notification of inadequate progress, and intervention for R-FEP students based on both language and academic needs. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth _X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **9e:** The District will provide training to all school staff including administrators, teachers and counselors on the new Reclassification Monitoring process. | | No Cost | **9e:** The District will provide training to all school staff including administrators, teachers and counselors on the new Reclassification Monitoring process.<br><br>Training took place on:<br>Middle School counselors on Nov. 20, 2014<br>High School counselors on Dec. 2, 2014 | No Cost |
| Scope of service:<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service:<br>__ALL<br>OR:<br>__Low Income pupils _X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
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| **Action 10:**<br>The District will develop assessments that monitor student achievement in the subject areas of ELA and Mathematics<br><br>**10a:** The District will identify potential providers for an ELD benchmark assessment through the use of Existing staff. | No Cost | **10a:** The District did not identify potential providers for an ELD benchmark assessment. This action may be included in next year's LCAP depending upon information related to Interim Formative Assessment at the district and state level. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | `Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **10b:** The District will plan for the development of the scope and sequence and performance tasks in the area of Social Studies for middle school grades with existing staff. | No Cost | **10b:** The District is waiting for the release of the new Social Studies framework to plan for the development of the scope and sequence and performance tasks in the area of Social Studies for middle school grades with existing staff. This action is part of the base operating expenses and is not an LCAP item. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **10c:** The District will provide professional development on the use of the data warehouse system to customize reports at the various school levels with existing staff through department meetings | No Cost | **10c:** The District did provide professional development on the use of the data warehouse system to customize reports at the various school levels with existing staff through department meetings. | No Cost |
| Scope of LEA | | Scope of LEA | |

| service: | | | service: | | |
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| X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

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| **ACTION 11:**<br>The District will establish specific criteria so that strategic, intensive and benchmark students can be identified early and get the necessary interventions.<br><br>**11a:** The District will monitor participation and scores through Existing staff on the following college indicators:<br>ACT, PSAT and SAT. | | No Cost | **11a:** The District monitored participation and scores through existing staff on the following college indicators: ACT, PSAT and SAT. Monitoring high stakes exams related to graduation rate and college admissions will be revised for the following year LCAP. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **11b:** The District will monitor quarter/ semester course work through existing staff at middle and high school. | | No Cost | **11b:** The District monitored quarter/semester course work through existing staff at middle and high school. Ongoing monitoring of quarterly and semester grades, credits, and other graduation requirements will be revised for the following year LCAP. Reports were distributed regarding the distribution of grades per students per site. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: Secondary Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **11c:** The District will monitor Special Education students through existing staff who have IEPs and meet their state tests requirements, are reclassified, and/or are mainstreamed. | | No Cost | **11c:** The District monitored Special Education students through existing staff who have IEPs and meet their state tests requirements, are reclassified, and/or are mainstreamed. This action is part of the base operating expenses and is not an LCAP item. | No Cost |

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| | | | Special Education students are monitored through CASEMIS program in collaboration with EVSELPA. Currently we are able to show that we have: 2,232 students in 3rd -11th grade in a testing grade level with an IEP<br><br>SBAC = 2,131<br>CAA = 102<br>Pass CAHSEE = 43<br>Exited regular Ed = 76<br><br>At this time the district is working on a better process to monitor the percent of students with mainstreaming on their IEPs. | |
| Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Education | | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education | |
| **11d:** The District will monitor through existing staff the number of Special Program students passing AP and Honors classes. | | No Cost | **11d:** The District monitored through existing staff the number of Special Education students passing AP and Honors classes and there were none. | No Cost |
| Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Education | | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Education | |
| **11e:** The District will develop and use placement exams in English Language Arts/English Language Development (ELA/ELD) and mathematics for grades 5, 8, and 9. Create assessments in grades 5, 8, and 9.<br>Subs for 30 CORE teachers X 3 days | | *New Expenditure $11,250 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **11e:** The District did not develop and use placement exams in ELA/ELD for grade 5, 8 and 9.<br><br>A math placement exam was developed for grade 5 and administered at the end of the 2013/14 school year.<br><br>Subs were not utilized for the CORE teachers. Developing required district assessments is part of the base operating | No additional cost |

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| | | | expenses and is not an LCAP item. | | |
| Scope of service: | Grades 5, 8 & 9 | | Scope of service: | Grades 5, 8 & 9 | |
| _X ALL<br>OR:<br>__Low Income pupils _English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | __ALL<br>OR:<br>__Low Income pupils X_English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **11f:** The District will purchase First in Math for grades K-8.<br>New Expenditure<br>$6 X 16,000 students | | *New Expenditure*<br>$96,000<br>*Funding: Title I*<br>*Object Codes: Books & Supplies* | **11f:** The District purchased First in Math for grades K - 8. | | *New Expenditure*<br>$96,864<br>*Funding: Title I*<br>*Object Codes: Books & Supplies* |
| Scope of service: | LEA | | Scope of service: | K-8 | |
| X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **11g:** The District will purchase Star Reading and Math from Renaissance for grades 2 – 9th.<br>24x $8000 | | *New Expenditure*<br>*$192,000*<br>*Funding: Title I*<br>*Object Codes: Books & Supplies* | **11g:** The District purchased STAR Reading 1st – 9th grade from Renaissance. STAR math was not purchased because it was a duplicate program. | | *New Expenditure*<br>*$61,006*<br>*Funding: Title I*<br>*Object Codes: Books & Supplies* |
| Scope of service: | K-9th | | Scope of service: | K-9th | |
| X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| **11h:** The District will purchase Goal Book to allow for back | | *New Expenditure* | **11h:** The District purchased 157 licenses for Goal Book. | | *New Expenditure* |

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| mapping of grade level standards to provide appropriate support monitoring of IEP grade level goals for Special Ed students. $400x 200 spec. ed. teachers, counselors, and administrators | *$80,000 Funding: Special Education Object Codes: Books & Supplies* | Staff was trained on the use of Goal Book. There have been a total of 9 trainings between August and February of the 2014/15 school year. | *$62,097 Funding: Special Education Object Codes: Books & Supplies* |
| Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__Special Education ___ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__Special Education | |
| **11i:** The District will research a progress monitoring and diagnostic tools for special education students. | No Cost | **11i:** The District is in process of researching a monitoring and diagnostic tool for special education students with support from a hired consultant.<br><br>The District planned for and began conversation about software to be used as a monitoring and diagnostic tool for all grades. | No Cost |
| Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education | |
| **ACTION 12:**<br>The District Curtis T. Winton Parent Institute will ensure all administrators understand and implement effective parent involvement practices and ensure that all parents are given opportunities to provide input in making decisions that support the increase of student achievement.<br>1. Personnel<br>2. Professional Development<br>3. Materials/Printing<br>4. Technology and Computer Related Services<br>5. Other Expenditures | *$25,000 each* (Existing) | The District supported the Curtis T. Winton Parent Institute but a metric was not developed that ensured all administrators understood and implemented effective parent involvement practices. The focus for the Curtis T. Winton Parent Institute will be revisited and aligned to a specific metric for the '15-16 year LCAP.<br><br>**12a:** Winton Parent Institute with the two (2) Parent/Community Engagement Liaisons consultants. | *$50,000 Funding: Title I Object Codes: Services & Other* |

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| **12a:** The District will provide staff to support the Curtis T. Winton Parent Institute with the two (2) Parent/Community Engagement Liaisons consultants. | | | *Operating Expenditures (Existing)* |
| Scope of service: LEA-Wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA-Wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **12b:** The District will provide professional development to support effective parent involvement practices:<br>1. Establishing community partnerships<br>2. Identifying barriers<br>3. Activities associated with increasing student achievement<br>4. Identifying tools and processes for collecting and analyzing Parent Surveys<br>5. Administrator self-assessment<br>6. National Network of Partnership Schools (NNPS)<br>7. Parental Involvement Rubric to monitor effectiveness<br>8. Establish a district level Family Literacy Parent Education project. | *$5,000*<br>(Existing) | **12b:** 62 Parent University course events were held during 2014/2015. The total number of participants is 796. | *$4,449*<br>*Funding: Title I*<br>*Object Codes: Services & Other Operating Expenditures*<br>(Existing) |
| Scope of service: LEA-Wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA-Wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **12c:** The District will provide materials and printing to support the implementation of District -wide and site level parent involvement. | *$3,000*<br>(Existing) | **12c:** The District provided materials and printing to support the Curtis T. Winton Parent Institute. | *$5,125*<br>*Funding: Title I*<br>*Object Codes: Books and Supplies*<br>(Existing) |

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| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **12d:** The District will provide technology/computer related services to support the implementation of District -wide and site level parent involvement and the Curtis T. Winton Parent Institute. | *$3,000*<br>(Existing) | | **12d:** The District provided technology/computer related services to support the implementation of District -wide and site level parent involvement and the Curtis T. Winton Parent Institute. | *$1,782*<br>*Funding: Title I*<br>*Object Codes: Services and Other Operating expenditures*<br>(Existing) |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| **ACTION 13:**<br>The District Curtis T. Winton Parent Institute and sites will communicate with families regarding school programs and student progress through effective school-to-home and home-to-school communications.<br>1. Personnel<br>2. Professional Development<br>3. Materials/Printing<br>4. Technology and Computer Related Services | (Existing) | | The District Curtis T. Winton Parent Institute and sites communicated with families regarding school programs and student progress through effective school-to-home and home-to-school communications.<br><br>**13a**: Parent Summit was conducted on October 18, 2014 | No Additional Cost than amounts noted in Action 12. |

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| 5. Other Expenditures<br><br>**13a:**The district will provide support to increase the two-way communication between home and school through existing staff. | | | **Parent Summit Workshops Included the following Titles:**<br>What is Early Literacy?<br>What are the "Shifts" in ELA Standards?<br>Using the Ten Frame to teach the concept of number<br>What's An Effective Strategy in Learning Multiplication?<br>Five Ways of Looking at a Function<br>Making College A Reality<br>Parent Portal: ParentVue – Hands-on-lab<br>PROBLEM BASED LEARNING<br>Saving Water Saves Money: Be a Water Superhero How Safe is Your Water?<br>Traffic around your School "Fast and Furious | |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **13b:** The District will provide professional development to staff and parents to support the increase of two-way communication:<br>1. Train staff on communicating with families of Economically disadvantaged pupils, English Learners, Foster Youth, and individuals with Exceptional needs<br>2. Train staff and parents on required notifications<br>3. Train staff and parents on the dissemination of critical information available in multiple formats for the broader community<br>4. Train staff and parents on District communication protocol | | (Existing) | **13b:** The Parent Center did not train District staff in these areas.<br><br>Parent Portal/ParentVue – October 18, 2014 | No Additional Cost than amounts noted in Action 12. |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **13c:** The District will provide materials and printing to support the dissemination of information in ways that are accessible and in a language that is understandable to parents. | *$3,000* (Existing) | **13c:** The District provided materials and printing to support the dissemination of information. This action is part of the base operating expenses and will not continue in LCAP. This was a duplicate item in the LCAP. | No Additional Cost Repeated Actual Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **13d:** The District will provide technology/computer related services to support the dissemination of school programs and student progress in ways that are accessible to parents:<br>1. Parent Link and Mobile Application<br>2. Synergy Parent Portal<br>3. School Loop | (Existing) | **13d:** The District provided technology/computer related services to support the dissemination of school programs and student progress in ways that are accessible to parents:<br><br>1. Parent Link and Mobile Application – not done<br>The following was completed:<br>2. Synergy Parent Portal<br>3. School Loop<br><br>These services are part of the base operating expenses and are not LCAP items. These services were also duplicated in the actions and services of the 2014-15 LCAP. | No Additional Cost than amounts noted in Action 12. |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| **ACTION 14:**<br>The District Curtis T. Winton Parent Institute and sites will provide training to promote parent education and participation with a focus on increasing student achievement. | (No Cost) | | No Additional Cost than amounts noted in Action 12. |

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| 1. Personnel<br>2. Professional Development<br>3. Materials/Printing<br>4. Technology and Computer Related Services<br>5. Other Expenditures<br><br>**14a:** The District will provide staff to support parent education trainings with a focus on increasing student achievement and participation:<br>1. Senior Director, Categorical Programs (Existing cost)<br>2. Parent/Community Engagement Liaisons consultants (2 @ $25,000 each)<br>3. Professional Development and Staff (Existing cost)<br>4. Chief of Educational/Safety and Security and Staff (Existing cost)<br>5. Educational Services Department Staff (Existing cost)<br>6. District Elementary, Secondary, and English Learner Strategist (Existing cost) | | **14a:** The District provided staff to support parent education trainings with a focus on increasing student achievement and participation. However, these positions are part of the base operating expenses and will not continue as a specific action/service related to the parent institute in LCAP. | |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **14b:** The District will provide parent educational trainings with a focus on increasing student achievement and parent participation:<br>1. Train parents at the District and site levels on federal, state and District instructional programs that support student achievement.<br>2. Train parents at the District and site levels on RUSD areas of instructional focus, strategies, and District programs with an emphasis on: Economically disadvantaged pupils, English Learners, Foster Youth, and individuals with Exceptional needs<br>3. Train parents and sites on volunteer policies to build and organize assistance and support for parents<br>4. Train parents and sites regarding written information and guidance on supervising parent volunteers (i.e. handbook, volunteer forms, guidelines for recruiting, screening, training, and | (Existing) | **14b:** The District provided parent educational trainings with a focus on increasing student achievement and parent participation. | This is a duplicate item (Listed above) in the LCAP and the information was listed in the previous item in 11a. |

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| retaining volunteers)<br>5. Train parents at the District and site levels on specific skills to support the classroom and on guidelines for volunteering and visiting classrooms to observe<br>6. Train parents in behavior management strategies to support PBIS implementation<br>7. Provide at least two annual parent workshops regarding the District graduation requirements and the A-G requirements<br>8. Provide information and training to parents and guardians and other stakeholders on the importance of good attendance habits for all students<br>9. Safety/Security will train parents at the District and site levels on volunteering guidelines to support and promote campus safety. | | | |
| Scope of service: LEA<br>X ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Education | | Scope of service: LEA<br>__ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Education | |
| **14c:** The District will provide materials and printing to support parent education trainings with a focus on increasing student achievement and parent participation. | *$3,000 (Existing)* | **14c:** The District provided materials and printing to support the parent education trainings. This actions was repeated in the 2014-15 LCAP. Support that is not considered part of the base operating expenses will be revised for the 2015-16 LCAP | No Additional Cost<br>Repeated Actual Cost |
| Scope of service: LEA<br>_X_ALL<br>OR:<br>_Low Income pupils _English Learners<br>_Foster Youth_Redesignated fluent English proficient<br>_Other Subgroups:(Specify)__ | | Scope of service: LEA<br>__ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Education | |
| **14d:** RUSD will provide technology/computer related services to support parent education trainings with a focus on increasing student achievement and parent participation:<br>1. Mobile Laptop Cart<br>2. Parent Link and Mobile Application | *(Existing)* | **14d:** The District provided technology/computer related services to support parent education trainings. This action was repeated in the 2014-15 LCAP. Support that is not considered part of the base operating expenses will be revised for the 2015-16 LCAP. | No Additional Cost<br>Repeated Actual Cost |

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| 3. Synergy Parent Portal<br>4. School Loop | | | |
| Scope of service: LEA<br>_X_ALL<br>OR:<br>_Low Income pupils _English Learners<br>_Foster Youth_Redesignated fluent English proficient<br>_Other Subgroups:(Specify)__ | | Scope of service: LEA<br>__ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Education | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| **Action 15:**<br>The District Curtis T. Winton Parent Institute and Professional Development staff will provide training under Code 45121 Foster Parent Training for Foster Parents in Rialto USD to assist with maintaining their license.<br><br>**15a:** The District will provide one course according to the guidelines established by Social Services for all Foster Youth parents with existing staff. | (No Cost) | **15a:** Training was not provided at the District level due to confidentiality of Foster Youth, but was provided by the County Office of Education. | No Cost |
| Scope of service: LEA-Wide<br>X ALL<br>OR:<br>__Low Income pupils<br>__English Learners<br>_X_Foster Youth<br>__Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA-Wide<br>__ALL<br>OR:<br>__Low Income pupils<br>__English Learners<br>_X_Foster Youth _<br>_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **ACTION 16:**<br>The District will increase attendance rates for all students in grade TK – 12 at all Rialto USD schools through the following: | (Existing) | | $646,945<br>LCFF<br>Certificated Salaries |

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| 1. Automated phone system<br>2. STEP UP<br>3. Attendance Incentive Program<br>4. Parent Training<br><br>**16a:** The District will provide District wide coordination for the STEP-UP program to increase the number of students that attend for attendance recovery through existing staff. | | **16a:** The District provided District wide coordination for the STEP-UP program to increase the number of students that attend for attendance recovery through existing staff. Step Up attendance recovery program continued to be implemented successfully recovering 33,867 days of attendance. | ($281,593) & Benefits($36,463), Materials & Supplies ($325,889) Services & Other Operating Expenditures ($3,000) |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **16b:** The District will research and determine best methods to develop a District wide attendance incentive program. | (No Cost) | **16b:** The District did not research and determine best methods to develop a District wide attendance incentive program. Incentives for attendance is not an LCAP item.<br><br>The district will implement a plan for an Attendance Awareness at the elementary level for 2015-2016. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **16c:** The District will provide for an automated phone system to call parents and guardians for period and daily attendance absences. | No Additional Cost | **16c:** The District provided for an automated phone system to call parents and guardians for period and daily attendance absences. This service was repeated in the 2014-15 LCAP and is part of the base operating expenses and is not an LCAP item. | No additional LCAP cost |

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| Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ |
| **ACTION 17:**<br>The District will decrease the percentage of chronic absenteeism for students in grades TK – 12 through the following:<br>1. SARB/SART process<br>2. STRAIT Program<br>3. CWA Prevention Programs<br>4. Alternative Educational Settings<br>5. Direct Support Services<br><br>**17a:** The District will provide current policies and procedures related to the School Attendance Review Board (SARB) through existing staff. | | No Cost | **17a:** The District provides current policies and procedures related to the School Attendance Review Board (SARB) through existing staff. These policies are required by law, are part of the base operating expenses and is not an LCAP item. | No Cost |
| Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ |
| **17b:** The District will provide direct support and monitoring of students with chronic absenteeism through additional staff dedicated to decreasing the number of students with chronic absenteeism:<br><br>-One (1) centralized attendance liaisons through CWA<br><br>-Hire one (1) District Nurse | | *New Expenditure*<br>*Funding: LCFF*<br>*$50,439*<br>*Object Codes:*<br>*Classified Salaries & Benefits*<br><br>*New Expenditure*<br>*$97,382* | **17b:** The District provided direct support and monitoring of students with chronic absenteeism.<br><br>-One (1) centralized attendance liaison was hired for the 2014-15 school year. If the position is determined to be part of the base operating expenses it will not continue in LCAP.<br><br>-One (1) District Nurse was hired during the 2014-15 school year | *New Expenditure*<br>*Funding: LCFF*<br>*$54,662*<br>*Object Codes:*<br>*Classified Salaries($31,879) & Benefits($22,783)*<br><br>*New Expenditure*<br>*$63,232* |

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| | | *Funding: LCFF Object Codes: Certificated Salaries & Benefits* | | *Funding: LCFF Object Codes: Certificated Salaries($43,605) & Benefits($19,627)* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **17c:** The District will provide attendance intervention through the STRAIT (Student Truancy Reduction And Intervention Team) program that provides a 4-Saturday program supported by the existing staff: | | *(Existing)* | **17c:** The District provided attendance intervention through the STRAIT (Student Truancy Reduction And Intervention Team) program that provides a 4-Saturday program supported by the existing staff.<br><br>The STRAIT program is funded through the STEP UP attendance recovery program and is not an LCAP item. | *$6,188*<br>*Funding: LCFF Object Codes: Certificated Salaries($2,268) & Benefits($294), Materials & Supplies ($3,626)*<br>*(Existing)* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA<br>__ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education _ | |
| **17d:** The District will provide for alternative educational settings for students that qualify based on established criteria (ie: home hospital, independent study, community day school)<br>• Hourly wages for Home Hospital Teachers<br>• Mileage for Home Hospital Teacher<br>• Hourly wages for Independent Study Teacher at Secondary<br>• Hourly wages for Independent Study teacher at Elementary | | *(Existing)* | **17d:** The District provided for alternative educational settings for students that qualify based on established criteria. However, these specific programs are part of the base operating expenses and is not an LCAP item. | *$151,313*<br>*Funding: LCFF Object Codes: Certificated Salaries($128,288) & Benefits($20,775),* |

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| grades 1-6 through CWA | | | *Materials & Supplies($250), Services & Other Operating Expenditures ($2,000) (Existing)* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **17e:** The District will provide mandatory participation in one of the Child Welfare and Attendance Prevention Programs which may include:<br>• Truancy (STRAIT)<br>• Expulsion (CWA)<br>• Bullying (Safety Assemblies)<br>• Drug and Alcohol (No Cost contract with Inland Valley or South Coast) | *(Existing)* | **17d:** The District provided mandatory participation in one of the Child Welfare and Attendance Prevention Programs. These programs are part of the base operating expenses and is not an LCAP item.<br><br>Truancy (STRAIT) 105 students<br>43 students completed the program.<br>Explusion (CWA) 37 students expelled.<br><br>**School Site G.R.I.P**<br>• Dunn Elementary School<br>September 2 – October 7, 2015<br>• Simpson Elementary School<br>September 4 – October 9, 2015<br><br>Officers trained the San Bernardino USD Campus Officers on the GRIP program<br>Professional Development Center – 2/18/15<br>Dunn – 2/19/15<br><br>**Bullying**<br>Kolb Middle School 10/16/14<br>Dollahan Elementary School 11/13/14<br>Morgan Elementary School 11/17/14<br>Frisbie Middle School 11/21/14<br>Hughbanks Elementary School 12/2/14<br>Casey Elementary School 12/4 & 12/9/14 | No additional cost, training provided by Safety & Security department. |

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| | | | Bemis Elementary School 1/6/15<br>Trapp Elementary School 1/7/15<br>Fitzgerald Elementary School 2/26/15<br><br>**Bullying for Parents**<br><br>Parent Institute – Chief Leary<br>Fitzgerald Elementary School<br><br>Drug and Alcohol- (No cost) - 3 students | | |
| Scope of service: | LEA | | Scope of service: | LEA | |
| X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| **ACTION 18:**<br>The District will decrease middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1. through the following:<br>1. Early Warning Indicator and Intervention System (EWS)<br>2. McKinney Vento and Foster Youth Liaisons<br>3. Support Services for “at-risk” students<br>4. Tiered Intervention<br><br>**18a:** The District will continue to monitor the attendance and academic progress of students identified as “at risk” for drop out through existing staff. | | No Cost | **18a:** The District monitored the attendance and academic progress of student identified as "at risk" for drop out through existing staff. The monitoring of these students is part of the regular duty of existing staff, is part of the base operating expenses and is not an LCAP item. | | No Cost |
| Scope of service: | LEA | | Scope of service: | LEA | |
| _X__ALL | | | __ALL | | |

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| OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)___ | | OR:<br>X_Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify) ___ | |
| **18b:** The District will provide for District and school level<br>• McKinney Vento Liaison<br>• Foster Youth Liaisons to coordinate support services (counseling, emergency food, transportation) for identified students. | (Existing) | **18b:** The District provided for District and school level<br>• McKinney Vento Liaison designee appointed at each school<br>• Foster Youth Liaisons to coordinate support services (counseling, emergency food, transportation) for identified students. | No additional cost |
| Scope of service: LEA<br>X ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)___ | | Scope of service: LEA<br>X_ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_ __ | |
| **18c:** The District will research various Early Warning Indicator and Intervention Systems (EWS) to determine best option for a District wide data tracking system. For example: www.ontrackca.org | No Cost | **18c:** No system exist at this time. These services are part of our base operating expenses and is not an LCAP item. | No Cost |
| Scope of service: LEA<br>_X_ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_ __ | | Scope of service: LEA<br>X_ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_ __ | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| **ACTION 19:**<br>The District will decrease the high school dropout rates through the following: | *New Expenditure Funding: LCFF Object Codes: Services and Other Operating* | **19a:** The District planned for and began implementation of a centralized home visitation team. This was begun with existing staff and the hiring of additional staff to support this will be moved to the 2015-16 school year. | *New Expenditure Funding: LCFF Object Codes: Services and Other Operating* |

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| 1. District wide task force<br>2. Non-Grade Plan Addendum<br>3. Independent Study<br>4. Virtual Schools<br><br>**19a:** The District will plan for and implement a District centralized home visitation team, including a District Probation Officer, a District Community Liaison, and other appropriate District and site personnel through:<br><br>-Hiring a Probation Officer through SBC<br><br>-Professional Development for visitation team to be provided through existing staff.<br><br>- Hire a Community Liaison | *Expenditures*<br>*$80,000*<br><br>*-No Cost*<br><br>*New Expenditure Funding: LCFF Object Codes: Classified & Benefits*<br>*$40,417* | A Probation Officer through SBC was not hired; scheduled to be hired '15-16<br><br>A Community Liaison was not hired. Scheduled to be hired '15-16 | *Expenditures*<br>*$0*<br><br>*-No Cost*<br><br>*New Expenditure Funding: LCFF Object Codes: Services and Other Operating Expenditures*<br>*$0* |
| Scope of service: LEA<br>X ALL<br>OR:<br>X_Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)___ | | Scope of service: LEA<br>__ALL<br>OR:<br>X_Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify) | |
| **19b:** The District will district will research best practices, identify and provide resources for increased outreach to low socio-economic families through existing staff. | No Cost | **19b:** The District provides resources for increased outreach to low socio-economic families through existing staff. This is part of regular staff duties, is part of the base operating expenses and is not an LCAP item. | No Cost |
| Scope of service: LEA<br>X ALL<br>OR:<br>X_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_ | | Scope of service: LEA<br>__ALL<br>OR:<br>X_Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_____ | |
| **19c:** The District will implement consistent use and completion of the Non-Grad Plan Addendum to assist at risk students in | | **19c:** The District revised the Graduation Plan for the 2014-15 school year to assist at risk student in identifying options | |

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| identifying options available to graduate from high school. Training on procedures for admin, counselors, etc | | (Existing) | available to graduate from high school.<br><br>Training took place on January 30, 2015 for 16 counselors during regular work hours. | No Additional Cost |
| Scope of service: LEA<br>X__ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_Students identified at risk __ | | | Scope of service: LEA<br>X_ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify) _____ | |
| **19d:** The District will provide mandatory enrollment in the Independent Study Program and/or Virtual High School Program for students that are more than one year behind toward meeting graduation requirements. | | (Existing) | **19d:** The District did not provide mandatory enrollment in the Independent Study Program and/or Virtual High School Program for students that are more than one year behind toward meeting graduation requirements.<br><br>The District has began to implement APEX, an online program to replace the existing credit recovery curriculum. The program was included in the purchase of the textbook adoption. Teachers have been trained and students are being enrolled for the 2014 spring semester. The cost of the program and training repeats in the LCAP and is not an LCAP item. | No Additional Cost |
| Scope of service: LEA<br>_X__ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)_ | | | Scope of service: High School<br>_X__ALL<br>OR:<br>_Low Income pupils __English Learners<br>_Foster Youth __Redesignated fluent English proficient<br>_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? | | Goal 1 was too broad to bring clarity to the actions and services needed to service our student population and District. The actions and services also included items related to the general operation of the District that were not specific to the educational plan. These general operation items have been removed for the 2015-16 LCAP.<br><br>As a result of various stakeholder's input, analysis of student achievement data, and completing the services and actions update for the 2014-15 LCAP, it was determined that two overarching | | |

goals did not meet the needs of the district. Therefore, a careful analysis of our '14-15 actions and services and stakeholder input led us to six reoccurring themes:

- Implement Common Core State Standards
- Reduce achievement gaps in student subgroups
- Personnel to support schools for intervention (RtI)
- Training for Professional Learning Communities
- Funding and training for Positive Behavior Intervention Systems (PBIS)
- Funding and expansion for AVID
- Funding for staffing in the Visual and Performing Arts at the elementary schools
- Technology support and integration with curriculum

From the recurring themes listed above and the input of various stakeholders, and analysis of student achievement, we kept goal 1 and created five additional specific and targeted goals that were based on our findings and stakeholder's input for 2015-2018:

Goal:

1. **Achievement:** All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.
2. **Instruction:** All Rialto USD schools will ensure all students will receive high quality initial grade level instruction in all content areas.
3. **Intervention:** All Rialto USD schools will provide timely systematic interventions for all students not meeting grading level expectations.
4. **Professional Learning**: Rialto USD will promote a professional learning community that creates a culture of continuous improvement geared toward student achievement.
5. **School Environment:** Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.
6. **Technology:** Rialto USD will improve and extend teaching and learning through increased technology access and meaningful use of technology developing responsible digital citizens.

Actions and services were organized under the reoccurring themes. Additional actions and services were developed to fill in gaps and address the needs of the students.

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| Original GOAL from prior year LCAP: | Goal 2: All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century. | Related State and/or Local Priorities:<br>1☐ 2 X 3☐ 4 X 5 X 6X 7 X 8 X<br>COE only: 9☐ 10☐<br>Local : Specify _____ |
| Goal Applies to: | Schools: LEA-Wide<br>Applicable Pupil Subgroups: | |

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| Expected Annual Measurable Outcomes: | 1. Increase Graduation Rate to 81.4%<br>2. Increase A-G Completion Rate to 16.5%<br>3. Increase CAHSEE Passing Rate to 81% in ELA<br>4. Increase CAHSEE Passing Rate to 84% in Mathematics<br>5. Increase the EAP Readiness Rate to 12% in ELA<br>6. Increase the EAP Readiness Rate to 7% in Mathematics<br>7. Increase enrollment in year 3 math and science by 1%<br>8. Increase the AP Achievement score by 1%<br>9. Increase the CTE completion rate by 1% | Actual Annual Measurable Outcomes: | 1. The 2013-14 Graduation Rate increased to 80.8%<br>2. The 2013-14 A-G Completion Rate decreased to 20.7%<br>3. The 2013-14 CAHSEE Passing Rate decreased to 79% in ELA<br>4. The 2013-14 CAHSEE Passing Rate stayed at 83% in Mathematics<br>5. The 2013-14 EAP Readiness Rates increased to 12% in ELA<br>6. The 2013-14 EAP Readiness Rates decreased to 3% in Mathematics<br>7. The 2013-2014 year 3 math classes taken was at 82% yr 3 science classes taken at 66.5%. The 2014-2015 year 3 math class taken was at 81%, science was at 67.2%. This is a 1% decrease in higher math classes taken and a 0.7% increase in higher science classes taken.<br>8. The way AP data is calculated was changed for 2013-14.<br>9. Note the data on 2012-2013 might be a little misleading as it was the first year of CALPADS data collection on CTE. Also this year with the opening of the Culinary Academy at the Cesar Chavez center both RHS and EHS enrollment went down in CTE<br>CTE Completers<br>EHS RHS CHS MHS ZHS<br>2012-2013 80 76 14 6 5<br>2013-2014 25 26 0 0 0 |

<table>
<tr><th colspan="4">LCAP Year: 2014-15</th></tr>
<tr><th colspan="2">Planned Actions/Services</th><th colspan="2">Actual Actions/Services</th></tr>
<tr><td colspan="2">Action 1:<br>The District will ensure all students, including English Learners, Redesignated EL, Special Needs, Low Income, have access to and will be enrolled into a broad and challenging course of study that includes all subject areas and CTE Pathways through an equitable master schedule at all grade levels.<br><br>1a: The District will develop new common core courses for Reading/English Language Arts (R/ELA) and Math and submit for A-G approval.<br>30 hours of extra duty for 16 teachers</td><td>New Expenditure<br>$20,640<br>Funding: LCFF<br>Object Codes:<br>Certificated<br>Salaries &<br>Benefits</td><td colspan="2">1a: The District developed new common core courses for R/ELA and Math and submitted for A-G approval.</td><td>New Expenditure<br>$19,210<br>Funding: LCFF<br>Object Codes:<br>Certificated<br>Salaries($17,005) &<br>Benefits($2,205)</td></tr>
<tr><td>Scope of service:</td><td>High Schools<br><br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td><td></td><td>Scope of service:</td><td>High Schools<br><br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td colspan="2">1b: The District will provide training for awareness year of NGSS content standards and Science and Engineering Practices for elementary, middle and high school trainings.</td><td>Subs for 50 teachers X 3 days x 125= $247,000<br>New Expenditure<br>Funding: LCFF<br>Object Codes:<br>Certificated<br>Salaries &<br>Benefits</td><td colspan="2">1b: The District did not provide training for awareness year of the NGSS content standards and Science and Engineering Practices for elementary, middle and high school trainings. Due to a lack/shortage of substitutes for classroom coverage, these trainings will be moved to the following year.</td><td>No Cost</td></tr>
<tr><td>Scope of service:</td><td>TK-12<br><br>X_ALL<br>OR:<br>__Low Income pupils __English Learners</td><td></td><td>Scope of service:</td><td>TK-12<br><br>X_ALL<br>OR:<br>__Low Income pupils __English Learners</td><td></td></tr>
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| __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | __Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1c:** The District will provide identified elementary schools with an Elementary Music Program.<br>Add 5 FTE's.<br>Provide necessary supplies. | *New Expenditure $508,450 Funding: LCFF Object Codes: Certificated Salaries & Benefits, Books & Supplies* | **1c:** The District provided identified elementary schools with an Elementary Music Program.<br>Five (5) Elementary Music teachers were hired during the 2014-15 school year. | *New Expenditure $493,035 Funding: LCFF Object Codes: Certificated Salaries ($369,200)& Benefits ($106,672), Books & Supplies($17,163)* |
| Scope of service: Elementary Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: Elementary Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1d:** The District will provide necessary supplies and or facilities upgrades to the elementary VAPA school. | *New Expenditure NTE $20,000 Funding: LCFF Object Codes: Books & Supplies* | **1d:** The District provided necessary supplies and/or facilities upgrades to the Elementary VAPA school. | *New Expenditure $20,000 Funding: LCFF Object Codes: Books & Supplies* |
| Scope of service: Henry Elementary VAPA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ ___ | | Scope of service: Henry Elementary VAPA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ _ | |
| **1e:** The District will provide student access through pathways, industry-themed programs of study that integrate rigorous academics, real-world technical skills, work-based learning and personalized supports.<br>Add 1 FTE LCFF<br>Add 1 FTE Perkins | *New Expenditure $199,260 Funding: LCFF & Perkins Career and Technical* | **1e:** The District provided student access through pathways, industry-themed programs of study that integrate rigorous academics, real-world technical skills, work-based learning and personalized supports.<br><br>Both positions were created during the 2014-15 school year. The | No Additional Cost since positions were not filled. |

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| | | *Education Grant Object Codes: Certificated Salaries & Benefits* | Engineering position is currently being advertised but remains vacant. The part time Culinary position has been filled but is being split between the new position and one of the comprehensive high schools until a replacement for the high school position is found. | | |
| Scope of service: | High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1f:** The District will provide 16 extra duty hours for CTE pathways. | | *New Expenditure $1,376 Funding: Perkins Career and Technical Education Grant Object Codes: Certificated Salaries & Benefits* | **1f:** No pathways were built in the '14-15 school year. Planning only at no additional cost. | | No Cost |
| Scope of service: | High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **1g:** The District will increase participation of students with Special Needs, English Learners, and Foster Care programs by developing integrated programs of study adapted to their individual education needs and plans. | No Cost | **1g:** A metric was not identified to determine increased participation of students with Special Needs, English Learners and Foster Care program; integrated programs of study adapted to students' individual educational needs and plans were not developed. | No Cost |
| Scope of service: High Schools<br>X ALL<br>OR:<br>X Low Income pupils X_English Learners<br>X_Foster Youth X Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Needs | | Scope of service: High Schools<br>__ALL<br>OR:<br>__Low Income pupils _XEnglish Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__Special Needs | |
| **1h:** The District will explore the creation of additional career pathways at each high school, which will match the state's work force needs and will also meet A-G requirements.<br><br>Research about Linked Learning and explore surrounding Districts on pathways being offered. | No Cost | **1h:**The District is in process to creation of additional career pathways at each high school which will match the state's work force needs and will also meet A-G requirements. The district held CTE advisory committee meetings, individual principal meetings, Linked Learning trainings including RHS and district leaders. The district leaders also attended a Hub of Excellence meeting.<br><br>The district has also selected the Linked Learning coaches to participate in training that will occur in June 2015. The consultant from Connect Ed will be presenting on Linked Learning to Cabinet in May.<br><br>The district is also providing Career Center Tech training.<br><br>The district visited Oxnard Unified to gather information about pathways.<br><br>The district has provided Research Labor Market information to the CTE teachers.<br><br>These actions will be reviewed for inclusion and revision for the 2015-16 LCAP. | No Cost |
| Scope of service: High Schools<br>X ALL | | Scope of service: High Schools<br>__ALL | |

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| OR:<br>X Low Income pupils X_English Learners<br>X_Foster Youth X Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)___Special Needs | | OR:<br>__Low Income pupils _XEnglish Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__Special Needs | |
| **1i:** The District will train and certify 34 high school ELA teachers and re-certify 15 ELA high school teachers on the ERCW. Teachers will be trained and certified on the ERWC to be able to offer the ERWC course to all 11th and 12th grade students. The course is designed to prepare students for college level English and is aligned with the California English Language Arts Content Standards. There is no cost to the district for the initial training/certification. The cost for the re-training/re-certification is $75.00 per teacher at a cost of $1,125.00<br><br>The 49 teachers will be provided either a substitute or 24 hours of extra duty pay with a daily stipend of $150.00 per days. | *New Expenditure $8,346 Funding: LCFF Object Code: Certificated Salaries & Benefits* | **1i:** The District trained and certified high school ELA teachers for ERWC.<br><br>33 new teachers; 15 return;<br>Day 1 of new training during the school day w/subs; Day 1 re-certification: 3 hrs. evening extra-duty; Days 2/3: All 7 hrs. extra-duty Sat.; Day 4: All 4 hrs. extra-duty Sat.<br><br>Teachers were paid hourly for Saturday participation (7 hours each for 2 full Saturdays and ½ day Saturday. 12 teachers were paid hourly 4 hours each for Friday night training. | *New Expenditure $42,522 Funding: LCFF Object Code: Certificated Salaries($37,640) & Benefits($4,882)* |
| Scope of service: "School-wide"<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: 11 & 12th Grade<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1j:** The District will train 43 middle school ELA teachers on the ERCW. Teachers will be trained and certified on the ERWC to be able to offer the ERWC units to all 7th and 8th grade students.<br>The 43 teachers will be provided a substitute or 16 hours of extra duty pay with a daily stipend of $150.00 per day. | *New Expenditure $7,324 Funding: LCFF Object Code: Certificated Salaries & Benefits* | **1j:** The District trained and certified middle school ELA teachers for ERWC.<br><br>43 teachers were trained in ERWC over 3 school days. Subs were provided. Cost of ERWC course is $310/per participant | *New Expenditure $37,552 Funding: LCFF Object Code: Certificated Salaries($15,189) & Benefits($2,383), Services & Other Operating Expenditures ($13,300)* |
| Scope of service: 7 & 8th Grade<br>X_ALL | | Scope of service: 7 & 8th Grade<br>X_ALL | |

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| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1k:** The District will purchase a monitoring tool for 8th and 10th grade to prepare the students for college and career goals, such as; My Quick Start, counselors, and PSAT. | *Existing Expenditure $25,000 Funding: LCFF Object Codes: Services & Other Operating Expenditures* | **1k:** The District purchased Readi-Step and PSAT as a monitoring tool for 8th and 10th grade to prepare students for college and career goals. This is an annual cost and will be included in the 2015-16 LCAP. | *Existing Expenditure $25,000 Funding: LCFF Object Codes: Services & Other Operating Expenditures* |
| Scope of service: 8 & 10th Grade<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: 8 & 10th Grade<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **1l:** The District will provide master schedule training to all secondary administrators and counselors to ensure accurate placement of all students. | *New Expenditure $20,000 Funding: Title II, Part A, Improving Teacher Quality Object Codes: Services & Other Operating Expenditures* | **1l:** The District did not provide master schedule training to all secondary administrators and counselors to ensure accurate placement of all students at the end of February. A training was not provided by Synergy related to our Student Information System due to late rollover on Synergy. Individual training has been provided by I.T. on an as needed basis.<br>An annual training to be delivered by ACSA will be explored for 2015-16 at $250 per person, plus consultant expenses. | No Cost |
| Scope of service: School-Wide<br>X_ALL<br>OR:<br>__Low Income pupils<br>__English Learners<br>__Foster Youth<br>__Redesignated fluent English proficient | | Scope of service: School-Wide<br>X_ALL<br>OR:<br>__Low Income pupils<br>__English Learners<br>__Foster Youth<br>__Redesignated fluent English proficient | |

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| _Other Subgroups:(Specify)_ ___ | | X_Other Subgroups:(Specify)__ | |
| **ACTION 2:**<br>The District will ensure all students, including special populations, will be enrolled in classes, with programs and services provided to support and benefit their needs.<br>**2a:** The District will develop a long-term strategic plan for Special Education through the use of a consultant. | *New Expenditure $102,000 Funding: Special Education Object Codes: Services & Other Operating Expenditures* | **2a:**The District developed a long-term strategic plan for Special Education through the use of a consultant.<br>Consultants met with the Special Education Task Force monthly to work on a long-term strategic plan for Special Education.<br>The anticipated completion date for the Special Education long-term strategic plan is December 2015. | *New Expenditure $130,675 Funding: Special Education Object Codes: Services & Other Operating Expenditures* |
| Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education _ | | Scope of service: LEA<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Education _ | |
| **2b:** The District will provide all students with access to technology for blended learning and credit recovery opportunities. | *Existing Expenditure $60,000 Funding- Site Targeted Student Discretionary Funds, Object Code- Services & Other Operating Expenditures* | **2b:** The District purchased APEX to provide all students with access to technology for blended learning and credit recovery opportunities. If this program is determined to be part of the base operating expenses it will not continue in LCAP. | *Existing Expenditure $70,000 Funding- Site Targeted Student Discretionary Funds, Object Code- Services & Other Operating Expenditures* |
| Scope of service: Secondary Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **ACTION 3:** | | | |

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| All schools will have media centers (libraries) that are equipped with resources to support all students and instructional staff with the implementation of state standards, CTE Pathways, technology integration and 21st Century skills and provide them access to print materials, electronic databases and software that support standards-based instructional practices. Which may include, but is not limited to:<br>• Standards-aligned materials & resources<br>• Online research materials<br>• Streaming video<br>• Online databases<br>• Research-based software to monitor & manage reading practice<br><br>**3a:** The District will provide technical training for library resources, as needed - in-house | No Cost | **3a:** The District will provide technical training for library resources, as needed. This action is part of the base operating expenses and will not continue in LCAP. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3b:** The District will purchase Library Books for 29 school libraries | *New Expenditure $174,000 for 29 libraries*<br>*Funding: Restricted Lottery*<br>*Object Codes: Services and Other Operating Expenditures* | **3b:** The District purchased additional library books for 29 school libraries. With the increased Common Core expectation for non-fictional literature, library books will need to continue to be purchased annually to expand titles available to students. | *New Expenditure*<br>$174,000<br>*Funding: Restricted Lottery*<br>*Object Codes: Materials & Supplies* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | |

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| __Other Subgroups:(Specify)_____ | | __Other Subgroups:(Specify)_____ | |
| **3c:** The District will purchase Online Research Materials | *Existing Expenditure* $9,000 *Funding: Restricted Lottery Object Codes: Services and Other Operating Expenditures* | **3c:** The District purchased online research materials: Edivation, STAR Reading, First In Math, | *Existing Expenditure $6,667 Funding: Restricted Lottery Object Codes: Services and Other Operating Expenditures* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3d:** The District will make all necessary repairs to District facilities. | *Existing Expenditure* $3,127,077 *Funding: LCFF Object Codes: Books and Supplies, Services and Other Operating Expenditures, and Other Outgo* | **3d:** The District made all necessary repairs to District facilities. This action is part of the base operating expenses and will not continue in LCAP. | *Existing Expenditure* $3,684,639 *Funding: LCFF Object Codes: Books and Supplies, Services and Other Operating Expenditures, and Other Outgo* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | |

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| __Other Subgroups:(Specify)_____ | | __Other Subgroups:(Specify)_____ | |
| **3e:** The District will provide funding for the replacement of classroom/office furniture and equipment needed for classrooms and support facilities | *New Expenditure $100,000 Funding Source LCFF Object Code: Books and Supplies* | **3e:** The District provided funding for the replacement of classroom/office furniture and equipment needed for classrooms and support facilities. This is part of the base operating expenses and will not continue in LCAP. | *New Expenditure $100,224 Funding Source LCFF Object Code: Books and Supplies* |
| Scope of service: LEA-wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA-wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **3f:** The District will upgrade technology access at all district facilities to accommodate 21st Century learning<br><br>• Includes reliable Internet access & Wi-Fi<br>• Access to necessary websites that support implementation of standards | New Expenditure Cost TBD- The number and cost of projects is dependent upon the receipt of building improvement grants. | **3f:** The District will upgrade technology access at all district facilities to accommodate 21st Century learning<br><br>• Includes reliable Internet access & Wi-Fi<br>• Access to necessary websites that support implementation of standards<br><br>No District wide project were commenced in 14-15, the upgrades to technology have been included in Actions 4m-4q of Goal 1.<br><br>Maintaining the infrastructure for technology access is part of the base operating expenses and will not continue in LCAP.<br><br>Developing the District infrastructure is part of the base operating expenses and will not continue as an LCAP item. | Costs included in actions 4m-4q of goal 1. |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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| **Action 4:**<br>The District will provide administrative, certificated and classified staff to support all students and instructional staff in attaining district goals.<br><br>**4a:** The District will recruit and retain highly qualified administrative, certificated and classified support staff as needed. | *Existing Expenditure $80,322,588 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **4a:** The District consistently recruits and retains highly qualified administrative, certificated and classified support staff as needed. This action is part of the base operating expenses and will not continue in LCAP. | *Existing Expenditure* $84,484,528 *Funding: LCFF Object Codes: Certificated Salaries & Benefits* |
| Scope of service: LEA<br>X_ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Needs _ | | Scope of service: LEA<br>X_ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Needs _ | |
| **4b:** The District will retain 2 Elementary and 3 Secondary Instructional Strategists | *Existing Expenditure $523,442 Funding: Title I Object Codes: Classified Salaries & Benefits* | **4b:** The District retained 2 Elementary and 3 Secondary Instructional Strategists. The information related to staff for the Professional Development Center will be revised for the 2015-16 LCAP. | *Existing Expenditure $596,257 Funding: Title I Object Codes: Certificated Salaries ($453,602)& Benefits($142,655)* |
| Scope of service: Secondary Schools<br>X_ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ _ | | Scope of service: Secondary Schools<br>X_ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ _ | |
| **4c:** The District will recruit and retain 2 additional Instructional Strategists | *New Expenditure $195,000 Funding: Title I, Part A* | **4c:** The District recruited and retained 2 additional Instructional Strategists. The information related to staff for the Professional Development Center will be revised for the 2015-16 LCAP. | *New Expenditure $113,847 Funding: Title I, Part A* |

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| | | *Object Codes: Certificated Salaries & Benefits* | | *Object Codes: Certificated Salaries($88,408) & Benefits($25,439)* |
| Scope of service: LEA<br>_X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ _ | | | Scope of service: LEA<br>__ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ _ | |
| **4d:** The District will retain the Technology Integration Strategist | | *Existing Expenditure $91,625 Funding: Title I, Part A Object Codes: Certificated Salaries & Benefits* | **4d:** The District retained the Technology Integration Specialist. The information related to staff for the Professional Development Center will be revised for the 2015-16 LCAP. | *Existing Expenditure $95,115 Funding: Title I, Part A Object Codes: Certificated Salaries($71,827) & Benefits($23,288)* |
| Scope of service: LEA<br>__ALL<br>OR:<br>_Low Income pupils __English Learners<br>__Foster Youth X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ _ | | | Scope of service: LEA<br>__ALL<br>OR:<br>X_Low Income pupils X_English Learners<br>X_Foster Youth X_Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ _ | |
| **4e:** The District will provide transportation services to those students who qualify for bus transportation<br>Costs per Business Division. | | *Existing Expenditure $5,567,953* | **4e:** The District provided transportation services to those students who qualify for bus transportation. Transportation costs are part of the base operating expenses and will not continue in LCAP. | *Existing Expenditure $6,504,846 Funding Source: LCFF Classified Salaries($2,157,330) & Benefits ($983,957), Books & Supplies ($934,650), Services & Other Operating* |

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| | | | | *Expenditures($2,325,585), Capital Outlay ($103,324)* |
| Scope of service: LEA-Wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA-Wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **4f:** The District will provide all students access to nutrition services<br>Costs per Business Division. | | *Existing Expenditure $11,032,387* | **4f:** The District provided all students access to nutrition services. Nutrition Services costs are part of the base operating expenses and will not continue in LCAP. | *Existing Expenditure $15,265,028 Funding Source: LCFF Classified Salaries($3,660,865) & Benefits ($1,555,344), Books & Supplies ($8,747,000), Services & Other Operating Expenditures ($480,000), Other Outgo ($821,819)* |
| Scope of service: LEA-Wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service: LEA-Wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **ACTION 5:**<br>The District will meet the API state student achievement target by 2017. | | | | |

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| **5a:** The District will administer the required California statewide student assessments for the required grade levels. | | (Existing) | **5a:** The District administered the required California statewide student assessments for the required grade levels. Currently, students are required to take the SBAC in grades 3 - 8 and grade 11 in ELA and Math. Students in grades 5, 8 and 10 are still required to take the Science California State Test (CST) or California Modified Assessment (CMA). The California Alternate Assessment (CAA) is scheduled to be field tested in the spring of 2015. State mandated student assessments are part of our base operating expenses and will not continue in LCAP. The metrics associated with growth on the state assessments will be included in the 2015-16 LCAP in the area of achievement. | Existing Expenditure<br>Funding Source: LCFF<br>$25,000<br>Services & Other Operating Expenditures<br><br>Cost TBD when state issues cost information |
| Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ |
| **5b**: The District will provide a student data management system to monitor student progress and achievement. | | *Existing Expenditure $150,000*<br>*Funding: Title I & LCFF*<br>*Object Codes: Services & Other operating* | **5b**: The District provided a student data management system to monitor student progress and achievement related to assessment. This system is separate from the Student Information System that maintains student grades. | *Existing Expenditure*<br>$129,700<br>*Funding: Title I*<br>*$6,460*<br>*Funding: LCFF*<br>*Object Codes: Services & Other operating* |
| Scope of | LEA | | Scope of | LEA |

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| service: | | | service: | |
| X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| The District and all schools will close the achievement gap across all subgroups as demonstrated in the core subject areas that are assessed.<br><br>**5c:** The District will administer elementary trimester assessments, secondary quarterly assessments in the core subjects aligned to CCSS. | | No Cost | **5c:** The District administered various trimester and quarterly assessment in the core subject areas aligned to CCSS. The district wide Interim Formative Assessments are being reviewed and compared to the state Interim Comprehensive Assessments (ICAs) that were released January 28, 2015. | No Cost |
| Scope of service: | LEA | | Scope of service: | LEA |
| X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **ACTION 6:**<br>The District will increase the number of students that complete courses meeting A-G requirements with a C or better.<br><br>**6a:** The District through site administrators and counselors will quarterly monitor student grades and course of study from 9th to 12th grade. | | No Cost | **6a:** The District through site administrators and counselors monitored student grades and course of study from 9th to 12th grade on a semester basis. Reports related to grades and graduation status were prepared and shared at a district level. 4-year plans were also developed and created in the Student Information System. This action will be revised for the 2015-16 LCAP to determine what additional services are being provided and how those services are measured. | No Cost |
| Scope of service: | High Schools | | Scope of service: | High Schools |
| X_ALL<br>OR:<br>__Low Income pupils __English Learners | | | X_ALL<br>OR:<br>__Low Income pupils __English Learners | |

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| __Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify) | | __Foster Youth __Redesignated fluent English proficient<br>_Other Subgroups:(Specify)__ _ | |
| **6b**: The District will monitor and/or update High School Graduation Plans on a quarterly basis with specific focus being placed on low socio-economic students, foster youth, English Learners, and students with Special Needs. | | **6b**: The District monitored and/or updated High School Graduation Plans on a quarterly basis with specific focus being placed on low socio-economic students, foster youth, English Learners, and students with Special Needs. Specific students not meeting graduation requirements were identified through the revised Graduation Plan.<br><br>The district created a process in Synergy to document and print reports for English Learners, Special Education, and Foster Youth student progress.<br><br>This action will be revised for the 2015-16 LCAP to determine what additional services are being provided and how those services are measured. | No additional cost |
| Scope of service: High Schools<br>X_ALL<br>OR:<br>X Low Income pupils X English Learners<br>X Foster Youth X Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils X_English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_Special Needs Students _ | |
| The District will increase the number of students enrolled in AP courses and scoring a 3 or higher on the AP exam.<br><br>**6c:** The District counselors will meet with all students assigned a minimum of twice per year (with a dated student signature) to ensure that students are aware of their progress toward graduation. | No Cost | **6c:** The District counselors are meeting with all students assigned a minimum of twice per year (with a dated student signature) to ensure that students are aware of their progress toward graduation. A dated student signature list is maintained verifying a counseling appointment was held. | No Cost |
| Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | |

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| __Other Subgroups:(Specify)_____ | | __Other Subgroups:(Specify)_____ | |
| The District will increase the percentage of students passing the EAP in ELA and Math.<br><br>**6d:** The District will administer the EAP to all 11th grade students in the District. | No Cost | **6d:** The District did not administer the EAP to all 11th grade students because the assessment is now embedded in the SBAC test to determine college readiness. The cost to administer the SBAC is part of the base operating expenses and will not continue in LCAP. | No Cost |
| Scope of service: School-wide<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: 11th grade<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **ACTION 7:**<br>The District will increase the number of students that pass and score proficient on the CAHSEE.<br><br>**7a:** The District will implement a Saturday CAHSEE academy Six Saturdays, 4 teachers, at 4 hours per Saturday = 24 hours extra duty hours per teacher. | *New Expenditure $4,128 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | Results for the current LCAP year will not be available until September 2015. The most recent CAHSEE data is for the 2013-2014 school year. For this year, the District had a decline of 1% in English Language Arts (ELA) and no change in Math for the students that passed the CAHSEE. The District increased the percentage of students scoring proficient in ELA by 0.7% and in Math by 1.4%.<br><br>**7a:** The District implemented a Saturday CAHSEE academy Six Saturdays, 4 teachers, at 4 hours per Saturday = 24 hours extra duty hours per teacher. | *New Expenditure $1,087 Funding: LCFF Object Codes: Certificated Salaries ($961) & Benefits($126)* |
| Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7b:** The District high schools will update and/or develop and implement a school-wide CAHSEE plan. | No Cost | **7b:** The District high schools will updated and implemented their school-wide CAHSEE plan. | |

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| | | | No Cost |
| Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7c:** The District will administer the annual CAHSEE to all 10th grade students as well as 11th and 12th grade students that have not successfully passed the test. | (Existing) | **7c:** The District administered the annual CAHSEE to all 10th grade students as well as 11th and 12th grade students that have not successfully passed the test. Administration of state mandated tests is part of the base operations cost and will not continue in LCAP. The metric related to student passing and proficiency rates will be included in the LCAP in the area related to achievement. | No Cost |
| Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7d:** The District will increase the graduation rates for all high schools. The District will require that all students meet with a counselor to develop a four-year graduation plan upon enrollment in high school. | No Cost | **7d:** All incoming 9th grade students enter high school with a 4 year plan already inputted in Synergy, the District's student information system. This action is part of a counselor's job responsibility and will continue in the 2015-16 LCAP and related to a specific metric.<br>For the 2012-2013 school year, the District increased the graduation rate by 1.6% and decreased the dropout rate by 0.3%. Information for the 2013-14 school year will not be available until April 2015. | No Additional Cost |
| Scope of service: High Schools | | Scope of service: High Schools | |

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| X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7e:** The District will ensure that site administrators and counselors will quarterly monitor each student's grades, master schedules, students' graduation plans/course of study to ensure that each student is on track to graduate meeting the requirements for both Career and College Readiness. | No Cost | **7e:** The District is ensured that site administrators and counselors met quarterly to monitor each student's grades, master schedules, students' graduation plans/course of study to ensure that each student is on track to graduate meeting the requirements for both Career and College Readiness. The Student Information System (SIS) has the capability of generating various reports to assist staff to identify low performing students. Monitoring students that are at risk of not passing is an action that will be revised for the 2015-16 LCAP in the area related to intervention. | No Cost |
| Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)__At Risk students___ | | Scope of service: High Schools<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>X_Other Subgroups:(Specify)_At Risk Students __ | |
| **7f:** The District will identify specific students at each grade level (K-12) that are at risk of not passing and not graduating due to one or more of the following criteria:<br>• Failed Algebra I<br>• Credit Deficient<br>• Failed one or more core courses/classes in one trimester or semester<br>• Failed grade level ELA and/or Mathematics; and the ELA and/or math section of the CAHSEE | No Cost | **7f:** The District identified specific students at each grade level that were at risk of not passing and not graduating due to various criteria. The Student Information System (SIS) has the capability of generating various reports to assist staff to identify low performing students. Monitoring students that are at risk of not passing is an action that will be revised for the 2015-16 LCAP in the area related to intervention. | No Cost |
| Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | Scope of service: LEA<br>X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | |

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| X_Other Subgroups:(Specify)_At risk students_ | | | X_Other Subgroups:(Specify)_At risk students___ | | |
| **7g:** The District will designate a specific counselor at each high school to serve as the Foster Youth Liaison. | | No Cost | **7g:** The District designated a specific counselor as well as an additional liaison for each school that served as the Foster Youth Liaison. The action is part of the base operating expenses and will not continue in LCAP. | | No Cost |
| Scope of service: | LEA<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | High School<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7h:** The District will provide three (3) additional counseling hours of support per student for all identified Foster Youth at the high school level for career planning, college applications, FAFSA, and post-secondary guidance. | | *New Expenditure $30,000 Funding: LCFF Object Codes: Certificated Salaries & Benefits* | **7h:** The District did not provide three (3) additional hours of support per student for all identified Foster Youth at the high school level for career planning, college applications, FAFSA and post-secondary guidance; however, support was provided within the school day as part of the regular duties. | | No Cost |
| Scope of service: | LEA<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: | High Schools<br>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **7i:** The District will provide training to all counselors at the high school level from SBCSS regarding enrollment and graduation requirements for Foster Youth (AB167) | | No Cost | **7i:** The District provided training to all counselors at the high school level from SBCSS regarding enrollment and graduation requirements for Foster Youth (AB167)<br><br>Training took place on March 3, 2015, through the County Office - AB167/216. | | No Cost |
| Scope of service: | High Schools | | Scope of service: | High Schools | |

<table>
<tr>
<td>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td>
<td></td>
<td>__ALL<br>OR:<br>__Low Income pupils __English Learners<br>X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td>
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<td>The District will increase the percentage of students who complete a CTE program sequence and earn a high school diploma.<br><br>7j: The District will provide for student access to quality CTE program sequences at every comprehensive high school.<br><br>The CTE teachers will rewrite CTE courses with support and guidance from Director of CTE and Alternative Education through the Perkins grant.<br><br>The District will monitor the CTE course offerings and sequences at the beginning of each school year through the master schedule process.</td>
<td>(New)</td>
<td>7j: The District is still in the process of developing student additional quality CTE program sequences at every comprehensive high school. The CTE teachers will rewrite CTE courses with support and guidance from Director of CTE and Alternative Education through the Perkins grant, and will be carried over to 2015-2016.<br><br>CTE data for the district is as follows:<br>CTE Completers
<table>
<tr><th></th><th>EHS</th><th>RHS</th><th>CHS</th><th>MHS</th><th>ZHS</th></tr>
<tr><td>2012-2013</td><td>80</td><td>76</td><td>14</td><td>6</td><td>5</td></tr>
<tr><td>2013-2014</td><td>25</td><td>26</td><td>0</td><td>0</td><td>0</td></tr>
</table>
There definitely needs to be an increase in the amount of students completing a CTE pathway all high schools. While each high school has CTE classes, more work needs to be done to (a) ensure that pathways of two or more courses with a capstone course exist (b) the pathways need to be integrated with the core class.</td>
<td>No Cost</td>
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<td>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</td>
<td colspan="3">Goal 2 was too broad to bring clarity to the actions and services needed to service our student population and District. The actions and services also included items related to the general operation of the District that were not specific to the educational plan. These general operation items have been removed for the 2015-18 LCAP.<br><br>As a result of various stakeholder's input, analysis of student achievement data, and completing the services and actions update for the 2014-15 LCAP, it was determined that two overarching goals did not meet the needs of the district. Therefore, a careful analysis of our '14-15 actions and services led us to six specific and targeted goals that were based on our findings and stakeholder's input. Goal 1 was kept and five additional goals were added as follows for 2015-2018:<br>Goal:<br>1. Achievement: All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.<br>2. Instruction: All Rialto USD schools will ensure all students will receive high quality initial grade level instruction in all content areas.<br>3. Intervention: All Rialto USD schools will provide timely systematic interventions for all</td>
</tr>
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| | students not meeting grading level expectations.<br>4. **Professional Learning**: Rialto USD will promote a professional learning community that creates a culture of continuous improvement geared toward student achievement.<br>**5. School Environment:** Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.<br>**6. Technology:** Rialto USD will improve and extend teaching and learning through increased technology access and meaningful use of technology developing responsible digital citizens.<br>Actions and services were organized under the reoccurring themes. Additional actions and services were developed to fill in gaps and address the needs of the students. |

**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: | $__37,997,957_____ |
|---|---|

Rialto Unified School District offered a variety of programs and support structures specifically for English Learners, low income students and foster youth.

District-wide:

- District lead coaches for ELA/ELD (3 elementary and 1 secondary), Math lead coaches (1 elementary and 1 secondary). District lead coaches will provide instructional support and professional development training to the Continuation High School.
- K-5 Instructional Support Strategists for all 19 elementary schools to provide instructional support/coaching and RtI Tier III intervention.
- At each of the five middle schools, grades 6-8 Instructional Coaches for ELA and mathematics with EL and literacy support, providing instructional support/coaching for teachers and assisting with interventions.
- At each of the three comprehensive high schools for grades 9-12 Instructional coaches for ELA (3), and mathematics (3) to provide instructional support, coaching, intervention, and three EL coaches at each high school to specifically monitor EL student academic achievement.
- Five music specialists for elementary music in grades 4 and 5, and four VAPA teachers for grades 1 – 5$^{th}$ for 18 elementary schools. (One of the 19 elementary school is designated as VAPA).

- Instructional Technology Assistants at 19 elementary schools to provide support to students and teachers in the use of instructional technology and computer adaptive software and programs.
- One Behavior Specialist and two behavior aides to improve the use of coordinated behavior plans for both mainstream and special education students.
- STAR Reading for grades 1-8th.
- SIPPS for grades K-6th and middle school special education students.
- First in Math for grades 1-5th and special education at the middle schools.
- A team from all secondary schools and one elementary school will be provided CCSS aligned AVID strategy training.
- The District will develop and provide professional development in RtI, CCSS, reading and math, close and critical reading, accountable talk, model lessons, and mathematical practices.
- The District will provide Professional Learning Community (PLC) training using Solution Tree to a District guiding coalition team for all K-12 schools.
- The District will provide a district-wide classroom walk-through software monitoring tool, and technology based access to professional development best instructional practices videos.

**Targeted:**

- 46 bilingual instructional aides in elementary and secondary schools.
- Professional learning that addresses research –based EL instructional strategies that can be applied to all content areas.
- Inclusion of Positive Behavior intervention Support (PBIS) in 19 schools.
- Response to Intervention (RtI 2) plans and strategies.
- Identified counselors assigned for Foster Youth.
- 3 PBIS/at risk high school counselors to identify students that are credit deficient and monitor to meet the requirements of AB1802.
- Purchase ALEKS to inform instruction and student readiness and gaps in mathematics.
- Purchase APEX for each high school (3 comprehensive, continuation, and independent study) for students who are credit deficient.
- Retain school Resource Officers for each of the comprehensive high schools.
- Maintain an additional nurse to decrease the number of students with chronic absenteeism.
- Implement a District Centralized Home Visitation Team which includes a SRO, Probation Officer, and a District McKinney Vento Foster Youth Liaison.

The district recognizes that while Supplemental and Concentration Grant funds were generated in order to serve targeted student subgroups, services are also utilized for students outside the focus subgroups. While the majority of students served are focus students (more than eighty

percent), there are other students in need that the District cannot ignore. By providing the services identified without limitations, RUSD serves all students, especially focus students. The full list of expenditures were aligned to the specific goals of the RUSD Local Control and Accountability Plan and address the needs of our District's English Learners, low income students and foster youth.

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.

| 19.78 | % |
|---|---|

Consistent with the requirements of 5CCR15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils as described below:

- Increase of 19 Elementary Instructional Support Teachers to provide coaching to K-5 teachers and Tier III RtI interventions that promote subgroup success.
- Increase 8 Literacy Strategists and 8 Math Strategists at secondary schools to provide coaching and support to teachers in best instructional strategies and practices.
- Increased from 3 to 24 elementary and secondary Instructional Technology Assistants to provide instructional support in the use of technology for instruction and to support in the use of learning software programs, computer labs, and state testing
- Increase opportunity for college and career readiness with comprehensive access to AVID, Middle College High School, Programs of Study, College Board, 7$^{th}$ and 8$^{th}$ grade PSAT, and 10$^{th}$ grade PSAT.
- Increase of secondary instructional programs ALEKS, APEX, and Linked Learning targeted to at-risk students.
- Improve the Implementation of PBIS with the expansion of adding 6 more schools for a total of 19 PBIS trained schools.
- Improved Staff Development from the addition of lead math and ELA/ELD District lead strategists and K-12 site strategists/math/ELA/ELD

coaches.

- PBIS/at-risk high school counselors designated to monitor and support at-risk students.

## 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).

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