

Introduction:

LEA: Romoland School District **Contact (Name, Title, Email, Phone Number):** Dr. Julie A. Vitale, Superintendent, jvitale@romoland.net, (951) 926-9244 0 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Needs Assessment Surveys were distributed electronically to parents and students in November 2014 (pre-assessment) and again in May 2015 (post-assessment) about perceptions related to the learning experiences for our students and families. Results of the survey were disaggregated into English Learners perceptions versus perceptions of English proficient students and families. Results were shared with Steering Committee for analysis and recommendations.</p>	<p>Needs Assessment Surveys administered in November 2014 and May 2015 resulted in the following priorities being maintained, expanded or added to the 2015-16 LCAP.</p> <ul style="list-style-type: none"> • Provide parent education classes (Parent University) throughout the district • Provide after school tutoring and support for struggling students • Provide additional supervision on school sites

DELAC members engaged from January 2015 through March 2015 in the analysis of current Science CST performance data, DIBELS early literacy benchmark data, redesignation rates for English Learners, Annual Measurement Achievement Objective (AMAO) results for English Learners, suspension rates, expulsion rates, attendance rates, truancy rates, and middle school drop out rates.

Parent Advisory groups engaged from February 2015 through May 2015 in data analysis and making LCAP recommendations. This group analyzed data related to current Science CST performance data, DIBELS early literacy benchmark data, redesignation rates for English Learners, Annual Measurement Achievement Objective (AMAO) results for English Learners, suspension rates, expulsion rates, attendance rates, truancy rates, and middle school drop out rates.

LCAP Steering Committee members consisting of administration, classified personnel, certificated personnel, bargaining unit members, and parents engaged from February 2015 through May 2015 in data analysis and making LCAP recommendations. This group analyzed data related current Science CST performance data, DIBELS early literacy benchmark data, redesignation rates for English Learners, Annual Measurement Achievement Objective (AMAO) results for English Learners, LCAP Survey responses, Parent Advisory group suggestions, suspension rates, expulsion rates, attendance rates, truancy rates, and middle school drop out rates.

At DELAC meetings from January 2015 through March 2015, the following priority was added to the 2015-16 LCAP.

- Provide additional middle school counselor at Ethan A. Chase Middle School
- Continue support for English Learners by providing an ELD instructional coach and training teachers in the new ELD standards
- Continue providing appropriate materials for Designated and Integrated English Language Development (ELD)
- Continue supporting English Learners with Bilingual Aides in the classroom

At stakeholder input meetings from January 2015 through May 2015, the following priorities were maintained, expanded on or added to the 2015-16 LCAP.

- Provide after school tutoring and support for struggling students
- Provide Saturday tutoring and supports for struggling students
- Provide summer learning options for students
- Provide parent education classes throughout the district (Parent University)
- Increase the frequency of Elementary Music Program at all elementary school sites
- Facilities improvements at older school sites
- Allocate funds for the expansion, maintenance, and sustainability of technology needs (infrastructure and devices)
- Expansion of Illuminate Home Connect as a method to engage parents
- Increase efficiency in vision and hearing screening for students
- Increase in crossing guard supervision for school sites

At LCAP Steering Committee meetings from February 2015 through May 2015, the following priorities were maintained, expanded on or added to the 2015-16 LCAP.

- Provide a Parent Resource Center to build upon parent education opportunities
- Add a School Engagement Liaison position to focus on services for Foster/Homeless Youth, Parent Education, and chronic attendance behaviors
- Implement Attention to Attendance program to improve attendance

monitoring services for schools and families

- Increase the time allowed and frequency of PLC time at the elementary level
- Increase time and frequency of Physical Education services at the elementary level
- Update libraries to meet 21st Century demands
- Increase the amount of instructional coaches to support teachers with California State Standards implementation, Next Generation Science Standards, English Language Development Standards, and the effective use of instructional technology
- Implement individualized/blended learning experiences through the use of iReady reading and math program
- Current goals and metrics were analyzed, which resulted in the following changes:
 - culminating task goal was eliminated and new goals were developed utilizing iReady reading and math diagnostics
 - goal #2 from 2013-14 was split into goal #2 and goal #3 for clarity purposes
 - AMAO metrics were re-written to indicate "meeting annual targets" instead of a designated percentage increase
 - added additional metrics from the School Accountability Report Cards related to percentage of fully credentialed teachers, percentage of teachers of English learners being misassigned, and appropriately adopted textbooks
 - positive attendance metric was changed to reflect maintaining rate above 95%
 - goal #3 new metric- achieve a minimum of a "good" school facility rating on SARC's
 - goal #3 new metric- modernization progress for both Romoland and Harvest Valley
 - goal #3 new metric- completion of playground improvements at Romoland Elementary
 - goal #3 new metric- successful completion of work orders placed within the district
 - develop baseline participation rate for parent participation in new Parent University classes

Principals engaged parents from February 2015 through May 2015 by

At stakeholder input meetings from February 2015 through May 2015, the

distributing information/data and seeking feedback through informational meetings conducted at PTA, School Site Councils, ELAC, and Pastries with the Principal. Feedback was brought back to the LCAP Steering Committee for analysis and consideration.

District administration discussed LCAP needs at Leadership and Principal Meetings scheduled from February 2015 through May 2015. Principals then took information and solicited recommendations from various site level committees.

LCAP Surveys were distributed to staff and parents in March 2015 that targeted feedback in basic services, implementation of state standards, parental involvement, pupil achievement, pupil engagement, school climate, course access, and other student outcomes. Results were shared with Steering Committee for analysis and recommendations.

following priorities were maintained, expanded on or added to the 2015-16 LCAP.

- Provide after school tutoring and support for struggling students
- Provide Saturday tutoring and supports for struggling students
- Provide parent education classes throughout the district (Parent University)
- Increase the frequency of Elementary Music Program at all elementary school sites
- Facilities improvements at older school sites
- Allocate funds for the expansion, maintenance, and sustainability of technology needs (infrastructure, 21st Century learning environments, and devices)
- Expansion of Illuminate Home Connect as a method to engage parents

At district administration meetings from February 2015 through May 2015, the following priorities were expanded on or added to the 2015-16 LCAP.

- Provide a culturally relevant curriculum and materials that students can relate to
- Provide College Board PSAT8/9 exam for 8th grade students
- Provide funds to support community outreach with the Romoland 5K Run
- Provide annual field trip allocation for each school
- Increase existing translation services/communication to our Spanish speaking community
- Recommended to split existing Goal 2 into two separate goals for clarity (Goals #2 and #3 in 2015-16 LCAP)

LCAP Surveys administered in March 2015 resulted in the following priorities being maintained, expanded or added to the 2015-16 LCAP.

- Revise and continue implementation of English Language Arts and Math Units of Study
- Revise and continue with Culminating Task creation and implementation
- Calibrate student performance levels with the use of diagnostic benchmarks in English Language Arts and Math
- Provide supplemental materials aligned to California State Standards, Next Generation Science Standards, and English

Student Focus Groups-Principals engaged student focus groups in May 2015 to solicit feedback on the school experience from the student perspective. Topics included student use of technology to improve learning outcomes, school climate, and ways to increase engagement by students.

Board Update (May 29, 2015)- Sections 1 and 2 of Local Control Accountability Plan (LCAP) DRAFT was provided to Board of Trustees for review and feedback.

Board Update (June 5, 2015)- Section 3 of Local Control Accountability Plan (LCAP) DRAFT was provided to the Board of Trustees for review and feedback.

Board Update (June 9, 2015)- Responses to DRAFT LCAP from stakeholders and updates to the 2014-15 budget from the May Revise will be instrumental in developing revisions to the DRAFT LCAP and completion of our final LCAP.

Board Update (June 23, 2015)- Board of Trustees approved the Local Control Accountability Plan along with district 2015-16 budget.

Annual Update:

DELAC members engaged from January 2015 through March 2015 in the analysis of English Learner performance on the current Science CST performance data, DIBELS early literacy benchmark data, redesignation rates for English Learners, Annual Measurement Achievement Objective (AMAO) results for English Learners, suspension rates, expulsion rates, attendance

- Language Development Standards
- Define and implement a district standard for web based programs across the district
- Maintain previous increases to school library access
- Provide high quality professional learning opportunities based on staff interests and need

At student focus group meetings in May 2015, the following priorities were expanded on or added to the LCAP.

- Expand on exposing students to 21st Century learning environments and instructional technology
- Maintain the engaging elective options at Ethan A. Chase Middle School
- Maintain after school sports opportunities at Ethan A. Chase Middle School
- Expand on elementary music program for schools
- increase opportunities for student collaboration
- Increase playground equipment

Board of Trustees were provided a draft of section 1 (Stakeholder Engagement) and section 2 (Goals, Actions, Expenditures, and Progress Indicators) for review

Board of Trustees were provided a draft of section 3 (Annual Update) for review

Board of Trustees were provided with a presentation on the 2014-15 Local Control Accountability Plan.

Board of Trustees approved the Local Control Accountability along with the 2015-16 budget.

Annual Update:

At DELAC meetings from January 2015 through May 2015, the following additions and/or changes were suggested for the 2015-16 LCAP.

- Provide additional middle school counselor at Ethan A. Chase Middle School

rates, truancy rates, and middle school drop out rates.

Parent Advisory groups engaged from February 2015 through May 2015. This group reviewed actions and services in current LCAP and analyzed data related current Science CST performance data, DIBELS early literacy benchmark data, redesignation rates for English Learners, Annual Measurement Achievement Objective (AMAO) results for English Learners, suspension rates, expulsion rates, attendance rates, truancy rates, and middle school drop out rates.

LCAP Steering Committee members consisting of administration, classified personnel, certificated personnel, bargaining unit members, and parents engaged from February 2015 through May 2015. This group reviewed actions and services in current LCAP and analyzed data related current Science CST performance data, DIBELS early literacy benchmark data, redesignation rates for English Learners, Annual Measurement Achievement Objective (AMAO) results for English Learners, suspension rates, expulsion rates, attendance rates, truancy rates, and middle school drop out rates.

- Continue support for English Learners by training teachers in the new ELD standards
- Continue providing appropriate materials for English Language Development (ELD)
- Continue supporting English Learners with Bilingual Aides in the classroom
- Offer English as a Second Language (ESL) classes to parents
- Develop a three year implementation plan for integrated and designated ELD
- Align Title III Plan and English Learner Master Plan to district Local Control Accountability Plan (LCAP)

At stakeholder input meetings from February 2015 through May 2015, the following additions and/or changes were suggested for the 2015-16 LCAP.

- Provide after school tutoring and support for struggling students
- Provide Saturday tutoring and supports for struggling students
- Provide summer learning options for students
- Provide parent education classes throughout the district (Parent University)
- Increase the frequency of Elementary Music Program at all elementary school sites
- Facilities improvements at older school sites
- Allocate funds for the expansion, maintenance, and sustainability of technology needs (infrastructure and devices)

At LCAP Steering Committee input meetings from February 2015 through May 2015, the following additions and/or changes were suggested for the 2015-16 LCAP

- Provide a Parent Resource Center to build upon parent education opportunities
- Add a School Engagement Liaison position to focus on services for Foster/Homeless Youth, Parent Education, and chronic attendance behaviors
- Implement Attention to Attendance program to improve attendance monitoring services for schools and families
- Increase the time allowed and frequency of PLC time at the elementary

Principals engaged parents from February 2015 through May 2015. This group reviewed actions and services in current LCAP and analyzed data related current Science CST performance data, DIBELS early literacy benchmark data, redesignation rates for English Learners, Annual Measurement Achievement Objective (AMAO) results for English Learners, suspension rates, expulsion rates, attendance rates, truancy rates, and middle school drop out rates.

District administration reviewed and monitored actions and services contained within the existing LCAP and discussed future needs at Leadership and Principal Meetings scheduled from February 2015 through May 2015.

level

- Increase time and frequency of Physical Education services at the elementary level
- Increase the amount of instructional coaches to support teachers with California State Standards implementation, Next
- Generation Science Standards, English Language Development Standards, and the effective use of instructional technology
- Implement individualized/blended learning experiences through the use of iReady reading and math program
- Electronic marquees for schools

At site level parent meetings from February 2015 through May 2015, the following additions and/or changes were suggested for the 2015-16 LCAP

- Wi-Fi access for homes
- Provide after school tutoring and support for struggling students
- Provide Saturday tutoring and supports for struggling students
- Provide parent education classes throughout the district (Parent University)
- Increase the frequency of Elementary Music Program at all elementary school sites
- Facilities improvements at older school sites
- Allocate funds for the expansion, maintenance, and sustainability of technology needs (infrastructure, 21st Century learning environments, and devices)
- Expansion of Illuminate Home Connect as a method to engage parents
- Increase in noon duty supervision at school sites
- Improve curb appeal at older school sites

At district administration meetings the group meetings in May 2015, the following additions and/or changes were suggested for the 2015-16 LCAP

- Provide a culturally relevant curriculum and materials that students can relate to
- Provide College Board Readi-Step exam for 8th grade students
- Provide funds to support community outreach with the Romoland 5K Run
- Provide annual field trip allocation for each school

Student focus groups reviewed current actions and services contained within the existing LCAP in May and discussed possible enhancements to bolster future services.

- Increase existing translation services/communication to our Spanish speaking community
- Counselors at elementary schools
- Full time assistant principals at elementary schools
- Parent Conferences in fall and spring
- Development and expansion of a strong RTI model in the areas of academics, behavior, and attendance
- Home internet capabilities
- Running Clubs at school sites (100 mile club)

At student focus group meetings in May 2015, the following additions and/or changes were suggested for the 2015-16 LCAP.

- Continue with upgrades to technology in classrooms (Classroom Technology Standard)
- Consider increasing iPad ratio in grades TK-2
- Increase after school engagement activities at the elementary level
- Increase playground equipment

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Provide a strong academic foundation to meet the demands of college and career readiness	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	Increase the percentage of students making progress toward or achieving at grade level	
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups:	All Students, Low Income, English Learners, Foster Youth

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students scoring at grade level by 3% on the English Language Arts California Assessment of Student Progress and Performance (CAASPP)- SBAC levels not yet established (2013 CST proficiency Levels- All-48.5%, A.A.- 57.9%, Asian- 78.6%, Filipino-67.7% , Hisp- 44.1%, White- 56.9%, SED- 44%, EL- 36.7%, SWD- 33.6%)</p> <p>Increase the percentage of students scoring at grade level by 3% on the Math California Assessment of Student Progress and Performance (CAASPP)- SBAC levels not yet established (2013 CST proficiency Levels- All-56.6%, A.A.- 61.1%, Asian- 78.6%, Filipino-80.6% , Hisp- 53.3%, White- 63%, SED- 53.1%, EL- 47.9%, SWD-38.9%)</p> <p>Establish new baseline redesignation rates for English Learners according to new redesignation criteria (Previous criteria- 2012/13- 4.8%, 2013/14- 15.1%, New Criteria- 2014-15- 7.9%)</p> <p>Meet annual targets for percentage of English Learners meeting annual progress targets (AMAO 1) on the CELDT exam (2012/13- 53.5%, 2013/14- 56.4%, 2014/15- 59.7%)</p> <p>Meet annual targets for percentage of English Learners meeting proficient level (AMAO 2< 5 Years) on the CELDT exam (2012/13- 20.4%, 2013/14-22.5%, 2014/15- 23.1%)</p> <p>Meet annual targets for percentage of English learners meeting proficient Level (AMAO 2> 5 Years) on the CELDT exam (2012/13- 41.4%, 2013/14-47.3%, 2014/15- 54.9%)</p> <p>Increase the percentage of 5th students scoring proficient/advanced by 2% on the California Standards Test (2014 CST proficiency Levels- All-50%, A.A.- 47%, Hisp- 42%, White- 67%, SED- 42%, EL- 22%, SWD- 41%, Foster Youth- TBD)</p> <p>Increase the percentage of 8th students scoring proficient/advanced by 2% on the California Standards Test (2014 CST proficiency Levels- All-51%, A.A.- 56%, Hisp- 44%, White- 71%, SED- 45%, EL- 13%, SWD- 15%, Foster Youth-TBD)</p> <p>Increase the percentage of "core" grade level students by 3% using Dynamic Indicators of Basic Early Literacy Skills assessment (2014/15- 60% Core)</p> <p>Establish baseline data for percentage of students scoring at grade level on the iReady Reading diagnostic assessment</p> <p>Establish baseline data for percentage of students scoring at grade level on the iReady Math diagnostic assessment</p> <p>Maintain high percentage of highly qualified teachers as defined by NCLB (2014/15-100%)</p> <p>Maintain high percentage of fully credentialed teachers (2014/15-100%)</p> <p>Maintain low percentage of teachers of English Learners being misassigned (2014/15- 0%)</p> <p>Maintain high percentage of appropriately adopted textbooks (2014/15-100%)</p> <p>Baseline Academic Performance Index-API (TBD according to state timeline and new criteria)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1- Refine and implement new California State Standards aligned Units of Study and Benchmark Exams in English Language Arts and Mathematics	LEA wide	<input checked="" type="checkbox"/> All	Revise California Standards aligned Units of Study and Benchmark Exams in ELA and Math 1000-1999: Certificated Personnel Salaries LCFF 175,000
		OR:	California Standards aligned supplemental materials 4000-4999: Books And Supplies LCFF 50,000
		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	California Standards aligned math supplemental student

		_ Other Subgroups: (Specify)	consumables 4000-4999: Books And Supplies LCFF 115,000 Illuminate data and assessment system 5800: Professional/Consulting Services And Operating Expenditures LCFF 11,000 Illuminate Training 5000-5999: Services And Other Operating Expenditures LCFF 10,000 Newsela Web-based program 5000-5999: Services And Other Operating Expenditures LCFF 11,100 Brainpop Web-based program 5000-5999: Services And Other Operating Expenditures LCFF 10,000 Scholastic Magazine 4000-4999: Books And Supplies LCFF 40,000
1.2- Develop and begin implementation of a three year Next Generation Science Standards Implementation Plan	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Development of NGSS aligned Units of Study 1000-1999: Certificated Personnel Salaries LCFF 25,000 Next Generation Science Standards materials 4000-4999: Books And Supplies LCFF 50,000 Next Generation Science Standards Consultation and Training 5000-5999: Services And Other Operating Expenditures LCFF 10,000
1.3- Provide high quality professional learning opportunities aligned to California State Standards in English Language Arts, Math, Social Studies, and Science	LEA wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CA State Standards Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF 229,754 Conferences, Workshops, and Trainings 5000-5999: Services And Other Operating Expenditures LCFF 128,922 PLC Release Time/ Elementary Physical Education 1000-1999: Certificated Personnel Salaries LCFF 198,628 PLC Release Time/ Elementary Physical Education 2000-2999: Classified Personnel Salaries LCFF 107,656 Professional Learning Resources/Materials 5000-5999: Services And Other Operating Expenditures LCFF 20,000 Teacher Induction Program 4000-4999: Books And Supplies LCFF 36,000 OMS/Professional Learning Management System 5000-5999: Services And Other Operating Expenditures LCFF 6,000
1.4- Develop and implement a multi-tiered system of academic support for individual student needs	LEA wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils	iReady Reading and Math Intervention Program 5000-5999: Services And Other Operating Expenditures LCFF 100,000 iReady Implementation Training 5000-5999: Services And

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Other Operating Expenditures LCFF 10,000 Key Data Systems 5000-5999: Services And Other Operating Expenditures LCFF 24,000 ESGI Diagnostic for TK-K 5000-5999: Services And Other Operating Expenditures LCFF 3,000 After school and Saturday tutoring and supports 1000-1999: Certificated Personnel Salaries LCFF 50,000 Summer School Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF 50,000 Special Education Learning Center Resources 4000-4999: Books And Supplies LCFF 25,000
1.5- Increase instructional support to meet the needs of at risk students	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	K-3 Grade Span Adjustment 1000-1999: Certificated Personnel Salaries Base 1,064,128 Maintain previous increases in services of two additional Assistant Principals 1000-1999: Certificated Personnel Salaries Base 219,300 Write to Learn Writing Service 5000-5999: Services And Other Operating Expenditures LCFF 25,000
1.6- Maintain previous increases and student access to AVID program	Middle School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AVID Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 89,175 AVID Interns 2000-2999: Classified Personnel Salaries LCFF 1,320 AVID Conferences/Travel 5000-5999: Services And Other Operating Expenditures LCFF 20,000 AVID Materials/Supplies 4000-4999: Books And Supplies LCFF 9,505
1.7 Provide culturally relevant curriculum resources for students	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Culturally appropriate supplemental resources within Units of Study 4000-4999: Books And Supplies LCFF 45,000

1.8- Improve library resources to meet 21st Century expectations	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain previous increases in services for library technicians 2000-2999: Classified Personnel Salaries LCFF 77,778 Library Upgrades 4000-4999: Books And Supplies LCFF 25,000
1.9- Provide high quality professional learning opportunities in literacy strategies for all staff	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Literacy Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF 114,877 Passport Reading/Literacy Intervention 4000-4999: Books And Supplies LCFF 25,000 DIBELS Next Early Literacy Diagnostic 5000-5999: Services And Other Operating Expenditures LCFF 5,000
1.10- Provide support for English Learners becoming English proficient	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	English Language Development Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF 114,877 Bilingual Instructional Aides 2000-2999: Classified Personnel Salaries LCFF 86,511 English Language Development materials 4000-4999: Books And Supplies LCFF 25,000 English Learner Re-designation Ceremony 4000-4999: Books And Supplies LCFF 2,000
1.11- Create opportunities for underserved populations of students to access college and career readiness indicators in 8th grade	Middle School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	College Board PSAT 8/9 Assessment 5000-5999: Services And Other Operating Expenditures LCFF 13,000
1.12- Attract and retain high quality Early Childhood Education candidates	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Early Childhood Director Augmentation 1000-1999: Certificated Personnel Salaries LCFF 15,000

- _ English Learners
- _ Foster Youth
- _ Redesignated fluent English proficient
- _ Other Subgroups: (Specify)

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students scoring at grade level by 3% on the English Language Arts California Assessment of Student Progress and Performance (CAASPP) (insert current data when available)</p> <p>Increase the percentage of students scoring at grade level by 3% on the Math California Assessment of Student Progress and Performance (CAASPP) (insert current data when available)</p> <p>Increase redesignation rates by 2% for English Learners according to new redesignation criteria (insert current data when available)</p> <p>Meet annual targets for percentage of English Learners meeting annual progress targets (AMAO 1) on the CELDT exam</p> <p>Meet annual targets for percentage of English Learners meeting proficient level (AMAO 2< 5 Years) on the CELDT exam</p> <p>Meet annual targets for percentage of English learners meeting proficient Level (AMAO 2> 5 Years) on the CELDT exam</p> <p>Increase the percentage of 5th students scoring proficient/advanced by 2% on the California Standards Test (insert previous year baseline data when available)</p> <p>Increase the percentage of 8th students scoring proficient/advanced by 2% on the California Standards Test (insert previous year baseline data when available)</p> <p>Increase the percentage of "core" grade level students by 3% using Dynamic Indicator of Basic Early Literacy Skills assessment (insert previous year baseline data when available)</p> <p>Increase the percentage of students scoring at grade level by 3% on the iReady Reading diagnostic assessment (insert previous year baseline data when available)</p> <p>Increase the percentage of students scoring at grade level by 3% on the iReady Math diagnostic assessment (insert previous year baseline data when available)</p> <p>Maintain high percentage of highly qualified teachers as defined by NCLB (insert current SARC data when available)</p> <p>Maintain high percentage of fully credentialed teachers (insert current SARC data when available)</p> <p>Maintain low percentage of teachers of English Learners being misassigned (insert current SARC data when available)</p> <p>Maintain high percentage of appropriately adopted textbooks (insert current SARC data when available)</p> <p>Academic Performance Index-API (TBD)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1- Refine and implement new California State Standards aligned Units of Study and Benchmark Exams in English Language Arts and Mathematics	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Revise California Standards aligned Units of Study and Benchmark Exams in ELA and Math 1000-1999: Certificated Personnel Salaries LCFF 75,000

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>California Standards aligned supplemental materials 4000-4999: Books And Supplies LCFF 50,000</p> <p>California Standards aligned math supplemental student consumables 4000-4999: Books And Supplies LCFF 115,000</p> <p>Illuminate DnA Assessment System 5000-5999: Services And Other Operating Expenditures LCFF 11,000</p> <p>Newsela Web-based program 5000-5999: Services And Other Operating Expenditures LCFF 11,100</p> <p>Brainpop Web-based program 5000-5999: Services And Other Operating Expenditures LCFF 10,000</p> <p>Scholastic Magazine 4000-4999: Books And Supplies LCFF 40,000</p>
<p>1.2- Develop and begin implementation of a three year Next Generation Science Standards Implementation Plan</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Development of NGSS aligned Units of Study 1000-1999: Certificated Personnel Salaries LCFF 25,000</p> <p>Next Generation Science Standards materials 4000-4999: Books And Supplies LCFF 50,000</p> <p>Next Generation Science Standards Consultation and Training 5000-5999: Services And Other Operating Expenditures LCFF 10,000</p>
<p>1.3- Provide high quality professional learning opportunities aligned to California State Standards in English Language Arts, Math, Social Studies, and Science</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>CA State Standards Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF 236,646</p> <p>Conferences, Workshops, and Trainings 5000-5999: Services And Other Operating Expenditures LCFF 100,000</p> <p>PLC Release Time/ Elementary Physical Education 1000-1999: Certificated Personnel Salaries LCFF 204,887</p> <p>PLC Release Time/ Elementary Physical Education 2000-2999: Classified Personnel Salaries LCFF 110,886</p> <p>Professional Learning Resources/Materials 5000-5999: Services And Other Operating Expenditures LCFF 10,000</p> <p>Professional Learning Stipends 1000-1999: Certificated Personnel Salaries LCFF 200,000</p> <p>Teacher Induction Program 4000-4999: Books And Supplies LCFF 61,500</p> <p>OMS/Professional Learning Management System 5000-5999: Services And Other Operating Expenditures LCFF 6,000</p>
<p>1.4- Develop and implement a multi-tiered system of</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All</p>	<p>iReady Reading and Math Intervention Program 5000-5999:</p>

<p>academic support for individual student needs</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Services And Other Operating Expenditures LCFF 140,000 Key Data Systems 5000-5999: Services And Other Operating Expenditures LCFF 24,000 ESGI Diagnostic for TK-K 5000-5999: Services And Other Operating Expenditures LCFF 3,000 After school and Saturday tutoring and supports 5000-5999: Services And Other Operating Expenditures LCFF 50,000 Summer School Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF 50,000 Special Education Learning Center Resources 4000-4999: Books And Supplies LCFF 25,000</p>
<p>1.5- Increase instructional support to meet the needs of at risk students</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>K-3 Grade Span Adjustment 1000-1999: Certificated Personnel Salaries Base 1,105,847 Maintain two additional Assistant Principals 1000-1999: Certificated Personnel Salaries Base 223,700 Write to Learn Writing Service 5000-5999: Services And Other Operating Expenditures LCFF 27,500</p>
<p>1.6- Maintain previous increases and student access to AVID program</p>	<p>Middle School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>AVID Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 91,850 AVID Interns 2000-2999: Classified Personnel Salaries LCFF 1,320 AVID Conferences/Travel 5000-5999: Services And Other Operating Expenditures LCFF 17,325 AVID Materials/Supplies 4000-4999: Books And Supplies LCFF 9,505</p>
<p>1.7 Provide culturally relevant curriculum resources for students</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Culturally appropriate supplemental resources within Units of Study 4000-4999: Books And Supplies LCFF 5,000</p>

1.8- Improve library resources to meet 21st Century expectations	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain previous increases in services for library technicians 2000-2999: Classified Personnel Salaries LCFF 80,112 Library Upgrades 4000-4999: Books And Supplies LCFF 25,000
1.9- Provide high quality professional learning opportunities in literacy strategies for all staff	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Literacy Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF 118,323 Passport Reading/Literacy Intervention 4000-4999: Books And Supplies LCFF 25,000 DIBELS Early Literacy Diagnostic 5000-5999: Services And Other Operating Expenditures LCFF 5,000
1.10- Provide support for English Learners becoming English proficient	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	English Language Development Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF 118, 323 Bilingual Instructional Aides 2000-2999: Classified Personnel Salaries LCFF 89,106 English Language Development materials 4000-4999: Books And Supplies LCFF 25,000 English Learner Re-designation Ceremony 4000-4999: Books And Supplies LCFF 2,000
1.11- Create opportunities for underserved populations of students to access college and career readiness indicators in 8th grade	Middle School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	College Board PSAT 8/9 Assessment 5000-5999: Services And Other Operating Expenditures LCFF 14,000
1.12- Attract and retain high quality Early Childhood Education candidates		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Early Childhood Director Augmentation 1000-1999: Certificated Personnel Salaries LCFF 15,000

- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students scoring at grade level by 3% on the English Language Arts California Assessment of Student Progress and Performance (CAASPP) (insert current data when available)</p> <p>Increase the percentage of students scoring at grade level by 3% on the Math California Assessment of Student Progress and Performance (CAASPP) (insert current data when available)</p> <p>Increase redesignation rates by 2% for English Learners according to new redesignation criteria (insert current data when available)</p> <p>Meet annual targets for percentage of English Learners meeting annual progress targets (AMAO 1) on the CELDT exam</p> <p>Meet annual targets for percentage of English Learners meeting proficient level (AMAO 2< 5 Years) on the CELDT exam</p> <p>Meet annual targets for percentage of English learners meeting proficient Level (AMAO 2> 5 Years) on the CELDT exam</p> <p>Increase the percentage of 5th students scoring proficient/advanced by 2% on the California Standards Test (insert previous year baseline data when available)</p> <p>Increase the percentage of 8th students scoring proficient/advanced by 2% on the California Standards Test (insert previous year baseline data when available)</p> <p>Increase the percentage of "core" grade level students by 3% using Dynamic Indicator of Basic Early Literacy Skills assessment (insert previous year baseline data when available)</p> <p>Increase the percentage of students scoring at grade level by 3% on the iReady Reading diagnostic assessment (insert previous year baseline data when available)</p> <p>Increase the percentage of students scoring at grade level by 3% on the iReady Math diagnostic assessment (insert previous year baseline data when available)</p> <p>Maintain high percentage of highly qualified teachers as defined by NCLB (insert current SARC data when available)</p> <p>Maintain high percentage of fully credentialed teachers (insert current SARC data when available)</p> <p>Maintain low percentage of teachers of English Learners being misassigned (insert current SARC data when available)</p> <p>Maintain high percentage of appropriately adopted textbooks (insert current SARC data when available)</p> <p>Academic Performance Index-API (TBD)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1- Refine and implement new California State Standards aligned Units of Study and Benchmark Exams in English Language Arts and Mathematics	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Revise California Standards aligned Units of Study and Benchmark Exams in ELA and Math 1000-1999: Certificated Personnel Salaries LCFF 50,000

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>California Standards aligned supplemental materials 4000-4999: Books And Supplies LCFF 50,000</p> <p>California Standards aligned math textbook adoption 4000-4999: Books And Supplies LCFF 500,000</p> <p>Illuminate DnA Assessment System 5000-5999: Services And Other Operating Expenditures LCFF 11,000</p> <p>Newsela Web-based program 5000-5999: Services And Other Operating Expenditures LCFF 11,100</p> <p>Brainpop Web-based program 5000-5999: Services And Other Operating Expenditures LCFF 10,000</p> <p>Scholastic Magazine 4000-4999: Books And Supplies LCFF 40,000</p>
<p>1.2- Develop and begin implementation of a three year Next Generation Science Standards Implementation Plan</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </p>	<p>Continue development of NGSS aligned Units of Study 4000-4999: Books And Supplies LCFF 25,000</p> <p>Next Generation Science Standards aligned materials 4000-4999: Books And Supplies LCFF 50,000</p> <p>Next Generation Science Standards Consultation and Training 5000-5999: Services And Other Operating Expenditures LCFF 10,000</p>
<p>1.3- Provide high quality professional learning opportunities aligned to California State Standards in English Language Arts, Math, Social Studies, and Science</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </p>	<p>CA State Standards Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF 243,746</p> <p>Conferences, Workshops, and Trainings 5000-5999: Services And Other Operating Expenditures LCFF 100,000</p> <p>PLC Release Time/ Elementary Physical Education 1000-1999: Certificated Personnel Salaries LCFF 210,725</p> <p>PLC Release Time/ Elementary Physical Education 2000-2999: Classified Personnel Salaries LCFF 114,213</p> <p>Professional Learning Resources/Materials 4000-4999: Books And Supplies LCFF 10,000</p> <p>Professional Learning Stipends 1000-1999: Certificated Personnel Salaries LCFF 200,000</p> <p>Teacher Induction Program 1000-1999: Certificated Personnel Salaries LCFF 73,000</p> <p>OMS/Professional Learning Management System 4000-4999: Books And Supplies LCFF 6,000</p>
<p>1.4- Develop and implement a multi-tiered system of</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All</p>	<p>iReady Reading and Math Intervention Program 5000-5999:</p>

<p>academic support for individual student needs</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Services And Other Operating Expenditures LCFF 140,000 Key Data Systems 5000-5999: Services And Other Operating Expenditures LCFF 24,000 ESGI Diagnostic for TK-K 5000-5999: Services And Other Operating Expenditures LCFF 3,000 After school and Saturday tutoring and supports 1000-1999: Certificated Personnel Salaries LCFF 50,000 Summer School Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF 50,000 Special Education Learning Center Resources 4000-4999: Books And Supplies LCFF 25,000</p>
<p>1.5- Increase instructional support to meet the needs of at risk students</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>K-3 Grade Span Adjustment 1000-1999: Certificated Personnel Salaries Base 1,161,577 Maintain two additional Assistant Principals 1000-1999: Certificated Personnel Salaries Base 230,411 Write to Learn Writing Service 5000-5999: Services And Other Operating Expenditures LCFF 30,000</p>
<p>1.6- Maintain previous increases and student access to AVID program</p>	<p>Middle School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>AVID Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF 95,000 AVID Interns 2000-2999: Classified Personnel Salaries LCFF 1,500 AVID Conferences/Travel 5000-5999: Services And Other Operating Expenditures LCFF 15,000 AVID Materials/Supplies 4000-4999: Books And Supplies LCFF 8,500</p>
<p>1.7 Provide culturally relevant curriculum resources for students</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Culturally appropriate supplemental resources within Units of Study 4000-4999: Books And Supplies LCFF 5,000</p>

<p>1.8- Improve library resources to meet 21st Century expectations</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain previous increases in services for library technicians 2000-2999: Classified Personnel Salaries LCFF 82,515 Library Upgrades 4000-4999: Books And Supplies LCFF 25,000</p>
<p>1.9- Provide high quality professional learning opportunities in literacy strategies for all staff</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Literacy Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF 121,873 Passport Reading/Literacy Intervention 4000-4999: Books And Supplies LCFF 25,000 DIBELS Early Literacy Diagnostic 5000-5999: Services And Other Operating Expenditures LCFF 5,000</p>
<p>1.10- Provide support for English Learners becoming English proficient</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>English Language Development Instructional Coach 1000-1999: Certificated Personnel Salaries LCFF 121,873 Bilingual Instructional Aides 2000-2999: Classified Personnel Salaries LCFF 91,780 English Language Development materials 4000-4999: Books And Supplies LCFF 25,000 English Learner Re-designation Ceremony 4000-4999: Books And Supplies LCFF 2,000</p>
<p>1.11- Create opportunities for underserved populations of students to access college and career readiness indicators in 8th grade</p>	<p>Middle School</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>College Board PSAT 8/9 Assessment 5000-5999: Services And Other Operating Expenditures LCFF 15,000</p>
<p>1.12- Attract and retain high quality Early Childhood Education candidates</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Early Childhood Director Augmentation 1000-1999: Certificated Personnel Salaries LCFF 15,000</p>

	<ul style="list-style-type: none">_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Provide emotionally safe and engaging learning environments for all students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : All students need access to engaging 21st Century learning environments

Goal Applies to: Schools: LEA Wide
 Applicable Pupil Subgroups: All Students, Low Income, English Learners, Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Decrease suspension rate of students by .5% (2013/14- All-3.97, AA-3.39, Asian-1.7, Filipino-2.04, Hisp- 3.88, White- 4.68, Low Income- 4.58, EL's- 4.28, RFEP- 3.63, SWD's-7.49)
 Maintain and monitor our low expulsion rate as a district (2013/14- All- .053, AA-0, Asian-0, Filipino-0, Hisp- 0, White- .24, Low Income- .074, EL's- 0, RFEP- 0, SWD's-0)
 Decrease the truancy rate of district by 2% (2012/13- 17.42%, 2013/14- 20.65%)
 Maintain a positive attendance rate above 95% (2013/14- 96%)
 Maintain and monitor our low middle school dropout rate as a district (2013/14- All-.82, AA-5.56, Asian-0, Filipino-0, Hisp- .778, White- 0, Low Income- 1.15, EL's- 1.39, RFEP- 0, SWD's-2.56)
 Decrease chronic absenteeism rate by .5% (internal data- 2013/14- 8.3%, 2014/15- 6.5%)
 Establish baseline data via student survey on student perceptions regarding school safety and bullying (English Only- 83.3%, English Learners- 74.3%)
 Maintain and monitor high levels of access to a broad course of study for all students (ALL Students, Low Income, English Learner, Redesignated Fluent, Special Education, and Foster Youth)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1- Provide adequate counseling staff to increase support for low income, English Learner, Redesignated Fluent, and Foster students	Middle School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Addition of Middle School Counselor 1000-1999: Certificated Personnel Salaries LCFF 113,129

<p>2.2- Increase access to engaging curricular and extra-curricular opportunities for underserved populations of students</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain our College and Career Elective Program at the middle school 4000-4999: Books And Supplies LCFF 50,000</p> <p>Maintain our after-school athletics program at the middle school 4000-4999: Books And Supplies LCFF 20,000</p> <p>Elementary music/choir teacher 1000-1999: Certificated Personnel Salaries LCFF 64,542</p> <p>Elementary music/choir resources and materials 4000-4999: Books And Supplies LCFF 80,000</p> <p>Academic competitions for students 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000</p> <p>Renaissance- Accelerated Reader 5000-5999: Services And Other Operating Expenditures LCFF 25,000</p> <p>Career Cruising Program 5000-5999: Services And Other Operating Expenditures LCFF 1,000</p> <p>Field Trip allocation for school sites 5000-5999: Services And Other Operating Expenditures LCFF 36,000</p> <p>Stipends for activities 1000-1999: Certificated Personnel Salaries LCFF 120,000</p> <p>Increase GATE identification and enrichment for underserved populations 4000-4999: Books And Supplies LCFF 35,000</p>
<p>2.3- Close the "Digital Divide" by providing access to information and resources through the use of technology to meet 21st Century demands</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Annual technology allocation for support and maintenance of instructional technology and infrastructure 4000-4999: Books And Supplies LCFF 350,000</p> <p>Implement a 21st Century classroom technology standard across the district 4000-4999: Books And Supplies LCFF 500,000</p> <p>Student device replacement and damage repair for Chromebooks or iPads 4000-4999: Books And Supplies LCFF 60,000</p> <p>Instructional Technology Coach 1000-1999: Certificated Personnel Salaries LCFF 114,877</p>
<p>2.4- Provide a culturally responsive, multi-tiered student behavior and support system</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Behavior Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF 226,740</p> <p>Positive Behavior Intervention and Support Training 5000-5999: Services And Other Operating Expenditures Cost contained in Workshop and training allocation</p> <p>Social Justice Training 5000-5999: Services And Other Operating Expenditures Cost contained in Workshop and</p>

		(Specify)	training allocation
2.5 Provide a comprehensive student attendance and intervention system	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Attention to Attendance Software Program 5000-5999: Services And Other Operating Expenditures LCFF 25,000 Attention to Attendance Training 5000-5999: Services And Other Operating Expenditures LCFF 5,000 Attendance Learning Network- CDE Foundation 5000-5999: Services And Other Operating Expenditures Other Grant Funded through RCOE
2.6- Increase bullying awareness and education across all campuses	LEA Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bullying Awareness Materials 4000-4999: Books And Supplies LCFF 10,000
2.7- Increase services to Foster Youth through the creation of a School Engagement Liaison	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Foster Youth/School Engagement Liaison 2000-2999: Classified Personnel Salaries LCFF 68,579
	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Decrease suspension rate of students by .5% (insert current data when available) Maintain and monitor our low expulsion rate as a district (insert current data when available) Decrease the truancy rate of district by 2% (insert current data when available) Maintain a positive attendance rate above 95% Maintain and monitor our low middle school dropout rate as a district (insert current data when available) Decrease chronic absenteeism rate by .5% (insert current data when available) Establish baseline data via student survey on student perceptions regarding school safety and bullying (insert current data when available) Maintain and monitor high levels of access to a broad course of study for all students (ALL Students, Low Income, English Learner, Redesignated Fluent, Special Education, and Foster Youth)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1- Provide adequate counseling staff to increase support for low income students	Middle School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain addition of middle school counselor 1000-1999: Certificated Personnel Salaries LCFF 116,523
2.2- Increase access to engaging curricular and extra-curricular opportunities for underserved populations of students	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Maintain our College and Career Elective Program at the middle school 4000-4999: Books And Supplies LCFF 50,000 Maintain our after-school athletics program at the middle school 4000-4999: Books And Supplies LCFF 20,000

		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Elementary music/choir teacher 1000-1999: Certificated Personnel Salaries LCFF 66,479</p> <p>Elementary music/choir resources and materials 4000-4999: Books And Supplies LCFF 20,000</p> <p>Academic competitions for students 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000</p> <p>Renaissance- Accelerated Reader 5000-5999: Services And Other Operating Expenditures LCFF 25,000</p> <p>Career Cruising Program 5000-5999: Services And Other Operating Expenditures LCFF 1,000</p> <p>Field Trip allocation for school sites 4000-4999: Books And Supplies LCFF 36,000</p> <p>Stipends for activities 1000-1999: Certificated Personnel Salaries LCFF 120,000</p> <p>Increase GATE identification and enrichment for underserved populations 4000-4999: Books And Supplies LCFF 35,000</p>
<p>2.3- Close the "Digital Divide" by providing access to information and resources through the use of technology to meet 21st Century demands</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Annual technology allocation for support and maintenance of instructional technology and infrastructure 4000-4999: Books And Supplies LCFF 350,000</p> <p>Replace outdated and aged student technology devices 4000-4999: Books And Supplies LCFF 215,000</p> <p>Student device replacement and damage repair for Chromebooks or iPads 4000-4999: Books And Supplies LCFF 60,000</p> <p>Instructional Technology Coach 1000-1999: Certificated Personnel Salaries LCFF 118,323</p>
<p>2.4- Provide a culturally responsive, multi-tiered student behavior and support system</p>	<p>LEA wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Behavior Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF 233,543</p> <p>Positive Behavior Intervention and Support Training 5000-5999: Services And Other Operating Expenditures Cost contained in Workshop and training allocation</p> <p>Social Justice Training 5000-5999: Services And Other Operating Expenditures Cost contained in Workshop and training allocation</p>
<p>2.5 Provide a comprehensive student attendance and intervention system</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Attention to Attendance Software Program 5000-5999: Services And Other Operating Expenditures LCFF 25,000</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.6- Increase bullying awareness and education across all campuses	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bullying Awareness Materials 4000-4999: Books And Supplies LCFF 2,500
2.7- Increase services to Foster Youth through the creation of a School Engagement Liaison	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Foster Youth/School Engagement Liaison 2000-2999: Classified Personnel Salaries LCFF 70,637
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	

		English proficient _ Other Subgroups: (Specify)	
	LEA wide	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	LEA wide	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Decrease suspension rate of students by .5% (insert current data when available)</p> <p>Maintain and monitor our low expulsion rate as a district (insert current data when available)</p> <p>Decrease the truancy rate of district by 2% (insert current data when available)</p> <p>Maintain a positive attendance rate above 95% (insert current data when available)</p> <p>Maintain and monitor our low middle school dropout rate as a district (insert current data when available)</p> <p>Decrease chronic absenteeism rate by .5% (insert current data when available)</p> <p>Establish baseline data via student survey on student perceptions regarding school safety and bullying (insert current data when available)</p> <p>Maintain and monitor high levels of access to a broad course of study for all students (ALL Students, Low Income, English Learner, Redesignated Fluent, Special Education, and Foster Youth)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1- Provide adequate counseling staff to increase support for low income students	Middle School	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain addition of middle school counselor 1000-1999: Certificated Personnel Salaries LCFF 120,019
2.2- Increase access to engaging curricular and extra-curricular opportunities for underserved populations of students	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain our College and Career Elective Program at the middle school 4000-4999: Books And Supplies LCFF 50,000 Maintain our after-school athletics program at the middle school 5000-5999: Services And Other Operating Expenditures LCFF 20,000 Elementary music/choir teacher 1000-1999: Certificated Personnel Salaries LCFF 68,474 Elementary music/choir resources and materials 4000-4999: Books And Supplies LCFF 20,000 Academic competitions for students 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000

			<p>Renaissance- Accelerated Reader 5000-5999: Services And Other Operating Expenditures LCFF 25,000</p> <p>Career Cruising Program 5000-5999: Services And Other Operating Expenditures LCFF 1,000</p> <p>Field Trip allocation for school sites 4000-4999: Books And Supplies LCFF 36,000</p> <p>Stipends for activities 1000-1999: Certificated Personnel Salaries LCFF 120,000</p> <p>Increase GATE identification and enrichment for underserved populations 4000-4999: Books And Supplies LCFF 35,000</p>
2.3- Close the "Digital Divide" by providing access to information and resources through the use of technology to meet 21st Century demands	LEA Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Annual technology allocation for support and maintenance of instructional technology and infrastructure 4000-4999: Books And Supplies LCFF 350,000</p> <p>Student device replacement and damage repair for Chromebooks or iPads 4000-4999: Books And Supplies LCFF 60,000</p> <p>Instructional Technology Coach 1000-1999: Certificated Personnel Salaries LCFF 121,873</p>
2.4- Provide a culturally responsive, multi-tiered student behavior and support system	LEA Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Behavior Intervention Teachers 1000-1999: Certificated Personnel Salaries LCFF 240,550</p> <p>Positive Behavior Intervention and Support Training 5000-5999: Services And Other Operating Expenditures Cost contained in Workshop and training allocation</p> <p>Social Justice Training 5000-5999: Services And Other Operating Expenditures Cost contained in Workshop and training allocation</p>
2.5 Provide a comprehensive student attendance and intervention system	LEA Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Attention to Attendance Software Program 5000-5999: Services And Other Operating Expenditures LCFF 25,000</p>
2.6- Increase bullying awareness and education across	LEA wide	<p><input type="checkbox"/> All</p>	<p>Bullying Awareness Materials 4000-4999: Books And Supplies</p>

<p>all campuses</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>LCFF 2,500</p>
<p>2.7- Increase services to Foster Youth through the creation of a School Engagement Liaison</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Foster Youth/School Engagement Liaison 2000-2999: Classified Personnel Salaries LCFF 72,567</p>

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

GOAL 3:	Provide physically safe and well maintained facilities for all students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : School facilities need to be well maintained and physically safe for all students

Goal Applies to: Schools: LEA-Wide
 Applicable Pupil Subgroups: All Students. Low Income, English Learners, Foster Youth

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Achieve a minimum of a "good" school facility rating for all school sites on the School Accountability Report Card
 Begin construction and monitor progress of modernization project in summer of 2015 at Harvest Valley Elementary School (multi-year project)
 Begin construction and monitor progress of modernization project in summer of 2016 at Romoland Elementary School (multi-year project)
 Monitor completion of playground improvements at Romoland Elementary School
 Monitor successful completion of work orders placed within the district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1- Modernization of identified facilities	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Romoland Elementary Facility Upgrade 5000-5999: Services And Other Operating Expenditures Base 3,965,874 Harvest Valley Elementary Facility Upgrade 5000-5999: Services And Other Operating Expenditures Base 1,500,000 Romoland Playground Upgrade 5000-5999: Services And Other Operating Expenditures LCFF 100,000
3.2- Provide a physically safe learning environment for all students	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Deferred Maintenance Plan 5000-5999: Services And Other Operating Expenditures Base 75,000 Maintain previous increases in maintenance and operations 2000-2999: Classified Personnel Salaries Base 34,700 Emergency Classroom Supplies 4000-4999: Books And Supplies LCFF 10,000 Maintain previous increases from Health Techs to LVN's 2000-2999: Classified Personnel Salaries LCFF 91,014 Increase in services for noon duty supervision 2000-2999: Classified Personnel Salaries LCFF 28,490

			Increase in services for crossing guard supervision 5000-5999: Services And Other Operating Expenditures LCFF 16,200
			Increase in services for vision and hearing screening 5000-5999: Services And Other Operating Expenditures LCFF 7,500
3.3- Provide appropriate support to maintain cleanliness of facilities	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain previous increases in custodial support 2000-2999: Classified Personnel Salaries Base 65,280
3.4 Maintain services to limit drug, alcohol, and tobacco presence on campus	Middle School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Interquest K-9 Detection Services 5000-5999: Services And Other Operating Expenditures LCFF 1,500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Achieve a minimum of a "good" school facility rating for all school sites on the School Accountability Report Card (insert current year SARC data when available) Monitor progress of modernization project at Harvest Valley Elementary School (multi-year project) Monitor progress of modernization project at Romoland Elementary School (multi-year project) Monitor completion of LCFF funded identified facility improvements Monitor successful completion of work orders placed within the district
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1- Modernization of identified facilities	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Romoland Elementary Facility Upgrade 5000-5999: Services And Other Operating Expenditures Base Cost contained in 2015-16 allocation Harvest Valley Elementary Facility Upgrade 5000-5999: Services And Other Operating Expenditures Base Cost contained in 2015-16 allocation Identified Facility Improvements 5000-5999: Services And Other Operating Expenditures LCFF 739,170

		(Specify)	
<p>3.2- Provide a physically safe learning environment for all students</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Deferred Maintenance Plan 5000-5999: Services And Other Operating Expenditures Base 75,000</p> <p>Maintain previous increases maintenance and operations 2000-2999: Classified Personnel Salaries Base 35,400</p> <p>Emergency Classroom Supplies 4000-4999: Books And Supplies LCFF 10,000</p> <p>Maintain previous increases from Health Techs to LVN's 2000-2999: Classified Personnel Salaries LCFF 93,745</p> <p>Increase in services for noon duty supervision 2000-2999: Classified Personnel Salaries LCFF 30,000</p> <p>Increase in services for crossing guard supervision 5000-5999: Services And Other Operating Expenditures LCFF 17,000</p> <p>Increase in services for vision and hearing screening 5000-5999: Services And Other Operating Expenditures LCFF 7,500</p>
<p>3.3- Provide appropriate support to maintain cleanliness of facilities</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain previous increases in custodial support 2000-2999: Classified Personnel Salaries Base 66,500</p>
<p>3.4 Maintain services to limit drug, alcohol, and tobacco presence on campus</p>	<p>Middle School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Interquest K-9 Detection Services 5000-5999: Services And Other Operating Expenditures LCFF 1,500</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Achieve a minimum of a "good" school facility rating for all school sites on the School Accountability Report Card (insert current year SARC data when available) Monitor completion of LCFF funded identified facility improvements Monitor successful completion of work orders placed within the district
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1- Modernization of identified facilities	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Identified Facility Improvements 5000-5999: Services And Other Operating Expenditures LCFF 788,113
3.2- Provide a physically safe learning environment for all students	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Deferred Maintenance Plan 5000-5999: Services And Other Operating Expenditures Base 75,000 Maintain previous increases maintenance and operations 2000-2999: Classified Personnel Salaries Base 36,100 Emergency Classroom Supplies 4000-4999: Books And Supplies LCFF 10,000 Maintain previous increases from Health Techs to LVN's 2000-2999: Classified Personnel Salaries LCFF 96,558 Increase in services for noon duty supervision 2000-2999: Classified Personnel Salaries LCFF 32,000 Increase in services for crossing guard supervision 5000-5999: Services And Other Operating Expenditures LCFF 17,800 Increase in services for vision and hearing screening 5000-5999: Services And Other Operating Expenditures LCFF 7,500
3.3- Provide appropriate support to maintain cleanliness of facilities	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain previous increases in custodial support 2000-2999: Classified Personnel Salaries Base 67,800

<p>3.4 Maintain services to limit drug, alcohol, and tobacco presence on campus</p>	<p>Middle School</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Interquest K-9 Detection Services 5000-5999: Services And Other Operating Expenditures LCFF 1,500</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Provide opportunities for our stakeholders to engage with our schools and our schools to engage the community	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need : Parents, Guardians and family members will become more fully engaged as partners in education

Goal Applies to:	Schools: LEA Wide	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase parent participation in school/parent surveys by 3% (2014/15- 29.8%) Increase parent registration by 3% in the Illuminate Home Connect Portal (2014/15- 29%) Increase by 3% the percentage of participants interacting with our Social Media (2014/15- 43%) Increase parent participation by 3% in our formal parent advisory groups Develop baseline participation rate for participation in Parent University education classes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1- Provide opportunities for our stakeholders to engage through the use of technology	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Illuminate Home Connect Access cost contained in Illuminate contract Auto dialer/voice Messaging System 5000-5999: Services And Other Operating Expenditures LCFF 6,000 Outreach to parents via social media no cost Online Parent Surveys cost contained in Key Data contract
4.2- Provide opportunities for parent participation and engagement on our school sites	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Romoland Community Run 5K 4000-4999: Books And Supplies LCFF 5,000 Parent Resource Center 4000-4999: Books And Supplies LCFF 20,000 Parent University/Education Classes 5000-5999: Services And Other Operating Expenditures LCFF 40,000 Translation Services for increased communication with

		(Specify)	stakeholders 5000-5999: Services And Other Operating Expenditures LCFF 10,000
			Continue growth of our parent engagement groups within each school No Cost
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase parent participation in school/parent surveys by 3% (insert current data when available) Increase parent registration by 3% in the Illuminate Home Connect Portal (insert current data when available) Increase by 3% the percentage of participants interacting with our Social Media (insert current data when available) Increase parent participation by 3% in our formal parent advisory groups (insert current data when available) Increase parent participation in education classes by 3% (insert current data when available)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1- Provide opportunities for our stakeholders to engage through the use of technology	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Illuminate Home Connect Access cost contained in Illuminate contract Auto dialer/voice Messaging System 5000-5999: Services And Other Operating Expenditures LCFF 6,000 Outreach to parents via social media no cost Online Parent Surveys Cost contained in Key Data contract
4.2- Provide opportunities for parent participation and engagement on our school sites	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Romoland Community Run 5K 4000-4999: Books And Supplies LCFF 5,000 Parent Resource Center 4000-4999: Books And Supplies LCFF 5,000 Parent University/Education Classes 5000-5999: Services And Other Operating Expenditures LCFF 40,000 Translation Services for increased communication with stakeholders 5000-5999: Services And Other Operating Expenditures LCFF 10,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: Increase parent participation in school/parent surveys by 3% (insert current data when available)
 Increase parent registration by 3% in the Illuminate Home Connect Portal (insert current data when available)
 Increase by 3% the percentage of participants interacting with our Social Media (insert current data when available)
 Increase parent participation by 3% in our formal parent advisory groups (insert current data when available)
 Increase parent participation in education classes by 3% (insert current data when available)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1- Provide opportunities for our stakeholders to engage through the use of technology	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Illuminate Home Connect Access cost contained in Illuminate contract Auto dialer/voice Messaging System 5000-5999: Services And Other Operating Expenditures LCFF 6,000 Outreach to parents via social media no cost Online Parent Surveys Cost contained in Key Data contract
4.2- Provide opportunities for parent participation and engagement on our school sites	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Romoland Community Run 5K 4000-4999: Books And Supplies LCFF 5,000 Parent Resource Center 4000-4999: Books And Supplies LCFF 5,000 Parent University/Education Classes 5000-5999: Services And Other Operating Expenditures LCFF 40,000 Translation Services for increased communication with stakeholders 5000-5999: Services And Other Operating Expenditures LCFF 10,000

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase the percentage of students making progress toward or achieving at grade level		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:		Schools: LEA Wide		
		Applicable Pupil Subgroups:	All Students, Low Income, English Learners, Foster Youth	
Expected Annual Measurable Outcomes:	<p>A. California Standards aligned Units of Study will be implemented in ELA and math in 100% of classrooms</p> <p>B. Establish baseline proficiency data in ELA on the CAASPP/SBAC</p> <p>C. Establish baseline proficiency data in math n the CAASPP/SBAC</p> <p>D. Establish baseline according to new redesignation criteria</p> <p>E. AMAO 1- Percentage of English learners making annual progress on the CELDT will increase by 5%</p> <p>F. AMAO 2 < 5- Percentage of English learners obtaining English proficiency on the CELDT will increase 3%</p> <p>G. Percentage of English learners obtaining English proficiency on the CELDT will increase 5%</p> <p>H. Decrease the percentage of intensive/strategic students according to DIBELS Next diagnostic by 3% in grades 1-5</p> <p>I. Establish baseline proficiency data on district ELA benchmark exams</p> <p>J. Establish baseline proficiency data on district math benchmark exams</p> <p>K. Maintain and monitor our low mis-assignment rate</p>		Actual Annual Measurable Outcomes:	<p>A. California Standards aligned Units of Study in ELA and Math were implemented in 100% of classrooms as determined by Units of Study creation and classroom walkthrough observations.</p> <p>B. ELA baseline proficiency data on CAASPP/SBAC not yet available- will be inserted when available.</p> <p>C. Math baseline proficiency data on CAASPP/SBAC not yet available- will be inserted when available.</p> <p>D. Baseline English learner redesignation percentage established at 7.9% according to new criteria.</p> <p>E. AMAO 1- Percentage of English learners making progress on the CELDT increased by 3.3%.</p> <p>F. AMAO 2 < 5 years-Percentage of English learners obtaining English proficiency on the CELDT increased by .6%.</p> <p>G. AMAO 2 > 5 years-Percentage of English learners obtaining English proficiency on the CELDT increased by 7.6%.</p> <p>H. Percentage of intensive/strategic students according to DIBELS next diagnostic (2013/14- 46.2%, 2014-15- 39.4%).</p> <p>I. District ELA benchmark exams (culminating tasks) were completed as part of Units of Study. The late availability of our Student Information System and the accompanying assessment system (DnA) not being available until mid- November made</p>

<p>L. Maintain and monitor 100% access to standards aligned instructional material</p>	<p>establishment of baseline data unfeasible across the district for the 2014-15 year.</p> <p>J. District ELA benchmark exams (culminating tasks) were completed as part of Units of Study. The late availability of our Student Information System and the accompanying assessment system (DnA) not being available until mid- November made establishment of baseline data unfeasible across the district for the 2014-15 year.</p> <p>K. Teacher misassignment rate in currently 0%.</p> <p>L. Access to standards aligned instructional materials is currently at 100%.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Develop and implement Common Core and Next Generation Science Standards aligned Units of Study and Benchmark Exams</p>	<p>Begin implementation CCSS aligned Units of Study and Benchmark Exams in ELA and Math (No Cost) No Cost</p> <hr/> <p>Finish development of CCSS Units of Study and Benchmark Exams in ELA and Math 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 100,000</p>	<p>California standards aligned Units of Study have been developed and implemented K-8 in both English Language Arts and Mathematics. Each grade level/content area team was provided seven release days to create Units of Study, order necessary materials, and develop plans for implementation at their respective school sites. Additionally, it was determined that the seven release days would not be enough to complete all of the necessary tasks, so an additional temporary stipend amount was provided to Units of Study teachers to complete work outside of the normal school hours. Units of Study Benchmark exams created for each Unit of Study through a systematic deployment method were delayed due to the new Illuminate student Data and Assessment System not coming on board until mid November through the RCOE consortium.</p>	<p>Begin implementation CCSS aligned Units of Study and Benchmark Exams in ELA and Math No Cost</p> <hr/> <p>Finish development of CCSS Units of Study and Benchmark Exams in ELA and Math 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 65,000</p> <hr/> <p>Units of Study Stipend 1000-1999: Certificated Personnel Salaries LCFF 53,760</p>

		<p>Next Generation Science Standards implementation was delayed to follow new implementation guidelines set forth by the Riverside County Office of Education trainings, which selected staff attended on a monthly basis (cost contained in another in another action/service).</p>	
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide CCSS and Next Generation Science Standards aligned instructional materials to ensure quality CCSS implementation</p>	<p>CCSS Math adoption 4000-4999: Books And Supplies Lottery 300,000</p> <p>CCSS Math Adoption Con't 4000-4999: Books And Supplies Common Core Standards Implementation Funds 100,000</p> <p>CCSS Math Adoption Con't 4000-4999: Books And Supplies Other To Be Determined</p> <p>Splash Transitional Kindergarten Curriculum Materials 4000-4999: Books And Supplies LCFF 25,000</p> <p>Scholastic Resource 4000-4999: Books And Supplies LCFF 20,000</p> <p>Student Consumables 4000-4999: Books And Supplies LCFF 120,000</p>	<p>Math Committee determined that a math adoption was not advisable at this time due to alignment concerns between the available materials and the new California Math Standards. Supplemental math materials were purchased instead from Common Core implementation funds.</p> <p>Transitional Kindergarten teachers outlined curriculum purchases for all of our school sites, which now offer a full day Transitional Kindergarten Program. Materials were purchased for each classroom above and beyond the Splash curriculum.</p> <p>Scholastic Resources were purchased for each grade level (K-5) to expose students consistently to more informational text. These resources</p>	<p>Splash Transitional Kindergarten Curriculum Materials 4000-4999: Books And Supplies LCFF 21,141</p> <p>Scholastic Resource 4000-4999: Books And Supplies LCFF 30,859</p> <p>Student Consumables (see narrative) 4000-4999: Books And Supplies Common Core Standards Implementation Funds 96,283</p> <p>Additional Units of Study Materials 4000-4999: Books And Supplies LCFF 214,736</p>

		<p>were imbedded into our Units of Study.</p> <p>Due to the decision not to adopt a new math Curriculum, math consumables from the state approved materials list were purchased as supplemental materials for students in grades K-8 to augment the development of our Units of Study in Mathematics. These consumables were purchased with Common Core Implementation funds that would have been used as part of the official adoption (see expenditures)</p> <p>Next Generation Science Standards materials were delayed due to the delayed implementation timelines previously mentioned, but additional materials were needed to calibrate resources across school sites as teachers created Units of Study in both English Language Arts and Mathematics.</p>					
<table border="1"> <tr> <td data-bbox="86 862 233 938">Scope of Service</td> <td data-bbox="233 862 562 938">LEA wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA wide		<table border="1"> <tr> <td data-bbox="1031 862 1178 938">Scope of Service</td> <td data-bbox="1178 862 1520 938">LEA Wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA Wide	
Scope of Service	LEA wide						
Scope of Service	LEA Wide						
<p>Offer ongoing CCSS and Next Generation Science Standards aligned professional learning opportunities that include district trainings, site trainings, and on-site collaboration.</p>	<p>3 Instructional Coaches 1000-1999: Certificated Personnel Salaries Title I 96,000</p> <hr/> <p>3 Instructional Coaches Con't 1000-1999: Certificated Personnel Salaries LCFF 165,600</p>	<p>Instructional coaches have proven vital to assisting teachers with implementation of California Standards aligned Units of Study. Through the end of April they have provided more than 45 whole group, 130 small group, and 230 individual coaching sessions with</p>	<p>3 Instructional Coaches 1000-1999: Certificated Personnel Salaries Title I 109,983</p> <hr/> <p>3 Instructional Coaches Con't 1000-1999: Certificated Personnel Salaries LCFF 168,974</p>				

	<p>PLC Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I 126,100</p> <p>PLC Certificated Salaries Con't 1000-1999: Certificated Personnel Salaries LCFF 126,100</p> <p>Conferences/Training 5000-5999: Services And Other Operating Expenditures Title II 50,000</p>	<p>staff members. The demand for coaches services has been a challenge to meet the needs of all teachers so additional coaching positions will be recommended in the upcoming LCAP.</p> <p>School sites utilized instructional coaches through bi-monthly early release professional learning opportunities for their sites. Additionally, grade level teachers invited instructional coaches into their bi-weekly PLC time to collaborate on instructional shifts, technology integration, and help with implementation of Units of Study.</p> <p>Instructional coaches received training through RCOE on Coaching Implementation of Common Core State Standards (Sept 5, 2014, Sept 19, 2014, Oct 31, 2014, Dec 8, 2014). Groups of educators attended monthly Next Generation Science Standards Trainings (Sept 24, 2014, Oct 20, 2014, Nov 20, 2014, Dec 10, 2014, Jan 28, 2015, Feb 11, 2015, March 25, 2015, April 22, 2015), as well as attending the CUE Conference (March 19-21, 2015), Illuminate DnA Training (Oct 3-16, 2015). California Mathematics Council Conference (Oct 24-25, 2014)</p>	<p>PLC Certificated Salaries 1000-1999: Certificated Personnel Salaries Title I 113,031</p> <p>PLC Certificated Salaries Con't 1000-1999: Certificated Personnel Salaries LCFF 113,031</p> <p>Conferences/Training 5800: Professional/Consulting Services And Operating Expenditures Title II 40,013</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Provide an improved data and assessment system (Illuminate DnA) for district, school, and teacher use</p>	<p>Contract for Services Illuminate DnA 5000-5999: Services And Other Operating Expenditures LCFF 11,000</p>	<p>Illuminate Data and Assessment System (DNA) became available to teachers in November due to a delay with the Illuminate Consortium (see training dates in above actions/services).</p>	<p>Contract for Services Illuminate DnA 5000-5999: Services And Other Operating Expenditures LCFF 11,000</p>
<p>Scope of Service All Sites</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All Sites</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop and implement a robust early literacy program for K-5 at risk students</p>	<p>Passport Reading Intervention Materials 4000-4999: Books And Supplies LCFF 46,000</p>	<p>Passport reading intervention materials were purchased and systematic intervention was provided according to diagnostic levels determined on the DIBELS Next assessment that was administered three times throughout the year to gauge student progress.</p>	<p>Passport Reading Intervention Materials 4000-4999: Books And Supplies LCFF 52,640</p>
<p>Scope of Service All Elementary Sites</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All Elementary Sites</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase instructional support to meet the needs of at risk students</p>	<p>Contracts for Services Diagnostic and intervention web based programs designed to meet the individual learning needs of students.</p>	<p>The following web-based services were purchased and implemented as an intervention support or as a resource to support implementation of first, best instruction at appropriate grade levels:</p>	<p>Diagnostic and intervention web based programs designed to meet the individual learning needs of students. 5000-5999: Services And Other Operating Expenditures LCFF 163,805</p>

	<p>5000-5999: Services And Other Operating Expenditures LCFF 160,000</p> <p>Increase sections of AVID at Middle School Level 0001-0999: Unrestricted: Locally Defined LCFF 100,000</p> <p>Explore AVID Elementary at elementary level No Cost</p> <p>Increase number of Technology / Library Technicians at schools 2000-2999: Classified Personnel Salaries LCFF 93,500</p> <p>K-3 Grade Span Adjustment 1000-1999: Certificated Personnel Salaries Base 831,419</p> <p>Addition of two Assistant Principals 1000-1999: Certificated Personnel Salaries Base 215,000</p>	<ul style="list-style-type: none"> • Ticket to Read • VMath • DIBELS Next • ESGI • Accelerated Reader • Newsela • Write to Learn • Brainpop, Brainpop Jr, Brainpop Espanol <p>Staff has determined effectiveness of each web-based program and made recommendations of which programs to keep and which programs to eliminate in future LCAP development.</p> <p>AVID sections at the middle school increased from two sections in 2013-14 to six sections in 2014-15. Increased access to college prep program by our at-risk students has proven beneficial and will continue in our 2014-15 LCAP with increased funding. Elementary schools delayed exploration of AVID Elementary program for another year due to complexity of Units of Study implementation and having new principals at three out of four elementary schools.</p> <p>Increase in services for Technology/Library Technicians was successful in making sure that each of our school libraries was staffed appropriately and accessible to students on a daily basis for use of Accelerated Reader program and daily literacy development..</p> <p>K-3 grade span adjustment was implemented according to guidelines set forth by the state to reach desired levels by 2020-21.</p>	<p>Increase sections of AVID at Middle School Level 0001-0999: Unrestricted: Locally Defined LCFF 104,309</p> <p>Increase number of Technology / Library Technicians at schools 2000-2999: Classified Personnel Salaries LCFF 75,203</p> <p>K-3 Grade Span Adjustment 1000-1999: Certificated Personnel Salaries Base 884,528</p> <p>Addition of two Assistant Principals 1000-1999: Certificated Personnel Salaries Base 193,726</p>
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		<p>The addition of part-time elementary school assistant principals has led to opportunities to more effectively meet the needs of our most at-risk students. Multi-tiered systems of support in the areas of academics, attendance, and behavior supports have been developed over the course of the school year and a more systematic approach to ensuring appropriate support for at-risk students will continue to grow in 2014-15 school year.</p>	
<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase instructional support to meet the needs of at risk students (EL's and RFEP's Only)</p>	<p>English Language Development Standards Training No Cost- In House Training</p> <p>Training for Teachers of English Learners no Cost- In House- Instructional Coaches</p> <p>English Learner Summer Institute 1000-1999: Certificated Personnel Salaries Title III 20,000</p> <p>Bilingual Classroom Aides 2000-2999: Classified Personnel Salaries Title I 64,000</p> <p>Bilingual Instructional Aides Con't 2000-2999: Classified Personnel Salaries LCFF 24,000</p> <p>End of Year EL Redesignation Ceremony 4000-4999: Books And Supplies LCFF 2,000</p>	<p>Staff attended the following trainings related to the new English Language Development Standards:</p> <ul style="list-style-type: none"> • *Introduction to California's ELD Standards (Sept 15, 2014 and Oct 20, 2014) • Integrated and Designated ELD (Feb 11, 2015 and March 11, 2015) • ELA/ELD Framework Rollout (Jan 27, 2015) <p>Instructional Coaches and ELD Site Coordinators provided introductory trainings on the new ELD Standards to staff at each school site.</p> <p>English Learner Summer Institute was conducted for 200 English Learner</p>	<p>English Language Development Standards Training No Cost- In House Training</p> <p>Training for Teachers of English Learners No Cost- In House- Instructional Coaches</p> <p>English Learner Summer Institute 1000-1999: Certificated Personnel Salaries Title III 18,868</p> <p>Bilingual Classroom Aides 2000-2999: Classified Personnel Salaries Title I 66,727</p> <p>Bilingual Instructional Aides Con't 2000-2999: Classified Personnel Salaries LCFF 12,863</p> <p>End of Year EL Redesignation Ceremony 4000-4999: Books And Supplies LCFF 950</p>

	<p>California Standards aligned English Language Development Materials 4000-4999: Books And Supplies LCFF 125,000</p> <p>Revise RFEP Monitoring Process No Cost</p>	<p>students in August 2014. Instruction focused on building reading, writing, listening, and speaking skills. English Learner Summer Institute will be available on an annual basis and is scheduled for August 2015.</p> <p>Bilingual Aides were provided in classrooms of English Learner students throughout the district to provide academic supports.</p> <p>Romoland School District provided a districtwide English Learner Redesignation Ceremony for student and families that redesignated in the 2014-15 school year. Approximately 135 families participated in this event.</p> <p>New California Standards aligned English Language Development materials were purchased from the state approved supplemental list, National Geographic- Reach for K-5 and National Geographic-Inside for grades 6-8. Trainings were provided on the materials at the beginning of the school year with a follow up training for staff at the mid-way point of the year.</p> <p>The revising of the RFEP monitoring process was delayed until 2015-16 as most of the committees work went into making sure we had solid redesignation criteria that would meet the needs of students since state assessment data was not available to use in our criteria.</p>	<p>California Standards aligned English Language Development Materials 4000-4999: Books And Supplies LCFF 196,608</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	

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<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA wide</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA wide		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Scope of Service	LEA wide				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>After analysis of current year actions and services, it was determined that the following actions and services be added to the 2015-16 Local Control Accountability Plan in order to support the district and schools in meeting our goal:</p> <ul style="list-style-type: none"> • Add two instructional coaches to aide in the implementation of Next Generation Science Standards and English Language Development Standards • Increase the frequency of PLC/collaboration time for elementary teachers • Increase allocation for annual AVID budget • Support the teacher induction program in order to support first and second year teachers • Provide teachers choice in their professional learning options through an event management system • Implement iReady Reading and Math instruction to diagnose and personalize learning for students • Provide after school tutoring and supports for students • Provide summer school as a learning option for students • Provide College Board PSAT 8/9 for all 8th grade students in the district • Upgrade libraries to reflect 21st Century learning opportunities for students • Implement Learning Centers at each school to increase services in our multi-tiered system of support 				

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.

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

Original GOAL 2 from prior year LCAP:	Provide a physically and emotionally safe learning environment that engages students		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	LEA Wide Applicable Pupil Subgroups: All Students, Low Income, English Learners, Foster Youth		
Expected Annual Measurable Outcomes:	<p>A. Decrease suspension rate of 3.8% in 2012-13 as reported by CDE by .5%</p> <p>B. Maintain and monitor our low expulsion rate of 0% as reported by CDE in 2012-13</p> <p>C. Decrease the truancy rate of 17.42% as reported by CDE is 2012-13 by 2%</p> <p>D. Increase the positive attendance rate by .5%</p> <p>E. Maintain and monitor 0% dropout rate in 2012-13 as a district</p> <p>F. Decrease chronic absenteeism rate by .5%</p> <p>G. Establish baseline using Key Data Healthy Kids Survey</p> <p>H. All students will have a personal computing device as part of a 1:1 initiative</p> <p>I. Students will have daily access to computing device as part of a 3:1 initiative</p> <p>J. Monitor percentage used of \$5.3 million approved for school improvements</p> <p>K. Maintain and monitor 100% access and enrollment into all required areas of study</p>		Actual Annual Measurable Outcomes:	<p>A. Most current suspension rate as reported by the CDE is 4% in 2013-14. Strategies being implemented to reduce suspension rates in 2014-15 will not be reflected until 2014-15 data becomes available. This data typically runs one year behind. Internal analysis shows a 20% reduction in overall suspension incidents in 2014-15, but CDE will calculate suspension rate off of this data in the future.</p> <p>B. Most current expulsion rate as reported by the CDE is .1% in 2013-14 and is lower than county averages. Strategies being implemented to reduce expulsion rates in 2014-15 will not be reflected until 2014-15 data becomes available. This data typically runs one year behind.</p> <p>C. Most current truancy rate as reported by the CDE is 20.65% in 2013-14. This rate is far below the county average of 33.15% and the state average of 31.14% in 2013-14. Strategies being implemented to reduce truancy rates in 2014-15 will not be reflected until 2014-15 data becomes available. This data typically runs one year behind.</p> <p>D. Most current attendance rate is 96% from the 2013-14 school year. As of May 2015 our district attendance rate is internally calculated at 95.92% for the current school year.</p> <p>E. Most current middle school drop out rate is calculated at .68% from the RCOE Needs Assessment Data table.</p> <p>F. Chronic absenteeism was calculated internally at 8.3% in 2013/14. Our current chronic absenteeism rate as of May 2015</p>

	<p>is 6.5%. This is an improvement of 1.8% for this metric. We will continue to use internal data unless a formal measurement metric from the state become available.</p> <p>G. Heathy Kids Survey results not available as it is administered every other year. Student results from our annual needs assessment survey showed the following results: * Students satisfied with school experience- English Only- 84.4%, English Learners- 84.1% * Students that felt safe at school most or all of the time- English Only- 83.3%, English Learner 74.3%</p> <p>H. All students in grades 3-8 have daily access to Chromebooks in a 1:1 ratio throughout their school day.</p> <p>I. All students in grades TK-2 have daily access to iPads in a 3:1 ratio throughout their school day.</p> <p>J. Architect company has been selected and construction set to begin at Harvest Valley in summer of 2015. Romoland Elementary has formed a facility committee to help inform architects of desired improvements. Construction slated to begin in summer of 2016 at Romoland Elementary.</p> <p>K. All students are enrolled into appropriate level coursework.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop and implement a robust and cohesive student support and progressive discipline plan	Establish and/or revise bullying awareness, curriculum, and response protocols No Cost- In House	Positive Behavior Intervention Supports have been systematically implemented at all school sites and as of April 2015 the district has experienced a 20% reduction in the number of suspension incidents across the district. New investigation and response protocols related to bullying accusations were developed across the district.	Establish and/or revise bullying awareness, curriculum, and response protocols No Cost- In House
	Contract for Services Interquest K-9 Detection Services at middle school 5000-5999: Services And Other Operating Expenditures Tobacco-Use Prevention Education 1,200		Contract for Services Interquest K-9 Detection Services at middle school 5000-5999: Services And Other Operating Expenditures LCFF 1000
	Increase services to students by moving from Health Clerks to LVN's 2000-2999: Classified Personnel		Interquest K-9 Detection Services fulfilled its contract for the specified number of visits at our middle school.

	<p>Salaries LCFF 78,800</p>	<p>Additionally, we also instituted an Interquest K-9 demonstration assembly as part of the student beginning of the year assemblies that take place at the beginning of the year. We also adjusted the funding source and utilized LCFF funds to pay for the service as TUPE funds were determined to be an inappropriate expenditure for this service.</p> <p>Services were increased in open Health Clerk positions and filled with LVN's. LVN's were strategically located in schools with the highest incidence of diabetic students needing attention.</p>	
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop engaging courses based on student interest and College and Career Readiness</p>	<p>Develop and implement a robust and engaging elective program that prepares for students for College and Career 4000-4999: Books And Supplies LCFF 100,000</p>	<p>The following middle elective program was developed and/or expanded upon to assist students in becoming more engaged in school, align our program to our feeder high school, and meet the demands of College and Career:</p> <ul style="list-style-type: none"> Expanded AVID from two to six sections Expanded music to a full time offering (6 sections) STEM elective option (Automation & Robotics) STEM elective option (Design & 	<p>Develop and implement a robust and engaging elective program that prepares for students for College and Career 4000-4999: Books And Supplies LCFF 78,987</p>

		<ul style="list-style-type: none"> Modeling) • Media Arts • Visual Arts • Drama • Spanish • 6th Elective Wheel (Technology, AVID, Career Cruising) 					
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<p>Increase in services to facilities maintenance</p>	<p>Increase services in custodial support 2000-2999: Classified Personnel Salaries Base 64,000</p> <hr/> <p>Increase services in maintenance and operations 2000-2999: Classified Personnel Salaries Base 34,000</p>	<p>Increased hours and/or personnel were increased in the area of custodial support to aide in keeping campuses clean according to expectations</p> <p>Increased hours and/or personnel were increased in the maintenance and operations to aide in completing maintenance and repair work orders in a timely manner.</p>	<p>Increase services in custodial support 2000-2999: Classified Personnel Salaries Base 46,657</p> <hr/> <p>Increase services in maintenance and operations 2000-2999: Classified Personnel Salaries Base 16,824</p>				
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<p>Develop and implement co-curricular and/or extra-curricular opportunities for students</p>	<p>Elementary music teacher and classes for students Cost calculated as part of the PLC model</p> <p>Develop and implement an after school athletics program at the middle school 5000-5999: Services And Other Operating Expenditures LCFF 20,000</p> <p>Develop systems that encourage student participation in academic competitions and community sponsored academic events 1000-1999: Certificated Personnel Salaries LCFF 5,000</p>	<p>Elementary music program was provided to all elementary students (K-5) on a rotating basis at each school site. The program is very popular and provides foundational experiences to students that will help our middle school music program be successful.</p> <p>The after school athletics program was developed and teams competed with other middle schools that had similar programs in the region. Student participation was very high throughout the year in the various offerings.</p> <p>Students participated in a site and district wide Spelling Bee and Science Fair. The district also had students participate in the Eastern Municipal Water District water conservation poster contest, and a Holocaust Art and Writing Contest through Chapman University. Expansion of these opportunities will include History Day participation in the 2015-16 school year. District level stipend amounts for Science Fair, Spelling Bee, History Day, and GATE were negotiated and will be implemented pending RTA approval.</p>	<p>Elementary music teacher and classes for students Cost calculated as part of the PLC model</p> <p>Develop and implement an after school athletics program at the middle school 5000-5999: Services And Other Operating Expenditures LCFF 19,575</p> <p>Develop systems that encourage student participation in academic competitions and community sponsored academic events 0</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop and implement a plan for facilities improvements</p>	<p>Facilities Improvements Plan being developed 6000-6999: Capital</p>	<p>PJHM Architects have been secured to provide plans for the facilities</p>	<p>Facilities Improvements Plan being developed (multi-year) 6000-6999:</p>

	<p>Outlay Other 5,300,000 over three years</p>	<p>improvements at Harvest Valley Elementary School. The first project is slated to begin in the summer of 2015. The school will receive a new lunch shelter as part of their improvements. Future projects are being prioritized for the site depending on available funds and grant opportunities (DROPS Grant) the district has applied for.</p> <p>PJHM Architects have been secured to provide plans for the facilities improvements at Romoland Elementary School. A committee has been formed to prioritize the desired work to be done as the needs of the school exceed the amount of available money for improvements. Construction is slated to begin in the summer of 2016 on the identified projects.</p>	<p>Capital Outlay Other 24,195</p>
<p>Scope of Service: Romoland and Harvest Valley Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Romoland and Harvest Valley Elementary Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Close the "Digital Divide" by providing increased access to information and resources through the use of technology to meet the demands of CCSS and develop 21st century skills in at risk students.</p>	<p>Technology Infrastructure Upgrades 4000-4999: Books And Supplies LCFF 26,000</p> <p>Technology Infrastructure Upgrades Con't 4000-4999: Books And Supplies Other 198,500</p> <p>Implement a classroom technology standard across district 4000-4999:</p>	<p>Technology infrastructure upgrades occurred across the district to support closing the digital divide for underserved populations of students.</p> <p>LCFF- 26,000</p> <p>Microsoft Money- 69,000</p> <p>QZAB- 65,000</p> <p>Common Core- 14,700</p>	<p>Technology Infrastructure Upgrades 4000-4999: Books And Supplies LCFF 11,441</p> <p>Technology Infrastructure Upgrades Con't 4000-4999: Books And Supplies Other 145,455</p> <p>Implement a classroom technology standard across district 4000-4999:</p>

	<p>Books And Supplies LCFF 37,800</p> <p>Implement a classroom technology standard across district Con't 4000-4999: Books And Supplies Other 157,302</p> <p>Implement a 1:1 device initiative at the middle school level 4000-4999: Books And Supplies Other 180,000</p> <p>Implement a 1:1 device initiative at the middle school level Con't 4000-4999: Books And Supplies Common Core Standards Implementation Funds 195,200</p> <p>Implement a 3:1 device ration at the elementary level 4000-4999: Books And Supplies LCFF 252,000</p> <p>Implement a 3:1 device ration at the elementary level Con't 4000-4999: Books And Supplies Base 151,000</p> <p>Annual Technology Allocation for proper support and maintenance of technology upgrades 4000-4999: Books And Supplies LCFF 350,000</p>	<p>Facilities- 49,800</p> <p>Implementing a classroom technology standard across the district. Refreshing teacher computer equipment, audio visual equipment in grades 6-8. Increased LCFF funds for this service due to increased allocation.</p> <p>LCFF- 37,800 Common Core- 30,350 Facilities- 126,952</p> <p>Initial plans called for every student in grades 6-8 across the district to have daily access to a Chromebook in a ratio of 1:1. Additional LCCF funds allowed for the 1:1 ratio to expand to students in grades 3-8, though only students in 6-8 have the ability to take the Chromebooks home for 24/7 access. Students in grades TK-2 have daily access to iPads in their classroom in a 3:1 ratio.</p> <p>We have an annual technology allocation of \$350,000 for the proper maintenance and sustainability of the 1:1 technology plan. A portion of this allocation was spent on management servers and consulting services related to student device implementation. The balance of the allocation is intended to be used for long term maintenance of needed infrastructure upgrades and a replacement cycle for aging technology in future years.</p>	<p>Books And Supplies LCFF 68,335</p> <p>Implement a classroom technology standard across district Con't 4000-4999: Books And Supplies Other 157,199</p> <p>Implement a 1:1 device initiative at the middle school level 4000-4999: Books And Supplies Other 206,902</p> <p>Implement a 1:1 device initiative at the middle school level Con't 4000-4999: Books And Supplies Common Core Standards Implementation Funds 195,200</p> <p>Implement a 1:1 device initiative at the middle school level Con't 4000-4999: Books And Supplies LCFF 111,478</p> <p>Implement a 3:1 device ratio at the elementary level 4000-4999: Books And Supplies LCFF 232,191</p> <p>Implement a 3:1 device ratio at the elementary level (see narrative) 4000-4999: Books And Supplies Base 0</p> <p>Annual Technology Allocation for proper support and maintenance of technology upgrades 4000-4999: Books And Supplies LCFF 22,202</p>
<p>Scope of Service LEA wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

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<p>Develop and implement a robust, culturally responsive student support and progressive discipline plan</p>	<p>PBIS Intervention Staff 1000-1999: Certificated Personnel Salaries LCFF 189,600</p> <hr/> <p>PBIS Site Level Implementation Plan and staff training</p> <p style="text-align: center;">No Cost- In House</p> <hr/> <p>Align progressive discipline matrix with Positive Behavior Intervention Supports strategies</p> <p style="text-align: center;">No Cost- In House</p>	<p>Two Behavior Intervention Teachers were hired to support schools in their implementation of Positive Behavior Intervention Supports (PBIS). They have conducted trainings for staff throughout the year, developed alternate means of correction for students, and conducted behavior modification classes for students needing extra support.</p> <p>Alignment of our progressive discipline matrix was delayed due to additional training in "Cultural Proficiency" and "Social Justice" being identified as a need for staff. Behavior Intervention Teachers participated in these trainings throughout the year and have developed a multi-year implementation and training plan for staff and administrators to participate in. Alignment of discipline matrix will begin in 2015-16 and continue over the course of the multi-year implementation plan.</p>	<p>PBIS Intervention Staff 1000-1999: Certificated Personnel Salaries LCFF 220,512</p> <hr/> <p>PBIS Site Level Implementation Plan and staff training</p> <p style="text-align: center;">0</p> <hr/> <p>Align progressive discipline matrix with Positive Behavior Intervention Supports strategies</p> <p style="text-align: center;">0</p>				
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Scope of Service	LEA Wide						
Scope of Service	LEA Wide						

Scope of Service	LEA wide		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After analysis of current year actions and services, it was determined to split 2014-15 Goal #2 into Goal #2 and #3 in the 2015-15 LCAP and that the following actions and services be added to the 2015-16 Local Control Accountability Plan in order to support the district and schools in meeting our goal: <ul style="list-style-type: none"> • The addition of a school counselor at the middle school level (Goal #2 in 2015-16 LCAP) • Allocate funds to increase student learning experiences on field trips (Goal #2 in 2015-16 LCAP) • Allocate funds to increase the frequency of music opportunities at the elementary level (Goal #2 in 2015-16 LCAP) • Accelerate the implementation of our classroom standard for 21st Century learning environments (Goal #2 in 2015-16 LCAP) • Add the Attention to Attendance software program to provide better monitoring and supports for at-risk attendance behaviors (Goal #2 in 2015-16 LCAP) • Add a School Engagement Liaison that will provide wrap-around services to Foster and Homeless youth within the district (Goal #2 in 2015-16 LCAP) • Continue with the multi-year modernization projects at Romoland and Harvest Valley Elementary Schools (Goal #3 in 2015-16 LCAP) • Upgrade the Romoland Elementary School playground (Goal #3 in 2015-16 LCAP) • Increase noon-duty supervision at all elementary schools (Goal #3 in 2015-16 LCAP) • Increase crossing guard supervision for schools (Goal #3 in 2015-16 LCAP) • Provide more timely vision and hearing screening services to students (Goal #3 in 2015-16 LCAP) 			

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.

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

Original GOAL 3 from prior year LCAP:	Bring to scale successful the stakeholder engagement strategies used by sites across the district		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	LEA-Wide Applicable Pupil Subgroups: All Students. Low Income, English Learners, Foster Youth		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. Establish baseline for parent participation in providing feedback via school surveys B. Establish baseline percentage for Parent Portal (Illuminate Home Connect) participation C. Establish baseline percentage for Social Media participation D. Establish district standard for parent groups across school sites E. Establish baseline participation for established parent groups F. Establish district standard for family events across school sites G. Establish baseline participation for established family events 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> A. Current participation rate in multiple parent surveys averages 29.8%. B. Illuminate Home Connect parent participation is currently 30%. C. Parent participation in social media engagement is currently 43%. D. District standard for parent groups was established (School Site Council, English Language Advisory Committee, PTA (schools that are eligible), and Pastries with the Principal. E. Tracking parent participation data for these groups proved difficult as some have a designated number of spots for parent participation, while others are open to as many parents as are able to attend a given meeting. We will refine our processes and monitoring for the 2015-16 school year. F. While all schools hosted multiple family events there was a variation in the events according to site preference, PTA assistance, and student input. All schools hosted a Back to School Event, Open House, and Scholastic Book Fair. Family Movie Nights, Trunk or Treat, Latino Family Literacy Project, Parent Institute for Quality Education, parent education classes, and other events were hosted at individual school sites according to specific desires. G. Tracking data for participation in many of these events proved difficult as many are open house type events in which parents come and go without formal check-in. We will separate the

events we would like to track in 2015-16.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop systems that enable parent engagement and outreach through the use of technology	Provide a "Parent Portal" through the use of our new student information system that enables parent access to grades, attendance, etc... Cost contained in RCOE contract for Illuminate Consortium	Illuminate Home Connect was implemented as our parent portal in 2014/15. Access codes and information were distributed to all families in the district and we currently have a 29.8% parent registration/participation rate.	Provide a "Parent Portal" through the use of our new student information system that enables parent access to grades, attendance, etc... Cost contained in RCOE contract for Illuminate Consortium
	Bring to scale the use of social media by our school sites to communicate with our communities No Cost	All school sites and the district office have active social media sites that serve as a method to disseminate information regarding school and district activities.	Bring to scale the use of social media by our school sites to communicate with our communities No Cost
	Establish minimum expectations for website appearance, information and messaging No Cost	The district and school site websites have current and updated information as a means of communication to their stakeholders. The district is looking into a new website provider that will provide a better user experience for our stakeholders.	Establish minimum expectations for website appearance, information and messaging No Cost
	Maintain the ability to send auto-dialer messages to parents homes via phone and email 5000-5999: Services And Other Operating Expenditures LCFF 10,000	Auto-dialer messaging was utilized consistently by the district office and school sites as a means of communication to stakeholders.	Maintain the ability to send auto-dialer messages to parents homes via phone and email 5000-5999: Services And Other Operating Expenditures LCFF 5,316
Scope of Service LEA-wide		Scope of Service LEA-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Provide opportunities for parent participation and engagement on our school sites</p>	<p>Develop a minimum standard of parent information groups / meetings across all schools No Cost</p> <p>Develop/implement after school family activities 10,000</p> <p>Develop/implement after school family activities Con't 15,000</p> <p>Implement parent recognition ceremony for volunteer hours 2,000</p> <p>Implement parent recognition ceremony for volunteer hours Con't 3,000</p>	<p>District standard for parent groups was established (School Site Council, English Language Advisory Committee, PTA (schools that are eligible), and Pastries with the Principal.</p> <p>While all schools hosted multiple family events there was a variation in the events according to site preference, PTA assistance, and student input. All schools hosted a Back to School Event, Open House, and Scholastic Book Fair. Family Movie Nights, Trunk or Treat, Latino Family Literacy Project, Parent Institute for Quality Education, parent education classes, and other events were hosted at individual school sites according to specific desires. School site, PTA or ASB funds were utilized as appropriate for the various events</p> <p>School sites recognized parent volunteers at their respective sites. Principals felt there would be a better turnout should the events be hosted where the parent has volunteered. Site funds were used for the recognitions.</p>	<p>Develop a minimum standard of parent information groups / meetings across all schools No Cost</p> <p>Develop/implement after school family activities 0</p> <p>Develop/implement after school family activities Con't 0</p> <p>Implement parent recognition ceremony for volunteer hours 0</p> <p>Implement parent recognition ceremony for volunteer hours Con't 0</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past</p>		<p>After analysis of current year actions and services, it was determined that the following actions and services be added to the 2015-16 Local Control Accountability Plan in order to support the district and schools in meeting our goal:</p>	

progress and/or changes to goals?	<ul style="list-style-type: none">• Allocation of funds for community involvement (Romoland 5K)• Development of Parent University (Parent Education Classes)• Development of Parent Resource Center• Increase in translation services for community materials
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$4,435,674</u>
<p>Romoland School District is receiving LCFF supplemental and concentration grant funding of \$4,435,674.00 in the 2015-16 school year. The district has an unduplicated student count of 74% for low income, English learner, and foster youth students. Actions and services associated with supplemental and concentration grant funds are often implemented system wide, even when the action and service is targeted for our unduplicated count of students.</p>	
<p>The expenditures in our Local Control Accountability Plan focus on:</p>	
<p>1. Implementation of California State Standards with greater depth and complexity to develop a wide range of college and career readiness skills among our students. The refinement of Units of Study in English Language Arts and Mathematics will focus on building cultural proficiency by providing relevant materials and experiences in which students are able to develop a strong connection and integrating the new English Language Development Standards. Resources have been allocated that help with increasing staff capacity in the delivery of quality educational experiences that are aligned to state standards. Additionally, the continued development and strengthening of our multi-tiered system of support to meet the individual academic needs of students is expanding based on identified needs.</p>	
<p>2. Providing emotionally safe and engaging learning environments for all students. By allocating resources to "Close the Digital Divide" among our students, we are providing learning opportunities that transform learning experiences for underserved populations of students and encourages authentic engagement. Resources have been allocated to create opportunities for students explore music at the elementary and middle school level, after school athletics and clubs, and college and career based electives that expose students to their areas of interest. Significant outreach and identification of wrap-around services for our foster youth and their families will occur through the School Engagement Liaison. Behavior intervention staff continue to help develop systems and staff capacity in the areas of Positive Behavior Intervention Supports, cultural proficiency, and social justice.</p>	
<p>3. Providing physically safe and well maintained learning environments for all students. Resources have been allocated to improve services in maintaining the cleanliness and repair of facilities, supervision of students while in route to school and also while on school grounds, and providing additional resources in the event of an emergency . Additional supports are provided to help identify and/or keep drugs, alcohol, tobacco, and other contraband off campuses.</p>	
<p>4. Providing opportunities for our stakeholders to engage in the schools. Funds and or services have been allocated to increase communication with our parents through traditional methods, as well as, leveraging technology to communicate with working parents.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

18.2	%
6	

The proportionality percentage for increased or improved services is reflected in providing additional monitoring, supports, college and career opportunities, and intervention for low income, English learner, and foster youth students. Through a combination of staffing, services, and programs the Romoland School District provides support, training, and guidance to administrators, certificated, and classified staff to target the unique needs of these identified subgroups. Instructional coaches provide training and support to staff in the implementation of state standards, but also build cultural proficiency among staff in helping teachers select culturally appropriate materials when delivering curriculum to students. Instructional coaches also provide additional support and training in the implementation of English Language Development Standards for our teachers of English learners, and early literacy support and training for our teachers of students that are entering the school system without the necessary literacy skills to access the curriculum at an appropriate level. Heavy emphasis has been placed computer adaptive, diagnostic assessments that target specific deficiencies for students in the areas of math and reading. These diagnostics are also followed up with content that is accessible and appropriate to fill in the necessary gaps for students. The implementation of 1:1 devices for student use closes the "Digital Divide" for our underserved populations of students and allows them to engage in 21st Century learning experiences that prepare them for college and career. Middle School AVID is encouraging the participation and enrollment of historically underserved populations of students to help prepare them for the rigors of high school and eventual college acceptance. Behavior Intervention teachers have facilitated the development of school wide behavior supports and alternate means of correction for students. Responsibilities for these staff members will increase to help staff increase in their understanding of cultural proficiency and social justice issues for our students. Our new position of School Engagement Liaison will focus primarily on foster youth services, parent education classes, and chronic attendance concerns to help support the needs of our high risk populations of students.