

Introduction:

LEA: Rowland Unified School District **Contact (Name, Title, Email, Phone Number):** Julie S. Mitchell, Superintendent, jmitchell@rowland.k12.ca.us, 626-854-8347 **LCAP Year:** 2016-19

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>Four meetings were held with the District LCAP Stakeholder Council comprised from various constituent groups where they received information regarding the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) process, student data (qualitative and quantitative data/metrics), State and District strategic plan priorities, budgeting and regulatory guidelines for districts.</p> <p>Stakeholders included:</p>	<p>There was agreement among all groups that the alignment of the District Goals, LEA Plan Goals and LCAP Goals provided consistent direction and focus for the District and that current goals should continue.</p> <p>Feedback on current LCAP and input towards update actions resulted in changes to the LCAP revision. Some of these included robust professional development, opportunities for teacher/staff collaboration and class size reduction.</p>

Parent representatives from Parent Teachers Association (PTA), District English Learners Advisory Committee (DELAC), Gifted and Talented Education (GATE) and the Superintendents Parent Council (SPC - PAC)

Staff representatives included Association of Rowland Administrators (ARA), Association of Rowland Educators (ARE), CA School Employees Association (CSEA), PTA, Teacher Council representatives, site administration, district administration representatives and RUSD School Board members.

Community representatives included the Friends of Rowland Unified Schools Foundation (FORUS), Rowland Heights Coordinating Council, Sunshine Park, Rowland Heights Chinese Association, Rotary International, Pupil reps and Bond Oversight Committee.

Each Stakeholder provided input towards actions taken during the 15-16 Plan, draft 2016-19 goals and action items at an initial meeting. After sharing this information with their representative groups, they were asked to return to share additional feedback, to confirm the actions that had been previously shared and ensure awareness of the community survey. Additionally, the group was asked to be present at the other forums for public input, to hear input towards actions and feedback. Information from all meetings was typed up and shared with the group. Council members prioritized the input received, questions were answered and follow-up information provided.

A Community Survey was conducted to elicit response from the broad Rowland community. The survey addressed the Eight State Priorities and the District Direction and Focus Areas and provided an opportunity for respondents to provide additional input towards the proposed action steps. Parents, Staff, Pupils and community members were encouraged to complete the survey. The Survey was posted on the district and school site websites, was advertised via letter, phone caller and emailed to everyone. School sites also shared the survey with their families and encouraged them to participate in completing the survey.

Four Board of Education Reports were presented to disseminate information to the board regarding the progress of the LCAP actions and provide information and updates regarding the process and input received from the Stakeholder committee. Each session focused on two LCAP Goals and also a current update on the timeline for Plan revisions.

Action Steps were written and revised based on input received from the Community Survey responses such as intervention programs and support, arts and music program support, counselors and community liaison work.

Action Steps were revised based on input and priorities shared from the board members; such as continued support for intervention and good first instruction.

<p>Two Community Input Meetings were held to share the input, Board priorities and draft goals and action steps with interested parents, students, staff and community members. Participants reviewed qualitative and quantitative data/metrics and provided feedback and input regarding this and actions.</p> <p>Eight Student Forums were held with students at each of our secondary and K-8 school sites. Students provided input regarding program offerings, feedback on current programs and improvements needed.</p> <p>The Superintendents Parent Council (PAC), and the DELAC reviewed qualitative and quantitative data/metrics and provided input and feedback regarding current LCAP actions and proposed update.</p> <p>A Public Hearing was held on June 14, 2016 Board Approval of the LCAP was on June 28, 2016</p>	<p>Feedback and input guided action recommendations to the LCAP Council Revision and clarification of Action Steps; Awareness of Process, Priorities and Actions in the Community such as communication and translations, Support for Students with Tutoring, Support for Outside Services, More Technology Access and the Family Resource Center (FRC).</p> <p>Feedback and input guided action recommendations to the LCAP Council Revision and clarification of Action Steps; Awareness of Process, Priorities and Actions in the Community such as course offerings, Support on Campus, More Technology Access and Counseling</p> <p>Feedback and input guided action recommendations to the LCAP Council Revision and clarification of Action Steps; Awareness of Process and Priorities and Actions in the Community. The plan was presented to both groups by the Superintendent and she responded in writing to comments.</p> <p>Feedback guided revisions to the Plan Plan adopted as revised.</p>
<p>Annual Update:</p> <p>Two Board Meeting presentations to update Governing Board on implementation of actions and student outcomes based on established LCAP metrics. The first session focused on Goals 3 through 6, and the second session emphasized Goals 1 and 2</p> <p>Three DELAC Meetings and two Superintendent Parent Council (SPC-PAC) Meetings held to provide parents updates on implementation of actions and student outcomes based on metrics;</p> <p>A draft of the Annual Report was provided to LCAP Stakeholder Council on May 4, 2016.</p> <p>LCAP Annual Report was submitted on June 14, 2016 as part of the Public Hearing</p> <p>LCAP Annual Report was approved as part of the overall LCAP on June 28, 2016</p>	<p>Annual Update:</p> <p>Provided status check throughout the second semester on the implementation of the action steps. Governing Board asked questions and the public was provided with the information via agenda and supporting documents.</p> <p>Provided status check for members of DELAC and SPC-PAC of the implementation of the LCAP actions. Questions and feedback were generated by the parents which allowed for further examination of the current goals.</p> <p>District wide stakeholders reviewed current metrics, actions and expenditures for the 15-18 LCAP. Questions were asked and feedback was provided.</p> <p>Feedback provided guided revisions to the Annual Report.</p> <p>Annual Plan adopted as revised.</p>

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:	Academic Achievement for All Students: Provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies and sustained by high-quality professional development for staff, leading all schools and subgroups to meet or exceed growth targets.	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 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 :	<p>STUDENT ACHIEVEMENT:</p> <p>1a. Percentage of students in grades 3-8 and 11 scoring 3 or above on SBAC Summative in ELA and Mathematics: (GOAL: Establish baseline growth)</p> <ul style="list-style-type: none"> • Overall ELA: 46% (Spring 2015); Spring 2016 final results posted August 2016 • Overall Math: 37% (Spring 2015); Spring 2016 final results posted August 2016 <p>1b. Percentage of English learners Reclassified Fluent English Proficient (RFEP rate) (GOAL: Meet or exceed state reclassification rate):</p> <ul style="list-style-type: none"> • Overall ELL population: 16.9% (12-13) compared to 12.2% statewide; 15.3% (13-14) compared to 12.0% statewide; 15.4% (14-15) compared to 11.0% statewide; 10.8% (15-16) compared to 11.2% statewide <p>1c. Percentage of English learners rated English proficient (GOAL: Meet AMAO 2 target):</p> <ul style="list-style-type: none"> • Less than 5 years cohort: 24.3% (12-13 target met), 25.4% (13-14 target met), 24.8% (14-15, 24.2% target met) • More than 5 years cohort: 49.9% (12-13 target met), 49.2% (13-14 target met), 50.1% (14-15, 50.9% target not met) <p>OTHER STUDENT OUTCOMES:</p> <p>1d. ELA and MATH: Percentage of grade 3-11 students scoring proficient or above on ELA and Math interim assessments: (GOAL: Establish baseline growth by administering same assessments in 2016-2017 as local interim assessments)</p> <p>English language arts:</p> <p>Grade 3 - Reading Literary SBAC Interim (64% near/at/above) Grade 4 - Reading Literary SBAC Interim (75% near/at/above) Grade 5 - Reading Literary SBAC Interim (82% near/at/above) Grade 6 - Reading Literary SBAC Interim (84% near/at/above) Grade 7 - Reading Literary SBAC Interim (82% near/at/above) Grade 8 - Reading Literary SBAC Interim (77% near/at/above) Grade 11 - Reading Literary SBAC Interim (97% near/at/above)</p> <p>Grade 3 - Reading Informational SBAC Interim (68% near/at/above) Grade 4 - Reading Informational SBAC Interim (87% near/at/above) Grade 5 - Reading Informational SBAC Interim (91% near/at/above) Grade 6 - Reading Informational SBAC Interim (81% near/at/above) Grade 7 - Reading Informational SBAC Interim (82% near/at/above)</p>
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Grade 8 - Reading Informational SBAC Interim (89% near/at/above)
 Grade 11 -Brief Writes SBAC Interim (95% near/at/above)

Mathematics:

Grade 3 - Operations and Algebraic Thinking SBAC Interim (68% near/at/above)
 Grade 4 - Operations Base Ten SBAC Interim (67% near/at/above)
 Grade 5 - Operations Base Ten SBAC Interim (64% near/at/above)
 Grade 6 - Ratio Proportions SBAC Interim (36% near/at/above)
 Grade 7 - Number Systems SBAC Interim (84% near/at/above)
 Grade 8 - Functions SBAC Interim (66% near/at/above)
 Algebra 1 - Functions SBAC Interim (45% near/at/above)
 Algebra 2 - SBAC Interim (92% near/at/above)

Grade 3 - Fractions SBAC Interim (81% near/at/above)
 Grade 4 - Fractions SBAC Interim (57% near/at/above)
 Grade 5 - Fractions SBAC Interim (59% near/at/above)
 Grade 6 - Expressions Equations SBAC Interim (49% near/at/above)
 Grade 7 - Expressions Equations SBAC Interim (80% near/at/above)
 Grade 8 - Geometry SBAC Interim (88% near/at/above)
 Algebra 1 - Linear Functions SBAC Interim (37% near/at/above)
 Geometry - SBAC Interim (46% near/at/above)

1e. ELEMENTARY EARLY LITERACY: Percentage of grade 3 students classified as "probable reader" on Spring Early Literacy universal screening

(GOAL: Meet or exceed average of last three years):

- Overall: 71 % (13-14), 86% (14-15), 87% (15-16)

1f. ELEMENTARY READING: Percentage of grades 4-6 students scoring proficient (as defined by at or above 50th percentile rank nationally) on Spring Star Reading universal screening Assessment Proficiency report

(GOAL: Meet or exceed average of last two years):

- Overall: Grade 4 - 43% (14-15); Grade 5 - 34% (14-15); Grade 6 - 31% (14-15)
- Overall: Grade 4 - 39% (15-16); Grade 5 - 34% (15-16); Grade 6 - 28% (15-16)

1g. ELEMENTARY MATH: Percentage of grades 1-6 students scoring proficient or above on spring 2016 math universal screening (as measured by the Assessment Proficiency Report districtwide for grades 1-6 on Star Math - participation rates 97% grade 1, 96% grade 2, 98% grade 3, 97% grade 4, 87% grade 5, 93% grade 6) :

(GOAL: Meet or exceed baseline)

- Overall: Grade 1 - 58 %; Grade 2 - 52%; Grade 3 -54%; Grade 4 - 53%; Grade 5 - 49%; Grade 6 - 48% (Spring 2016 baseline)

Goal Applies to:

Schools: All

Applicable Pupil Subgroups:

All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: As a result of actions outlined in goal 1, student achievement and other student outcomes will reflect the expected measurable outcomes articulated for each metric as follows:

- 1a. SBAC Summative ELA and Math: Demonstrate growth in ELA and Mathematics as measured by the SBAC in grades 3-8 and 11
- 1b. RFEP RATE: Expected Annual Measurable Outcome: Meet or exceed state reclassification rate
- 1c. AMAO 2 Percentage of English learners rated English proficient: Less than 5 years cohort: Meet AMAO 2 target; More than 5 years cohort: Meet AMAO 2 target
- 1d. SBAC Summative ELA and Math: Demonstrate growth
- 1e. ELEMENTARY EARLY LITERACY: Percentage of grade 3 students classified as "probable reader" on Spring Early Literacy universal screening: Meet or exceed average of last three years
- 1f. ELEMENTARY READING: Percentage of grades 4-6 students scoring proficient (as defined by at or above 50th percentile rank nationally) on Spring Star Reading universal screening Assessment Proficiency report: Meet or exceed average of last two years
- 1g. ELEMENTARY MATH: Percentage of grades 1-6 students scoring proficient or above on spring 2016 math universal screening: Meet or exceed baseline

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase CA State Standards - aligned materials in all Common Core Subjects and ELD Standards for all students. Supplemental Materials as needed for Intervention and Enrichment, to support learning for all students. Provide support materials for English Language Learners, Foster Youth, Low Income Students and Special Education Students.	All Schools District-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)	Pilot and purchase CA State Standards-aligned materials in all Common Core subjects: TK-12 ELA Materials, 9-12 Math materials; Supplemental/support materials, Williams needs, curriculum specifically designed to meet the needs of students with disabilities 4000-4999: Books And Supplies Lottery \$1,120,480 Increase site-based Library circulation of materials 4000-4999: Books And Supplies Other \$6,000 Curriculum and materials for intervention, assessment and accommodations to CCSS related to Special Education 4000-4999: Books And Supplies Special Education \$30,000 Provide annual Library Tracking system license to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Lottery \$25,000
Provide Professional Development on CA State Standards, instructional practices and technology. This will include instructional support for all students, English Language Learners, Foster Youth, Low Income Students and Special Education Students.	All Schools District-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)	CA State Standards professional development for teachers in core subject areas 1000-1999: Certificated Personnel Salaries Title I \$275,000 Provide professional development to support teachers in transitioning to CA State Standards which may include Design Teams and facilitated work groups 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$486,000 Provide Program Specialists to support teachers in implementing the common core instructional shifts, strategies and materials; Instructional Coaches for all school sites,

			<p>program improvement sites and departments implementing specified student instruction; Provide Teacher Coaches to support teachers to implement instructional strategies and practices for targeted sub-group students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$556,179</p> <p>Provide Instructional Coaches to support teachers in implementing the California State Standards for all school sites to support teachers to implement instructional strategies and practices for targeted sub-group students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,070,000</p> <p>Implement Inquiry Based Learning 1000-1999: Certificated Personnel Salaries Title II \$52,000</p> <p>Provide professional development to support instructional practices and First Best instruction, Unpacking the Standards and writing in all subject areas 1000-1999: Certificated Personnel Salaries One Time Discretionary Money \$52,000</p> <p>Provide teacher collaboration and articulation across campuses to support student learning, including lesson study 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,894,886</p> <p>Provide professional development for Special Education staff related to CA State Standards 5000-5999: Services And Other Operating Expenditures Special Education \$15,000</p> <p>Provide additional support for Bilingual and Dual Immersion Elementary K-3 for EL students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p> <p>Provide professional development to support instructional practices and First Best instruction, Unpacking the Standards and writing in all subject areas, to implement instructional strategies and practices for targeted sub-group students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,379,981</p>
<p>Align local assessments to CA State Standards instructional pacing in order to monitor student progress on achieving CCR.</p>	<p>All Schools District-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</p>	<p>Continue to provide a Program Specialist for Special Projects 1000-1999: Certificated Personnel Salaries Base \$132,250</p> <p>Provide support for full implementation of ELD Portfolio 1000-1999: Certificated Personnel Salaries Title III \$10,520</p> <p>Annual review and update to pacing guides and district assessments 1000-1999: Certificated Personnel Salaries Base</p>

		_ Other Subgroups: (Specify)	\$17,520
Establish a Multi-tiered Systems of Support Approach to meet the needs of underperforming students.	All Schools District-wide	_ 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 _ Other Subgroups: (Specify)	Monitor implementation of district-wide expectations of Multi-tiered Systems of Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Maintain data systems and assessment systems to appropriately identify, place and monitor intervention students, including universal screening 5000-5999: Services And Other Operating Expenditures Lottery \$110,000 Maintain, identify and/or pilot intervention programs, including the appropriate restructuring of schedules to meet the needs of intervention students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$95,370
Provide Extended Learning Opportunities for all students. This will include intervention and extension programs for all students, English Language Learners, Foster Youth, Low Income Students and Special Education Students.	All Schools District-wide	_ 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education and At-risk students</u>	Provide learning opportunities for students beyond the regular curriculum, including Science Technology Engineering Mathematics (STEM). 4000-4999: Books And Supplies Supplemental and Concentration \$25,000 Provide Extended School Year for Special Education students 1000-1999: Certificated Personnel Salaries Special Education \$200,000 Provide extended day opportunities for RFEP students at-risk 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000 Provide access to tutoring at all sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000 Provide access to credit recovery classes for students in need and advancement class opportunities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$638,339 Provide summer learning opportunities for students in need - elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$676,558 Provide summer learning opportunities for students in need - secondary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$123,442 Provide learning opportunities for GATE students 5000-5999: Services And Other Operating Expenditures Base \$40,000
Provide Support Services to assist students in attainment of grade-level Standards. This can include Counseling,	All Schools	_ All OR:	Ensure that English Learners enroll in rigorous core content courses 1000-1999: Certificated Personnel Salaries

<p>ELD and other Services. This will target the needs of all students, English Language Learners, Foster Youth and Low Income Students.</p>	<p>District-wide</p>	<p><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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Pregnant and parenting teens</u></p>	<p>Supplemental and Concentration \$2,344</p> <p>School sites continue to provide designated instruction for English Language Development as well as instruction that expands and extends academic language development across the school day 4000-4999: Books And Supplies Lottery \$200,000</p> <p>Professional Development in ELD and SDAIE for all teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,030</p> <p>Provide professional development to strengthen teacher roles in providing direct services for EL students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Provide additional student to counselor contacts to support students at all schools; college and career, mental, social emotional 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$321,000</p> <p>Implementing effective practices for LTEL and monitor students, explore developing support class for LTELs and Implement goal setting, explore the Sobrato Early Academic Language (SEAL) model for preventing LTEL's 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,000</p> <p>Monitor policy and data infrastructure necessary to support the educational success of foster and homeless youth 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Provide services and support for pregnant and parenting students, including Cal-Safe Support and Child Care Services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$325,600</p> <p>Supplemental fund allocation for expenditures to increase student achievement in meeting Common Core State Standards and ELD Standards. LCFF funds are targeted to support personnel including instructional/intervention specialists, instructional technology and professional development in the areas of: English language development, Common Core State Standards and 21st Century Learning innovations. Funds allocated to school sites based on their unduplicated numbers of English learners, low income pupils and foster youth to ensure that schools can make decisions to employ support personnel, provide professional development</p>
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			<p>and purchase instructional materials, including technology, to meet the needs of the targeted subgroups 4000-4999: Books And Supplies Supplemental and Concentration \$1,232,828</p> <p>Support reduced class sizes beyond the required minimum in grades TK-3 (22:1) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,303,133</p>
Support data infrastructure for effective evaluation of accountability measures.	All Schools District-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)	<p>Provides Student Information System, Data Management System, LCAP Data Dashboard, Online Student Enrollment and Online Gradebook 5000-5999: Services And Other Operating Expenditures Base \$121,006</p> <p>Provide hardware and software to support data management 5000-5999: Services And Other Operating Expenditures Base \$22,230</p>
Support site based actions to increase student achievement in meeting Common Core State Standards subgroups.	All Schools District-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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Provide additional Certificated staff hours to support student achievement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,232,828</p> <p>Provide additional Classified staff hours to support student achievement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$476,294</p> <p>Provide additional materials and resources to support student achievement 4000-4999: Books And Supplies Supplemental and Concentration \$472,679</p> <p>Provide additional professional development to support student achievement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$149,945</p>
Provide support for students beyond the core program.	All Schools District-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)	<p>Continue support for AP/IB - Primary Years Program and HS program 1000-1999: Certificated Personnel Salaries Base \$150,000</p> <p>Maintain and provide additional support to increase student participation (e.g. Music Program, Academic Competition, Athletics) 4000-4999: Books And Supplies Base \$300,000</p> <p>Provide Alternative Education options for at-risk students 1000-1999: Certificated Personnel Salaries Base \$232,665</p> <p>Provide a Non-Public School deterrent program to serve in the Special Education continuum students who require programming on a non-comprehensive school site 5000-5999: Services And Other Operating Expenditures Special Education \$400,000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: As a result of actions outlined in goal 1, student achievement and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase CA State Standards -aligned materials in all Common Core Subjects and ELD Standards for all students. Supplemental Materials as needed for Intervention and Enrichment, to support learning for all students. Provide support materials for English Language Learners, Foster Youth, Low Income Students, and Special Education Students.</p>	<p>All Schools District - wide</p>	<p><u> </u> 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 <u> </u> Other Subgroups: (Specify)</p>	<p>Pilot and purchase CA State Standards-aligned materials in all Common Core subjects: TK-12 Science Materials, Supplemental/support materials, Williams needs, curriculum specifically designed to meet the needs of students with disabilities 4000-4999: Books And Supplies Lottery \$560,240</p> <p>Research curriculum and materials, including a focus on STEM 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Curriculum and materials for intervention, including Special Education intervention materials 4000-4999: Books And Supplies Special Education \$0</p> <p>Increase site-based Library circulation of materials 4000-4999: Books And Supplies Other \$6,000</p> <p>Provide annual Library Tracking system license to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Lottery \$25,000</p>
<p>Provide Professional Development on CA State Standards, instructional practices and technology. This will include instructional support for all students, English Language Learners, Foster Youth, Low Income Students, and Special Education Students.</p>	<p>All Schools District - wide</p>	<p><u> </u> 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 <u> </u> Other Subgroups: (Specify)</p>	<p>CA State Standards professional development for teachers in core subject areas 1000-1999: Certificated Personnel Salaries Title I \$275,000</p> <p>Provide professional development to support teachers in transitioning to CA State Standards which may include Design Teams and facilitated work groups 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,379,981</p> <p>Provide program specialists to support teachers in implementing the common core instructional shifts, strategies, and materials; Instructional Coaches for all school sites, program improvement sites, and departments implementing specified student instruction; Provide Teacher coaches to support teachers to implement instructional strategies and practices or targeted sub-group students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$575,645</p> <p>Provide instructional coaches to support teachers in</p>

			<p>implementing the California State Standards for all school sites to support teachers to implement instructional strategies and practices for targeted sub-group students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,107,450</p> <p>Implement Inquiry Based learning 1000-1999: Certificated Personnel Salaries Title II \$52,000</p> <p>Provide professional development to support instructional practices and First Best instruction, Unpacking the Standards, and writing in all subject areas 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,000</p> <p>Provide teacher collaboration and articulation across campuses to support student learning, including lesson study 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,894,886</p> <p>Provide professional development for Special Education staff related to CA State Standards 5000-5999: Services And Other Operating Expenditures Special Education \$15,000</p> <p>Provide additional support for Bilingual and Dual Immersion Elementary K-3 for EL students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>
<p>Align local assessments to CA State Standards instructional pacing in order to monitor student progress on achieving CCR.</p>	<p>All Schools District - 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>Continue to provide a Program Specialist for Student Assessment/Special Projects 1000-1999: Certificated Personnel Salaries Base \$132,250</p> <p>Provide support for full implementation of ELD Portfolio 1000-1999: Certificated Personnel Salaries Title III \$10,520</p> <p>Update and revise K-6 Report Card to align with CA State Standards 1000-1999: Certificated Personnel Salaries Base \$29,750</p> <p>Revise pacing guides and district assessments to reflect CA State Standards. 1000-1999: Certificated Personnel Salaries Base \$10,608</p>
<p>Establish a Multi-tiered Systems of Support Approach to meet the needs of underperforming students</p>	<p>All Schools District - 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 checked="" type="checkbox"/> Other Subgroups:</p>	<p>Establish a Multi-tiered Systems of Support committee to develop district-wide expectations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Maintain data systems and assessment systems to appropriately identify, place, and monitor intervention students, including universal screening 5000-5999: Services And Other Operating Expenditures Lottery \$109,000</p>

		(Specify)	Maintain, identify and/or pilot intervention programs, including the appropriate restructuring of schedules to meet the needs of intervention students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$95,370
Provide Extended Learning Opportunities for all students. This will include intervention and extension programs for all students, English Language Learners, Foster Youth, Low Income Students, and Special Education Students	All Schools District - wide	<u>All</u> ----- 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education and At-risk students</u>	Provide learning opportunities for students beyond the regular curriculum, including Science Technology Engineering Mathematics (STEM). 4000-4999: Books And Supplies Supplemental and Concentration \$25,000 Provide Extended School Year for Special Education students 1000-1999: Certificated Personnel Salaries Special Education \$200,000 Provide extended day opportunities for RFEP students at-risk 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$60,000 Provide access to tutoring at all sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$75,000 Provide access to credit recovery classes for students in need, and advancement class opportunities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$638,339 Provide summer learning opportunities for students in need - Elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$700,238 Provide summer learning opportunities for students in need - Secondary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$127,762 Provide learning opportunities for GATE students 5000-5999: Services And Other Operating Expenditures Base \$40,000
Provide Support Services to assist students in attainment of grade-level Standards. This can include Counseling, ELD and other Services, This will target needs of all students, English Language Learners, Foster Youth and Low Income Students	All Schools District - wide	<u>All</u> ----- 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Pregnant and Parenting students</u>	Ensure that English Learners enroll in rigorous core content courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,344 School sites continue to provide designated instruction for English Language Development as well as instruction that expands and extends academic language development across the school day 4000-4999: Books And Supplies Lottery \$200,000 Professional Development in ELD and SDAIE for all teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,030

			<p>Provide professional development to strengthen teacher roles in providing direct services for EL students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Provide additional student to counselor contacts to support students at all schools; college and career, mental, social emotional 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$332,235</p> <p>Implementing effective practices for LTEL and monitor students, Explore developing support class for LTELS and Implement goal setting, Explore the Sobrato Early Academic Language (SEAL) model for preventing LTEL's 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,525</p> <p>Establish policy and data infrastructure necessary to support and monitor the educational success of foster and homeless youth 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Provide services and support for pregnant and parenting students, including Cal Safe Support and Child Care Services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$336,996</p> <p>Supplemental fund allocation for expenditures to increase student achievement in meeting Common Core State Standards and ELD Standards. LCFF funds are targeted to support personnel including instructional/intervention specialists, instructional technology, and professional development in the areas of: English language development, Common Core State Standards and 21st Century Learning innovations. Funds used to employ support personnel, provide professional development, and purchase instructional materials, including technology, to meet the needs of the targeted subgroups. 4000-4999: Books And Supplies Supplemental and Concentration \$1,263,649</p> <p>Support reduced class sizes beyond the required minimum in grades TK-3 (22:1) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,918,144</p>
<p>Support data infrastructure for effective evaluation of accountability measures</p>	<p>All Schools District - 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</p>	<p>Provides Student Information System, Data Monitoring System, and electronic Gradebook 5000-5999: Services And Other Operating Expenditures Base \$108,500</p> <p>Establish policy and data infrastructure necessary to support</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	and monitor the educational success of foster youth 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Provide hardware and software to support data management 5000-5999: Services And Other Operating Expenditures Base \$18,499
Support site based actions to increase student achievement in meeting Common Core State Standards subgroups.	All Schools District - 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide additional Certificated staff hours to support student achievement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,232,828 Provide additional Classified staff hours to support student achievement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$476,294 Provide additional materials and resources to support student achievement 4000-4999: Books And Supplies Supplemental and Concentration \$472,679 Provide additional professional development to support student achievement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$149,945
Provide support for students beyond the core program	All Schools District - 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)	Continue support for AP/IB - Primary Years Program, and HS program 1000-1999: Certificated Personnel Salaries Base \$150,000 Maintain and provide additional support to increase student participation (e.g. Music Program, Academic Competition, Athletics). 4000-4999: Books And Supplies Base \$300,000 Provide Alternative Education options for at-risk students 1000-1999: Certificated Personnel Salaries Base \$232,665 Provide a Non-Public School deterrent program to serve in the Special Education continuum students who require programming on a non-comprehensive school site 5000-5999: Services And Other Operating Expenditures Special Education \$400,000
Purchase CA State Standards -aligned supplemental materials in all Common Core Subjects and ELD Standards for all students. Supplemental Materials as needed for Intervention and Enrichment, to support learning for all students. Provide support materials for English Language Learners, Foster Youth, Low Income Students, and Special Education Students.		<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)	Research curriculum and materials, including a focus on STEM 4000-4999: Books And Supplies Supplemental and Concentration 0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: As a result of actions outlined in goal 1, student achievement and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase CA State Standards -aligned materials in all Common Core Subjects and ELD Standards for all students. Supplemental Materials as needed for Intervention and Enrichment, to support learning for all students. Provide support materials for English Language Learners, Foster Youth, Low Income Students, and Special Education Students.</p>	<p>All Schools District - 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>Pilot and purchase CA State Standards-aligned materials in all Common Core subjects: 6-12 ELA Materials, Supplemental/support materials, Williams needs, curriculum specifically designed to meet the needs of students with disabilities 4000-4999: Books And Supplies Lottery \$560,240</p> <p>Research curriculum and materials, including a focus on STEM 4000-4999: Books And Supplies Supplemental and Concentration \$0</p> <p>Curriculum and materials for intervention, including Special Education intervention materials 4000-4999: Books And Supplies Special Education \$0</p> <p>Increase site-based Library circulation of materials 4000-4999: Books And Supplies Other \$6,000</p> <p>Provide annual Library Tracking system license to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Lottery \$25,000</p>
<p>Provide Professional Development on CA State Standards, instructional practices and technology. This will include instructional support for all students, English Language Learners, Foster Youth, Low Income Students, and Special Education Students.</p>	<p>All Schools District - 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>CA State Standards professional development for teachers in core subject areas 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,065,758</p> <p>Provide professional development to support teachers in transitioning to CA State Standards which may include Design Teams and facilitated work groups 1000-1999: Certificated Personnel Salaries Title I \$275,000</p> <p>Provide program specialists to support teachers in implementing the common core instructional shifts, strategies, and materials; Instructional Coaches for all school sites, program improvement sites, and departments implementing specified student instruction; Provide Teacher coaches to support teachers to implement instructional strategies and practices or targeted sub-group students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$595,793</p> <p>Provide instructional coaches to support teachers in</p>

			<p>implementing the California State Standards for all school sites to support teachers to implement instructional strategies and practices for targeted sub-group students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,146,211</p> <p>Support Inquiry Based Learning 1000-1999: Certificated Personnel Salaries Title II \$52,000</p> <p>Provide professional development to support instructional practices and First Best instruction, Unpacking the Standards, and writing in all subject areas 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,000</p> <p>Provide teacher collaboration and articulation across campuses to support student learning, including lesson study 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,494,886</p> <p>Provide professional development for Special Education staff related to CA State Standards 5000-5999: Services And Other Operating Expenditures Special Education \$15,000</p> <p>Provide additional support for Bilingual and Dual Immersion Elementary K-3 for EL students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>
<p>Align local assessments to CA State Standards instructional pacing in order to monitor student progress on achieving CCR.</p>	<p>All Schools District - 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>Continue to provide a Program Specialist for Student Assessment/Special Projects 1000-1999: Certificated Personnel Salaries Base \$132,250</p> <p>Provide support for full implementation of ELD Portfolio 1000-1999: Certificated Personnel Salaries Title III \$10,520</p> <p>Update and revise K-6 Report Card to align with CA State Standards 1000-1999: Certificated Personnel Salaries Base \$29,750</p> <p>Revise pacing guides and district assessments to reflect CA State Standards. 1000-1999: Certificated Personnel Salaries Base \$10,608</p>
<p>Establish a Multi-tiered Systems of Support Approach to meet the needs of underperforming students</p>	<p>All Schools District - 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 checked="" type="checkbox"/> Other Subgroups:</p>	<p>Establish a Multi-tiered Systems of Support committee to develop district-wide expectations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Maintain data systems and assessment systems to appropriately identify, place, and monitor intervention students, including universal screening 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>

		(Specify)	<p>\$109,000</p> <p>Maintain, identify and/or pilot intervention programs, including the appropriate restructuring of schedules to meet the needs of intervention students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$95,370</p>
<p>Provide Extended Learning Opportunities for all students. This will include intervention and extension programs for all students, English Language Learners, Foster Youth, Low Income Students, and Special Education Students</p>	<p>All Schools District - wide</p>	<p><u> </u> 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education and At-risk students</u></p>	<p>Provide learning opportunities for students beyond the regular curriculum, including Science Technology Engineering Mathematics (STEM). 4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p> <p>Provide Extended School Year for Special Education students 1000-1999: Certificated Personnel Salaries Special Education \$200,000</p> <p>Provide extended day opportunities for RFEP students at-risk 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,243</p> <p>Provide access to tutoring at all sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,342</p> <p>Provide access to credit recovery classes for students in need, and advancement class opportunities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$638,339</p> <p>Provide summer learning opportunities for students in need - Elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$676,558</p> <p>Provide summer learning opportunities for students in need - Secondary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$123,442</p> <p>Provide learning opportunities for GATE students 5000-5999: Services And Other Operating Expenditures Base \$40,000</p>
<p>Provide Support Services to assist students in attainment of grade-level Standards. This can include Counseling, ELD and other Services, This will target needs of all students, English Language Learners, Foster Youth and Low Income Students</p>	<p>All Schools District - wide</p>	<p><u> </u> 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Pregnant and Parenting students</u></p>	<p>Ensure that English Learners enroll in rigorous core content courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,344</p> <p>School sites continue to provide designated instruction for English Language Development as well as instruction that expands and extends academic language development across the school day 4000-4999: Books And Supplies Lottery \$200,000</p> <p>Professional Development in ELD and SDAIE for all teachers 1000-1999: Certificated Personnel Salaries Supplemental and</p>

			<p>Concentration \$95,030</p> <p>Provide professional development to strengthen teacher roles in providing direct services for EL students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>Provide additional student to counselor contacts to support students at all schools; college and career, mental, social emotional 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$343,863</p> <p>Implementing effective practices for LTEL and monitor students, Explore developing support class for LTELS and Implement goal setting, Explore the Sobrato Early Academic Language (SEAL) model for preventing LTEL's 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,068</p> <p>Establish policy and data infrastructure necessary to support and monitor the educational success of foster and homeless youth 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Provide services and support for pregnant and parenting students, including Cal Safe Support and Child Care Services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$348,791</p> <p>Supplemental fund allocation for expenditures to increase student achievement in meeting Common Core State Standards and ELD Standards. LCFF funds are targeted to support personnel including instructional/intervention specialists, instructional technology, and professional development in the areas of: English language development, Common Core State Standards and 21st Century Learning innovations. Funds used to employ support personnel, provide professional development, and purchase instructional materials, including technology, to meet the needs of the targeted subgroups. 4000-4999: Books And Supplies Supplemental and Concentration \$1,295,240</p> <p>Support reduced class sizes beyond the required minimum in grades TK-3 (22:1) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,937,972</p>
<p>Support data infrastructure for effective evaluation of accountability measures</p>	<p>All Schools District - wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Provides Student Information System, Data Monitoring System, and electronic Gradebook 5000-5999: Services And Other Operating Expenditures Base \$108,500</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Provide hardware and software to support data management 5000-5999: Services And Other Operating Expenditures Base \$18,499
Support site based actions to increase student achievement in meeting Common Core State Standards subgroups.	All Schools District - 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide additional Certificated staff hours to support student achievement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$982,241 Provide additional Classified staff hours to support student achievement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$600,488 Provide additional materials and resources to support student achievement 4000-4999: Books And Supplies Supplemental and Concentration \$595,930 Provide additional professional development to support student achievement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$189,043
Provide support for students beyond the core program	All Schools District - 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)	Continue support for AP/IB - Primary Years Program, and HS program 1000-1999: Certificated Personnel Salaries Base \$150,000 Maintain and provide additional support to increase student participation (e.g. Music Program, Academic Competition, Athletics). 4000-4999: Books And Supplies Base \$300,000 Provide Alternative Education options for at-risk students 1000-1999: Certificated Personnel Salaries Base \$232,665 Provide a Non-Public School deterrent program to serve in the Special Education continuum students who require programming on a non-comprehensive school site 5000-5999: Services And Other Operating Expenditures Special Education \$400,000
Purchase CA State Standards -aligned supplemental materials in all Common Core Subjects and ELD Standards for all students. Supplemental Materials as needed for Intervention and Enrichment, to support learning for all students. Provide support materials for English Language Learners, Foster Youth, Low Income Students, and Special Education Students.		<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:	Research curriculum and materials, including a focus on STEM 4000-4999: Books And Supplies Supplemental and Concentration 0

	(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:	College and Career Readiness/21st Century Skills: Increase the percentage of graduates who complete A-G and enroll in AP/IB, honors courses; Expand and enhance Career Technical Education and STEM courses and activities throughout the District.	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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	<p>STUDENT ACHIEVEMENT:</p> <p>2a. Percentage of grade 12 students completing UC/CSU required courses (GOAL: Meet or exceed average of previous three years):</p> <ul style="list-style-type: none"> • Overall: 41.1% (12-13), 39.6% (13-14), 43.1% (14-15) • English learners: 4.8% (12-13), 7.0% (13-14), 2.4% (14-15) • Low-income: 34.8% (12-13), 33.5% (13-14), 37.3% (14-15) <p>2b. Percentage of grade 11 students college ready on Early Assessment Program (Note: The 2014-2015 rate is determined by the percentage of grade 11 students scoring level 4 "Standard Exceeded" on the SBAC ELA grade 11 test) (GOAL: Meet or exceed average of previous three years):</p> <ul style="list-style-type: none"> • ELA Overall: 21% (12-13), 33% (13-14), 25% (14-15) • ELA English learners: 0% (12-13), 0% (13-14), 0% (14-15) • ELA Economically Disadvantaged: 16% (12-13), 28% (13-14), 19% (14-15) • Math Overall: 22% (12-13), 19% (13-14), 15% (14-15) • Math English learners: 13% (12-13), 5% (13-14), 5% (14-15) • Math Economically Disadvantaged: 16% (12-13), 13% (13-14), 10% (14-15) <p>2c. Career Technical Education Programs (GOAL: Meet or exceed average of previous three years):</p> <ul style="list-style-type: none"> • Technical Skill attainment: 94.5% (11-12), 85.5% (12-13), 75.6% (13-14), 86.1% (14-15) • Secondary School Completion: 100% (11-12), 100% (12-13), 100% (13-14), 93.2% (14-15) <p>2d. Percentage of students enrolled in AP course scoring 3 or higher (GOAL: Meet or exceed average of previous three years):</p> <ul style="list-style-type: none"> • Overall: 61.1% (12-13), 61.4% (13-14), 69.5% (14-15) <p>2e. Percentage of students passing high school exit exam:</p> <ul style="list-style-type: none"> • Currently suspended
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COURSE ACCESS:

2f. Advanced Placement (AP) enrollment in grades 10-12

(GOAL: Meet or exceed average of previous three years):

- Percentage of students enrolled in one or more AP courses: 27.6% (12-13), 26.9% (13-14), 25.3% (14-15), 27.6%(15-16)
- Percentage of AP students who are Hispanic: 39.9% (12-13), 36.2% (13-14), 38.1% (14-15), 42% (15-16)

2g. International Baccalaureate (IB) enrollment in grades 10-12

(GOAL: Meet or exceed average of previous three years):

- Percentage of students enrolled in one or more IB courses: 5.5% (12-13), 5.9% (13-14), 7.9% (14-15), 8.0% (15-16)
- Percentage of IB students who are Hispanic: 48.6% (12-13), 49.1% (13-14), 49.3% (14-15), 54.7% (15-16)

2h. Percentage of students participating in VAPA:

(GOAL: Meet or exceed average of previous year)

- During the 2015-2016 school year, 37% (1708 students out of a total of 4,599 in the 9-12 grades span districtwide per CBEDS Fall 2015) participated in VAPA courses as defined by meeting the UC/CSU "F" requirement (unduplicated count).
- Baseline established for grades 9-12 for the current school year using UC/CSU criteria, with a 2016-2017 goal of identifying systematic way to measure robust visual and performing arts program in the K-8 grade span.

2i. Percentage of students participating in STEM

(GOAL: Meet or exceed average of previous three year):

- During the 2015-2016 school year, 7% (482 students out of a total of 6,866 in this grade span per CBEDS Fall 2015), participated in STEM courses in grades 7-8 (besides compulsory Math and Science courses) and 9-12 (besides courses included in A-G).
- Baseline established for grades 7-12 for the current school year, with a 2016-2017 goal of identifying systematic way to measure robust STEM opportunities in the K-6 grade span.

Goal Applies to:

Schools: All Schools

Applicable Pupil

All

Subgroups:

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>As a result of actions outlined in goal 2, student achievement and course access outcomes will reflect the expected measurable outcomes articulated for each metric as follows:</p> <p>2a. Percentage of grade 12 students completing UC/CSU required courses: Meet or exceed average of previous three years</p> <p>2b. Percentage of grade 11 students college ready on Early Assessment Program : Meet or exceed average of previous three years</p> <p>2c. Career Technical Education Programs: Meet or exceed average of previous three years</p> <p>2d. Percentage of students enrolled in AP course scoring 3 or higher: Meet or exceed average of previous three years</p> <p>2e. Percentage of students passing high school exit exam: currently suspended</p> <p>2f. Advanced Placement (AP) enrollment in grades 10-12: Meet or exceed average of previous three years</p> <p>2g. International Baccalaureate (IB) enrollment in grades 10-12: Meet or exceed average of previous three years</p> <p>2h. Percentage of students participating in VAPA: Meet or exceed previous year</p> <p>2i. Percentage of students participating in STEM: Meet or exceed previous year</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implementation of the RUSD Future Ready technology plan addressing goals associated with curriculum, instruction, assessment, professional learning, and use of space and time.</p>	<p>All Schools District-wide</p>	<p><u> </u> All</p>	<p>Implementation, monitoring, and updating of current Future Ready Plan, including research aligned to current goals and strategies. 1000-1999: Certificated Personnel Salaries Base \$5440</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><u> </u> Other Subgroups: (Specify)</p>	<p>Support personalized professional learning of staff regarding the integration of technology into teaching and learning: Provide an Instructional Technology Program TOSA. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$107,000</p>
			<p>Support personalized professional learning of staff regarding the integration of technology into teaching and learning: Provide a Community of Practice for teachers and administrators, including expenses for peer observation and the annual RUSD Ed Tech Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p>
			<p>Support personalized professional learning of staff regarding the integration of technology into teaching and learning: Provide competency-based professional learning opportunities for teachers and administrators. 5000-5999: Services And Other Operating Expenditures Other \$2,000</p>
			<p>Support personalized professional learning of staff regarding the integration of technology into teaching and learning: Provide opportunities for professional development outside the district through conferences and seminars 4000-4999: Books And Supplies Supplemental and Concentration \$35,000</p>

			<p>Provide a learning management system. 5000-5999: Services And Other Operating Expenditures Lottery \$65,000</p> <p>Provide educational technology support to provide greater access for targeted subgroups: Increase classified technology support for district and site level technology needs. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$330,000</p> <p>Provide educational technology support to provide greater access for targeted subgroups: Provide Coordinator Instructional Technology to support additional instructional technology implementation efforts. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$142,367</p> <p>Provide educational technology support to provide greater access for targeted subgroups: Implement Mobile Device Management system 5000-5999: Services And Other Operating Expenditures Base \$45,000</p>
<p>Support students in CA State Standards, college and career readiness, especially Career Pathways</p>	<p>All Schools District - 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>Review, Revise and Redesign Career Pathways to include and integrate standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-need, high-growth, or emerging regional economic sectors, aligned to the 15 industry Sectors and CTE State Frameworks using CTEIG Funds 4000-4999: Books And Supplies Other \$75,000</p> <p>Develop work based learning opportunities to include job shadowing, internship and mentoring opportunities, coordinating with industry partners using CTEIG Funds 1000-1999: Certificated Personnel Salaries Other \$10,000</p> <p>Review and refine course offerings to support students in CA State Standards, college and career readiness, and 21st Century Learning Skills. 4000-4999: Books And Supplies Other \$25,000</p>
<p>Support students in CA State Standards and college and career readiness.</p>	<p>All Schools District - 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>Develop a system for students to establish academic goals and a portfolio related to college and career readiness at the elementary level, such as CCGI 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,850</p> <p>Offer varied opportunities for students to concurrently enroll in credit recovery classes, including Alternative Education options 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000</p> <p>Support accelerated Math Pathway. 1000-1999: Certificated</p>

			<p>Personnel Salaries Base \$12,758</p> <p>Provide professional development for staff regarding effective transitioning planning, as well as implementation of ISP's for students with disabilities 1000-1999: Certificated Personnel Salaries Special Education \$0</p> <p>Provide opportunities for students to increase college awareness such as college nights, field trips, technology tools 4000-4999: Books And Supplies Base \$0</p> <p>Offer classes for college credit on high school campuses 1000-1999: Certificated Personnel Salaries Base 0</p> <p>Implementing opportunities for STEM education and NGSS implementation 5000-5999: Services And Other Operating Expenditures Title II \$25,000</p>
<p>Expand AVID Program: provide professional development, materials and support; Explore AVID Excel</p>	<p>All Secondary Schools, Elementary Pilot sites District-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>Provide professional development for AVID staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000</p> <p>Provide additional support at sites, such as tutors, materials and field trips for AVID 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$100,000</p> <p>Expand the AVID program at secondary school to provide critical reading strategies for instructional text that align to the Common Core Standards, expand AVID Elementary as well as provide additional support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,723</p>
<p>Provide additional counseling services to support students at all schools; college and career, mental, social/emotional.</p>	<p>All Schools District-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>Provide professional development for counseling program. 5000-5999: Services And Other Operating Expenditures Title II \$2,000</p>
<p>Targeted subgroups will identify a post secondary college/career plan, be enrolled in appropriate college and/or career prep courses and monitored until graduation; Ensure counselor regular individual contact with high risk students to provide supports and interventions as needed.</p>	<p>All Schools District-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 type="checkbox"/> Redesignated fluent English proficient</p>	<p>English Learner course placement and pathways are provided, refined and monitored to ensure access to appropriate secondary courses and assure college and career readiness. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000</p> <p>Increased student to counselor contact for English Learners, Foster Youth and at-risk students to address high school</p>

		_ Other Subgroups: (Specify)	courses, college preparedness, financial assistance and goal setting (see above) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0
	All Schools District-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	All Schools District-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	All Schools District-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 2, student achievement and course access outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support students in CA State Standards and 21st Century Learning Skills.	All Schools	<input checked="" type="checkbox"/> All OR:	Research and provide programs and materials to support 21st Century Learning Skills. 4000-4999: Books And Supplies

	District - wide	<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)	Supplemental and Concentration \$10,000 Provide professional development for staff to implement programs and technology to support 21st Century Learning Skills. 1000-1999: Certificated Personnel Salaries One Time Discretionary Money \$20,000 Provide professional development for staff to implement programs and technology to support 21st Century Learning Skills. 4000-4999: Books And Supplies One Time Discretionary Money \$10,000
Support students in CA State Standards, College and Career Readiness, especially Career Pathways	All Schools District-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)	Review, Revise and Redesign Career Pathways to include and integrate standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-need, high-growth, or emerging regional economic sectors, aligned to the 15 industry Sectors and CTE State Frameworks using CTEIG Funds 4000-4999: Books And Supplies Other \$35,000 Develop work based learning opportunities to include job shadowing, internship and mentoring opportunities, coordinating with industry partners using CTEIG Funds 1000-1999: Certificated Personnel Salaries Other \$7,500 Review and refine course offerings to support students in CA State Standards, college and career readiness, and 21st Century Learning Skills. 4000-4999: Books And Supplies Other \$25,000
Support students in CA State Standards and college and career readiness.	All Schools District - 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)	Develop a system for students to establish academic goals and a portfolio related to college and career readiness at the elementary level, such as CCGI 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000 Research tools to assist being college and assessment ready 4000-4999: Books And Supplies Supplemental and Concentration \$0 Offer varied opportunities for students to concurrently enroll in credit recovery classes, including Alternative Education options and acceleration 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$638,339 Support accelerated Math Pathway. 1000-1999: Certificated Personnel Salaries Base \$12,758 Provide professional development for staff regarding effective transitioning planning, as well as implementation of ISP's for

			<p>students with disabilities 1000-1999: Certificated Personnel Salaries Special Education \$0</p> <p>Provide opportunities for students to increase college awareness such as college nights, field trips, technology tools 4000-4999: Books And Supplies Base \$0</p> <p>Offer classes for college credit on high school campuses 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Investigate opportunities for STEM education such as PLTW 5000-5999: Services And Other Operating Expenditures Title II \$25,000</p>
<p>Expand AVID Program: provide professional development, materials and support; Explore AVID Excel</p>	<p>All Secondary Schools, Elementary Pilot sites District - 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>Provide professional development for AVID staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000</p> <p>Provide additional support at sites, such as tutors, materials and field trips for AVID 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$100,000</p> <p>Expand the AVID program at secondary school to provide critical reading strategies for instructional text that align to the Common Core Standards, expand AVID Elementary as well as provide additional support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,723</p>
<p>Provide additional counseling services to support students at all schools; college and career, mental, social/emotional.</p>	<p>All Schools District - 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>Provide professional development for counseling program. 5000-5999: Services And Other Operating Expenditures Title II \$2,000</p>
<p>Targeted subgroups will identify a post secondary college/career plan, be enrolled in appropriate college and/or career prep courses and monitored until graduation; Ensure counselor regular individual contact with high risk students to provide supports and interventions as needed</p>	<p>All Schools District - 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>English Learner course placement and pathways are provided, refined and monitored to ensure access to appropriate secondary courses and assure college and career readiness. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$53,561</p> <p>Increased student to counselor contact for English Learners, Foster Youth, and at-risk students to address high school courses, college preparedness, financial assistance, and goal setting (see above) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>

<p>Provide educational technology professional development for RUSD staff</p>	<p>All Schools District - 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>Ed Tech TOSA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$129,471</p> <p>Ed Tech Community of Practice for teachers and administrators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p> <p>Professional learning for RUSD administrators and teachers, focus on TPACK/SAMR</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$35,000</p> <p>Introduction to digital citizenship districtwide for students 4000-4999: Books And Supplies Title II \$2,000</p>
<p>Provide educational software and learning management system</p>	<p>All Schools District - 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>Purchase Learning Management System to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$90,000</p>
<p>Provide educational technology support to provide greater access for targeted subgroups</p>	<p>All Schools District - 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>Increase technology support at district and sites 2000-2999: Classified Personnel Salaries One Time Discretionary Money \$200,000</p> <p>Hire classified district tech to manage all RUSD digital learning accounts 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$330,000</p> <p>Implement Mobile Device Management system 5000-5999: Services And Other Operating Expenditures Base \$45,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>As a result of actions outlined in goal 2, student achievement and course access outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Support students in CA State Standards and 21st Century Learning Skills.</p>	<p>All Schools District -</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Research and provide programs and materials to support 21st Century Learning Skills. 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>

	wide	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide professional development for staff to implement programs and technology to support 21st Century Learning Skills. 1000-1999: Certificated Personnel Salaries One Time Discretionary Money \$20,000 Provide professional development for staff to implement programs and technology to support 21st Century Learning Skills. 4000-4999: Books And Supplies One Time Discretionary Money \$10,000
Support students in CA State Standards, college and career readiness, especially Career Pathways	All Schools District - 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)	Review, Revise and Redesign Career Pathways to include and integrate standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-need, high-growth, or emerging regional economic sectors, aligned to the 15 industry Sectors and CTE State Frameworks using CTEIG Funds 4000-4999: Books And Supplies Other \$15,000 Develop work based learning opportunities to include job shadowing, internship and mentoring opportunities, coordinating with industry partners using CTEIG Funds 1000-1999: Certificated Personnel Salaries Other \$5,000 Review and refine course offerings to support students in CA State Standards, college and career readiness, and 21st Century Learning Skills. 4000-4999: Books And Supplies Other \$25,000
Support students in CA State Standards and college and career readiness.	All Schools District - 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)	Develop a system for students to establish academic goals and a portfolio related to college and career readiness at the elementary level, such as CCGI 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000 Research tools to assist being college and assessment ready 4000-4999: Books And Supplies Supplemental and Concentration \$0 Offer varied opportunities for students to concurrently enroll in credit recovery classes, including Alternative Education options 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$638,339 Support accelerated Math Pathway. 1000-1999: Certificated Personnel Salaries Base \$12,758 Provide professional development for staff regarding effective transitioning planning, as well as implementation of ISP's for students with disabilities 1000-1999: Certificated Personnel Salaries Special Education \$0

			<p>Provide opportunities for students to increase college awareness such as college nights, field trips, technology tools 4000-4999: Books And Supplies Base \$0</p> <p>Offer classes for college credit on high school campuses 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Investigate opportunities for STEM education such as PLTW 5000-5999: Services And Other Operating Expenditures Title II \$6,000</p>
Expand AVID Program: provide professional development, materials and support; Explore AVID Excel	All Secondary Schools, Elementary Pilot sites District - 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>Provide professional development for AVID staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000</p> <p>Provide additional support at sites, such as tutors, materials and field trips for AVID 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$100,000</p> <p>Expand the AVID program at secondary school to provide critical reading strategies for instructional text that align to the Common Core Standards, expand AVID Elementary as well as provide additional support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,723</p>
Provide additional counseling services to support students at all schools; college and career, mental, social/emotional.	All Schools District - 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>	Provide professional development for counseling program. 5000-5999: Services And Other Operating Expenditures Title II \$2,000
Targeted subgroups will identify a post secondary college/career plan, be enrolled in appropriate college and/or career prep courses and monitored until graduation; Ensure counselor regular individual contact with high risk students to provide supports and interventions as needed	All Schools District - 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 type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>English Learner course placement and pathways are provided, refined and monitored to ensure access to appropriate secondary courses and assure college and career readiness. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$53,561</p> <p>Increased student to counselor contact for English Learners, Foster Youth, and at-risk students to address high school courses, college preparedness, financial assistance, and goal setting (see above) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>
Provide educational technology professional development for RUSD staff	All Schools	<p><input type="checkbox"/> All</p> <p>OR:</p>	Ed Tech TOSA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,243

	District - wide	<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)	Ed Tech Community of Practice for teachers and administrators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000 <hr/> Professional learning for RUSD administrators, focus on TPACK/SAMR <hr/> 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$35,000 <hr/> Introduction to digital citizenship districtwide for students 4000-4999: Books And Supplies Supplemental and Concentration \$2,000 <hr/> Coordinator Educational Technology 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$142,367
Provide educational software and learning management system	All Schools District - 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)	Purchase Learning Management System to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Lottery \$90,000
Provide educational technology support to provide greater access for targeted subgroups	All Schools District - 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)	Increase technology support at district and sites 2000-2999: Classified Personnel Salaries One Time Discretionary Money \$330,000 <hr/> Hire classified district tech to manage all RUSD digital learning accounts 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$80,000 <hr/> Implement Mobile Device Management system 5000-5999: Services And Other Operating Expenditures Base \$45,000

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

GOAL 3:	Communicate and Collaborate: The Rowland Unified School District is committed to a culture of collaboration and open, transparent communication to assure accurate, timely information, which will engage, inform, and educate all stakeholders.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify
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Identified Need :	PARENTAL INVOLVEMENT: 3a. Increase communication and collaboration with parents (LCAP Community Survey updated for June 28 Board Meeting; RUSD Stakeholder Engagement Survey updated for June 28 Board Meeting) 3b. Promotion of parent participation and engagement in district provided resources (Communications metrics updated for June 28 Board Meeting) OTHER OUTCOMES: 3c. Increase communication and collaboration with students (RUSD Grade 12 Exit Survey updated for June 28 Board Meeting)
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Goal Applies to:	Schools: All Schools <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 3, parental involvement outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section: 3a. Increase communication and collaboration with parents: Continue administer a district-wide community survey, with items collecting feedback on perspectives of RUSD implementation of the eight state priorities, including the goal to increase communication and collaboration. 3b. Promotion of parent participation and engagement in district provided resources: Continue to track stakeholder engagement with online communication tools 3c. Increase communication and collaboration with students : Continue to administer the RUSD exit student survey to all grade 12 students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Parent Education to support student learning and achievement.	All Schools District-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support parents in the implementation of the Common Core Standards 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Provide support for Parent Academies implementation at targeted school sites 4000-4999: Books And Supplies Supplemental and Concentration \$2,000 Provide training to parents regarding mathematics, literacy intervention programs and literacy 4000-4999: Books And Supplies Title I \$66,000 Provide college information nights for parents to receive

			information such as financial aid and A-G requirements 4000-4999: Books And Supplies Supplemental and Concentration \$2,000
Communicate in appropriate languages.	All Schools District-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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Communication in appropriate languages 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$186,879 Provide parent training on SPED topics, specifically targeting our SPED students who are identified as ELL's 1000-1999: Certificated Personnel Salaries Special Education \$0
Support ELAC and DELAC to increase support for English Learners.	All Schools District-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)	Support DELACS and ELACs to advise on the creation and implementation of LCAP and LCFF 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings 4000-4999: Books And Supplies Supplemental and Concentration \$2,000
Provide information to Parents and Community.	All Schools District-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)	Develop and refine avenues and practices for effective communication and collaboration between and among District staff, students, parents and community. 2000-2999: Classified Personnel Salaries Base \$133,421 Utilize appropriate technology tools to create two-way communication to provide greater access for targeted subgroups. Ensure effective communication between the District and staff, parents and the community members through the District and school site websites; the RUSD mobile application, RUSD E-news, Let's Talk and ParentLink message system. Increase the use of print and social media, including e-mail, Twitter and Facebook as well as the district electronic flyer distribution system 5000-5999: Services And Other Operating Expenditures Base \$100,881
Increase the number and types of opportunities for parents to meaning fully participate in the education of all students, with emphasis on identified subgroups.	All Schools District-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Develop partnerships with community organizations to support student needs 0001-0999: Unrestricted: Locally Defined Base \$0 Increase parent involvement at elementary and secondary schools 4000-4999: Books And Supplies Supplemental and

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Concentration \$0
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 3, parental involvement outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Parent Education to support student learning and achievement	All Schools District - 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)	Support DELACS and ELACs to advise on the creation and implementation of LCAP and LCFF. 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000 Provide training to parents regarding mathematics, literacy intervention programs and literacy 4000-4999: Books And Supplies Title I \$66,000 Provide college information nights for parents such as financial aid and A through G requirements. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000
Communicate in appropriate languages	All Schools District - 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Communication in appropriate languages. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$193,420 Provide parent training on SPED topics, specifically targeting our SPED students who are identified as ELL's 1000-1999: Certificated Personnel Salaries Special Education \$0
Support ELAC and DELAC to increase support for English Learners	All Schools District - 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:	Support DELACS and ELACs to advise on the creation and implementation of LCAP and LCFF. 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000

		(Specify)	
Provide information to Parents and Community	All Schools District - 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)	Develop and refine avenues and practices for effective communication and collaboration between and among District staff, students, parents, and community. 2000-2999: Classified Personnel Salaries Base \$133,421 Utilize appropriate technology tools to create two-way communication to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Base \$100,881 Ensure effective communication between the District and staff, parents, and the community members through the District and school site websites, the RUSD mobile application, RUSD E-news, Let's Talk, ParentLink messages, and print and social media, including email, Twitter, and Facebook. 5000-5999: Services And Other Operating Expenditures Base
Increase the number and types of opportunities for parents to meaning fully participate in the education of all students, with emphasis on identified subgroups	All Schools District - 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)	Develop partnerships with community organizations to support student needs 0001-0999: Unrestricted: Locally Defined Base \$0 Increase parent involvement at elementary and secondary schools 4000-4999: Books And Supplies Supplemental and Concentration \$0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: As a result of actions outlined in goal 3, parental involvement outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Parent Education to support student learning and achievement	All Schools District - wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support DELACS and ELACs to advise on the creation and implementation of LCAP and LCFF. 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000 Provide training to parents regarding mathematics, literacy intervention programs and literacy 4000-4999: Books And

			Supplies Title I \$66,000 Provide college information nights for parents such as financial aid and A through G requirements. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000
Communicate in appropriate languages	All Schools District - 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 checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education	Communication in appropriate languages. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$200,189 Provide parent training on SPED topics, specifically targeting our SPED students who are identified as ELL's 1000-1999: Certificated Personnel Salaries Special Education \$0
Support ELAC and DELAC to increase support for English Learners	All Schools District - 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)	Support DELACS and ELACs to advise on the creation and implementation of LCAP and LCFF. 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000
Provide information to Parents and Community	All Schools District - 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)	Develop and refine avenues and practices for effective communication and collaboration between and among District staff, students, parents, and community. 2000-2999: Classified Personnel Salaries Base \$133,421 Utilize appropriate technology tools to create two-way communication to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Base \$100,881 Ensure effective communication between the District and staff, parents, and the community members through the District and school site websites, the RUSD mobile application, RUSD E-news, Let's Talk, ParentLink messages, and print and social media, including email, Twitter, and Facebook. Base
Increase the number and types of opportunities for parents to meaning fully participate in the education of all students, with emphasis on identified subgroups	All Schools District - wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Develop partnerships with community organizations to support student needs 0001-0999: Unrestricted: Locally Defined Base \$0 Increase parent involvement at elementary and secondary

	<ul style="list-style-type: none">_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	schools 4000-4999: Books And Supplies Supplemental and Concentration \$0
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 4:</p>	<p>Fiscal Responsibility: Responsibly manage and allocate financial resources to maximize students' educational experiences while closely monitoring the budget and enrollment, making timely adjustments to staffing, services, programs and budgets to maintain District solvency.</p> <p>Facilities: Develop options, plans, and agreements to provide adequate, safe, and clean facilities on both a short-and long-term basis that appropriately and effectively houses the programmatic needs of our students.</p>	<p>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 type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>BASIC SERVICES: 4a. Ensure basic services are provided: (GOAL: maintain all sites in "good repair," all students having "sufficient materials or instructional materials" on Williams Report):</p> <ul style="list-style-type: none"> All facilities in "good repair" on Williams/FIT Report: 100% (12-13), 100% (13-14), 100% (14-15), 100% (15-16) All students have "sufficient materials or instructional materials" on Williams Report: 100% (12-13), 100% (13-14), 100% (14-15), 100% (15-16) <p>FACILITIES and TECHNOLOGY: 4b. Adequate Bandwidth for anticipated needs for instruction and assessment (GOAL: identify and communicate long-term plan to improve infrastructure to reflect needs of 21st Century teaching and learning):</p> <ul style="list-style-type: none"> Bandwidth evaluation: 42% (9/19) of school sites with 100mbps (13-14); 100% (19/19) of school site with 100mbps (14-15), 84% (16/19) of school sites with 1000 mbps (15-16) Goal met through development and communication of technology plan to provide infrastructure at all sites that support 21st century teaching and learning through Board of Education update from Technology Department and through the Future Ready planning process. <p>4c. Increase Wi-Fi access to support anticipated instructional needs (GOAL: identify and communicate long-term plan to improve infrastructure to reflect needs of 21st Century teaching and learning):</p> <ul style="list-style-type: none"> Wifi access analysis: Approximate district-wide ratio of one access point for every 3 classrooms (13-14 and 14-15), one access point for every 2.5 classrooms (15-16) -Goal met through development and communication of technology plan to provide infrastructure at all sites that support 21st century teaching and learning through Board of Education update from Technology Department and through the Future Ready planning process. <p>4d. Improve Digital literacy skills for pupil. (GOAL: Baseline assessment during 2016-2017)</p> <ul style="list-style-type: none"> Pupil performance on Digital Literacy assessment: currently identifying assessment to implement <p>4e. Increase ratio of devices to Pupil population. (GOAL: increase ratio of devices per pupil by 10%)</p> <ul style="list-style-type: none"> Percentage of Pupils related to devices: One device for every 2.5 students baseline, or approximately 5823 devices for 14,402 students (Fall 2014); With purchase of additional 1131 devices in Spring 2015, ratio increased to one device for every 2.0 students, or approximately 6,954 devices for 14,402 students (Spring 2015); Inventory currently being conducted (Spring 2016) 	
<p>Goal Applies to:</p>	<p>Schools: All Schools Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: As a result of actions outlined in goal 4, outcomes in basic services, facilities and technology will reflect the expected measurable outcomes articulated for each metric as follows:
 4a. Ensure basic services are provided: maintain all sites in "good repair," all students having "sufficient materials or instructional materials" on Williams Report
 4b. Adequate Bandwidth for anticipated needs for instruction and assessment: Continue to communicate long-term plan to improve infrastructure to reflect needs of 21st Century teaching and learning
 4c. Increase Wi-Fi access to support anticipated instructional needs: Continue to communicate long-term plan to improve infrastructure to reflect needs of 21st Century teaching and learning
 4d. Improve Digital literacy skills for pupil.: Identify baseline assessment
 4e. Increase ratio of devices to Pupil population.: Continue to increase ratio of devices per pupil by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize the Routine Restricted Maintenance Account to ensure facilities are in good repair.	All Schools District-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)	Provide routine maintenance to facilities 0001-0999: Unrestricted: Locally Defined Base \$3,577,689
Implementation of the RUSD Future Ready technology plan addressing goals associated with robust technology, data., and privacy.	All Schools District-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)	Update technology infrastructure to support 21st Century Teaching and Learning: Implement appropriate software for filtering and monitoring social media 5000-5999: Services And Other Operating Expenditures Base \$0 Update technology infrastructure to support 21st Century Teaching and Learning: Continue WAN enhancement/maintenance 4000-4999: Books And Supplies Base \$75,000 Update technology infrastructure to support 21st Century Teaching and Learning: Access point management and expansion 4000-4999: Books And Supplies Base \$80,000 Provide an increase in technology to support 21st Century Teaching and Learning: Increase student-to-device ratio of mobile devices, with focus on unduplicated students, through district purchase. 4000-4999: Books And Supplies Supplemental and Concentration \$200,000
	All	<input type="checkbox"/> All	

	Schools District-wide	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: 2017-18			
Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 4, outcomes in basic services, facilities and technology will reflect the expected measurable outcomes articulated for each metric in the needs section.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Routine Restricted Maintenance Account	All Schools District - 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)	Provide routine maintenance to facilities 0001-0999: Unrestricted: Locally Defined Base \$3,577,689
	All Schools District - 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)	
Update technology infrastructure to support 21st century teaching and learning	All Schools District - 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	Implement appropriate software for filtering and monitoring social media 5000-5999: Services And Other Operating Expenditures Base \$25,000 <hr/> 4000-4999: Books And Supplies Base \$75,000 <hr/> Access point management and expansion 4000-4999: Books And Supplies Base \$80,000

		_ Other Subgroups: (Specify)	
Provide an increase in technology to support 21st century teaching and learning	All Schools District - wide	_ 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 _ Other Subgroups: (Specify)	Increase student-to-device ratio of mobile devices, with focus on unduplicated students, through district purchase or BYOD. 4000-4999: Books And Supplies Supplemental and Concentration \$200,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: As a result of actions outlined in goal 4, outcomes in basic services, facilities and technology will reflect the expected measurable outcomes articulated for each metric in the needs section.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Routine Restricted Maintenance Account	All Schools District - 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)	Provide routine maintenance to facilities 0001-0999: Unrestricted: Locally Defined Base \$3,577,689
	All Schools District - 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)	
Update technology infrastructure to support 21st century teaching and learning	All Schools District -	<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)	Implement appropriate software for filtering and monitoring social media 5000-5999: Services And Other Operating

	wide	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Expenditures Base \$25,000 Continue WAN enhancement/maintenance 4000-4999: Books And Supplies Base \$75,000 Access Point management and enhancement 4000-4999: Books And Supplies Base \$80,000
Provide an increase in technology to support 21st century teaching and learning	All Schools District - wide	_ 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 _ Other Subgroups: (Specify)	Increase student-to-device ratio of mobile devices, with focus on unduplicated students, through district purchase or BYOD. 4000-4999: Books And Supplies Supplemental and Concentration \$200,000

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

GOAL 5:	Student and Staff Safety and Wellness: School and District plans, educational programs and operational procedures will promote the health, academic and personal support and safety of our students and staff.	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
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Identified Need :	<p>STUDENT ENGAGEMENT:</p> <p>5a. Attendance rate (P2) (GOAL: Maintain 97% or above district-wide attendance rate)</p> <ul style="list-style-type: none"> Overall: 97.6% (11-12), 96.6% (12-13), 97.3% (13-14), June 2016 (14-15), June 2016 (15-16) <p>5b. Chronic absenteeism (GOAL: Maintain or decrease average chronic absenteeism rate of previous three years):</p> <ul style="list-style-type: none"> Overall: 5.5% (2014-2015), June 2016 (15-16) <p>5c. Graduation rate (GOAL: Meet or exceed average of previous three years)</p> <ul style="list-style-type: none"> Overall: 84.1% (11-12), 83.9% (12-13), 87.6% (13-14), 86.0% (14-15) English learners: 70.9% (11-12), 68.2% (12-13), 75.9% (13-14), 74.5% (14-15) Low-income: 81.9% (11-12), 80.9%(12-13), 85.6% (13-14), 83.9% (14-15) <p>5d. High school cohort dropout rate (GOAL: Maintain or decrease average dropout rate of previous three years)</p> <ul style="list-style-type: none"> Overall: 8.7% (11-12), 9.3% (12-13), 6.9% (13-14), 8.4% (14-15) -English learner: 16.8% (11-12), 18.5% (12-13), 13.9% (13-14), 13.3% (14-15) Low-income: 9.8% (11-12), 11.1%(12-13), 7.6% (13-14), 9.3% (14-15) <p>5e. Middle school dropout rate (grades 7-8) (GOAL: Maintain middle school dropout rate of 0.00%): Overall: 10 out of 2423 (0.00%) in 2011-2012; 13 out of 2449 (0.00%) in 2012-2013; 2 out of 2375 (0.00%) in 2013-2014; 1 out of 2283 (0.00%) in 2014-2015</p> <p>SCHOOL CLIMATE:</p> <p>5f. SUSPENSION RATE BY FEDERAL OFFENSE: Represents students involved in one or more incidents during the academic year who were subsequently suspended from school as reported by California Department of Education's DataQuest site. Although a student may have committed multiple offenses as part of a single incident; each student is only counted once per incident for which they were suspended.</p>
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Suspended students whose most serious offense was violating California Education Code Section 48900(k), otherwise known as "Defiance," are not included in this rate. The 2015-2018 RUSD LCAP included all suspensions recorded in the local student information system. The rates here reflect an alignment with the state and federal reporting system.

(GOAL: Maintain or decrease average suspension rate of previous three years)

- Overall: 5.6% (11-12) 4.3% (12-13); 3.8% (13-14); 2.6% (14-15)

5g. EXPULSION RATE BY FEDERAL OFFENSE: Represents students involved in one or more incidents during the academic year who were subsequently expelled from school as reported by California Department of Education's DataQuest site. Although a student may have committed multiple offenses as part of a single incident; each student is only counted once per incident for which they were suspended.

Expelled students whose most serious offense was violating California Education Code Section 48900(k), otherwise known as "Defiance," are not included in this rate. The 2015-2018 RUSD LCAP included all expulsions recorded in the local student information system. The rates here reflect an alignment with the state and federal reporting system.

(GOAL: Maintain expulsion rate of 0%)

- Overall: 0% (11-12), 0% (12-13), 0% (13-14), 0% (14-15)

OTHER STUDENT OUTCOMES:

5h. Healthy Kids Survey:

(GOAL: Meet or exceed average of previous three years of administration years)

- Total survey respondents in grades 7, 9 and 11 who perceived school as "safe" or "very safe"
- Grade 7: 62% (08-09), 64% (11-12), 74% (13-14), 70% (14-15)
- Grade 9: 50% (08-09), 57% (11-12), 56% (13-14), 62% (14-15)
- Grade 11: 50% (08-09), 60% (11-12), 59% (13-14), 61% (14-15)

5i. RUSD Student survey:

- RUSD Grade 12 exit survey administered districtwide (baseline established)

Goal Applies to:

Schools: All Schools

Applicable Pupil

All

Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: As a result of actions outlined in goal 5, outcomes in student services, school climate and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section:
 5a.Attendance rate (P2): Maintain 97% or above district-wide attendance rate
 5b.Chronic absenteeism: Maintain or decrease average chronic absenteeism rate of previous three years.
 5c. Graduation rate: Meet or exceed average of previous three years.
 5d. High school cohort dropout rate: Maintain or decrease average dropout rate of previous three years.
 5e. Middle school dropout rate (grades 7-8): Maintain middle school dropout rate of 0.00%
 5f. SUSPENSION RATE BY FEDERAL OFFENSE: Maintain or decrease average suspension rate of previous three years.
 5g. EXPULSION RATE BY FEDERAL OFFENSE: Maintain expulsion rate of 0%.
 5h. Healthy Kids Survey:: Meet or exceed average of previous three years.
 5i.RUSD Student survey: Continue to administer RUSD Grade 12 exit survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ongoing professional development and interventions while monitoring student needs as related to behaviors, attendance and character development.	All Schools District-wide	_ 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 _ Other Subgroups: (Specify)	Explore behavior intervention system program and its implementation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$81,080 Implement Alternative Learning Model 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$71,000 Review elementary and secondary Student Study Team processes to ensure a more effective and consistent process district wide 1000-1999: Certificated Personnel Salaries Special Education \$1,000
Continue to explore current role of counselor and implement work to support student needs.	All Schools District-wide	_ All _____ OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implement expectations for Counselors to meet student needs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Implement CCGI (see above) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
Provide staffing and ongoing training to all staff regarding safety including; understanding work environments, safety planning, lock down and equipment inventory to strengthen response.	All Schools District-wide	_ 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	Continue to develop and implement district facility safety plan including all district properties and staff Base \$0 Provide required training for health and safety of students and staff 1000-1999: Certificated Personnel Salaries Other \$0 Explore and implement health services, law enforcement, noon aide and campus aide staffing in alignment with program

		_ Other Subgroups: (Specify)	funding and student need 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,532.327
Provide assistance for school climate to support students.	All Schools District-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Seek grant opportunities to enhance student programs 1000-1999: Certificated Personnel Salaries Base \$0 Collaborate with outside agencies to provide mental, social, emotional services for students 1000-1999: Certificated Personnel Salaries Base \$0 Provide conflict resolution and drug education courses for student intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Support Liaison work for SARB, Foster, homeless and at-risk students (subject to grant funding) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,146,724
Provide appropriate health services to students.	All Schools District-wide	_ 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 _ Other Subgroups: (Specify)	Provide appropriate health staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,280,172
Additional support positions to support at-risk students.	All Schools District-wide	_ 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 _ Other Subgroups: (Specify)	Provide support staff to support at risk students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$307,388
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

		_ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 5, outcomes in student services, school climate and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ongoing professional development and interventions while monitoring student needs as related to behaviors, attendance and character development.	All Schools District - wide	_ 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 _ Other Subgroups: (Specify)	Professional development offered for campus aide school teams 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0 Explore behavior intervention system program and its implementation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$81,080 Provide training for administrators regarding facilitating and leading an effective meeting 1000-1999: Certificated Personnel Salaries Other \$0 Review elementary and secondary Student Study Team processes to ensure a more effective and consistent process district wide 1000-1999: Certificated Personnel Salaries Special Education \$1,000
Continue to explore current role of counselor and implement work to support student needs.	All Schools District - wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implement expectations for Counselors to meet student needs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Implement CCGI (see above) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
Provide staffing and ongoing training to all staff regarding safety including; understanding work environments, safety planning, lock down and equipment inventory to strengthen response.	All Schools District - wide	_ 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 _ Other Subgroups: (Specify)	Continue to develop and implement district facility safety plan including all district properties and staff Base \$0 Provide required training for health and safety of students and staff 1000-1999: Certificated Personnel Salaries Other \$0 Explore and implement health services, law enforcement, noon aide and campus aide staffing in alignment with program funding and student need 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,585,958

			Professional development offered for campus aide school teams 4000-4999: Books And Supplies Base \$200
Provide assistance for school climate to support students	All Schools District - 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)	Seek grant opportunities to enhance student programs 1000-1999: Certificated Personnel Salaries Base \$0 Collaborate with outside agencies to provide mental, social, emotional services 1000-1999: Certificated Personnel Salaries Base \$0 Provide conflict resolution and drug education courses for student intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Support Liaison work for SARB, Foster, homeless, and at-risk students (subject to grant funding) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,186,859
Provide appropriate health services to students	All Schools District - 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)	Provide appropriate health staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,324,978
Additional support positions to support at-risk students	All Schools District - 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)	Provide support staff to support at risk students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$318,146 Implement Alternative Learning Center Model 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$71,000
		<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)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 5, outcomes in student services, school climate and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ongoing professional development and interventions while monitoring student needs as related to behaviors, attendance and character development.	All Schools District - wide	_ 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 _ Other Subgroups: (Specify)	Professional development offered for campus aide school teams 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0 Explore behavior intervention system program and its implementation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0 Provide training for administrators regarding facilitating and leading an effective meeting 1000-1999: Certificated Personnel Salaries Other \$0 Review elementary and secondary Student Study Team processes to ensure a more effective and consistent process district wide 1000-1999: Certificated Personnel Salaries Special Education \$1,000
Continue to explore current role of counselor and implement work to support student needs.	All Schools District - wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implement expectations for Counselors to meet student needs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Implement CCGI (see above) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0
Provide staffing and ongoing training to all staff regarding safety including; understanding work environments, safety planning, lock down and equipment inventory to strengthen response.	All Schools District - wide	_ 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 _ Other Subgroups: (Specify)	Continue to develop and implement district facility safety plan including all district properties and staff Base \$0 Provide required training for health and safety of students and staff 1000-1999: Certificated Personnel Salaries Other \$0 Explore and implement health services, law enforcement, noon aide and campus aide staffing in alignment with program funding and student need 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,641,467

			Professional development offered for campus aide school teams 4000-4999: Books And Supplies Base \$0
Provide assistance for school climate to support students	All Schools District - 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)	Seek grant opportunities to enhance student programs 1000-1999: Certificated Personnel Salaries Base \$0 Collaborate with outside agencies to provide mental, social, emotional services 1000-1999: Certificated Personnel Salaries Base \$0 Provide conflict resolution and drug education courses for student intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Support Liaison work for SARB, Foster, homeless, and at-risk students (subject to grant funding) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,228,399
Provide appropriate health services to students	All Schools District - 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)	Provide appropriate health staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,371,352
Additional support positions to support at-risk students	All Schools District - 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)	Provide support staff to support at risk students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$329,281
		<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)	
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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 6:	Leadership: An exemplary school district has strong leadership at all levels of the organization that is committed to providing a world-class educational experience for all students and is dedicated to improving student achievement, as well as promoting collaboration and creativity among students, staff, parents and the community.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	BASIC SERVICES: 6a. Rate of teacher misassignment on Williams Report (GOAL: 100% of teachers will be fully credentialed and appropriately assigned on on Williams Report) 100% HQT (12-13), 100% HQT(13-14), 100% HQT (14-15), 98.7% credentialed and appropriately assigned (15-16) OTHER OUTCOMES: 6b. RUSD Parent survey - LCAP Community Stakeholder Survey, June 2016 6c. RUSD Student survey - Grade 12 Exit Survey, June 2016
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Goal Applies to:	Schools: <input type="checkbox"/> All Schools Applicable Pupil Subgroups: <input type="checkbox"/> All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 6, outcomes in basic services and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section: 6a. Rate of teacher misassignment on Williams Report: 100% of teachers will be fully credentialed and appropriately assigned on on Williams Report. 6b. RUSD Parent survey: Continue to administer LCAP Community Stakeholder Survey. 6c. RUSD Student survey : Continue to administer RUSD Grade 12 exit survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development for staff to help facilitate quality service levels addressing the diverse needs of our student population.	All Schools District-wide	_ 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 _ Other Subgroups: (Specify)	Establish and support the development of Professional Learning Communities to promote instructional leadership and positive district culture 5000-5999: Services And Other Operating Expenditures Other \$0 Provide opportunities for collaboration within and among school sites 1000-1999: Certificated Personnel Salaries Base \$577,079

<p>Recruit, hire, retain and promote the highest quality staff for all positions in the District.</p>	<p>All Schools District-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>Provide professional development to classified employees 2000-2999: Classified Personnel Salaries Base \$20,000</p> <p>Provide professional development to substitute teachers 1000-1999: Certificated Personnel Salaries Base \$6,500</p> <p>Provide additional staff to support the program for targeted students (site funded) 1000-1999: Certificated Personnel Salaries Base \$</p> <p>Edjoin Contract 5000-5999: Services And Other Operating Expenditures Base \$6,500</p> <p>Provide fully credentialed staff to deliver base program 1000-1999: Certificated Personnel Salaries Base \$68,066,626</p> <p>Provide needed classified staff to support the base program 2000-2999: Classified Personnel Salaries Base \$16,792,070</p>
<p>Provide professional development and growth opportunities for District leaders to engage in continuous improvement efforts.</p>	<p>All Schools District-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>Provide Leadership Institutes for administrators and key staff 4000-4999: Books And Supplies Base \$10,000</p> <p>Provide a School Leadership Academy and Classified Leadership Academy 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Provide Principal Coaches to support site instructional leadership 5000-5999: Services And Other Operating Expenditures Other \$0</p> <p>CSBA dues and conferences to support Board Leadership 5000-5999: Services And Other Operating Expenditures Base \$10,000</p>
<p>Provide opportunities for collaboration between the school district and community stakeholders.</p>	<p>All Schools District-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>Interest Based Bargaining Training (IBB) 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000</p>
<p>Celebrate the achievements of all, staff and students and work to ensure the acceptance of diverse populations.</p>	<p>All Schools District-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</p>	<p>Recognize and celebrate student and staff achievements, focusing on target groups 4000-4999: Books And Supplies Base \$10,000</p>

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 6, outcomes in basic services and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development for staff to help facilitate quality service levels addressing the diverse needs of our student population.	All Schools District - 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 _ Other Subgroups: (Specify)	Establish and support the development of Professional Learning Communities to promote instructional leadership and positive district culture. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0 Provide opportunities for collaboration within and among school sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$577,079
Recruit, hire, retain and promote the highest quality staff for all positions in the District.	All Schools District - 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 _ Other Subgroups: (Specify)	provide professional development to classified employees 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000 provide professional development to substitute teachers 1000-1999: Certificated Personnel Salaries Base \$6,500 Provide additional staff to support the program for targeted students (site funded) 1000-1999: Certificated Personnel Salaries Base \$0 Edjoin Contract 5000-5999: Services And Other Operating Expenditures Base \$6,500
Provide professional development and growth opportunities for District leaders to engage in continuous improvement efforts.	All Schools District - 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 _ Other Subgroups: (Specify)	provide leadership institutes for administrators and key staff 4000-4999: Books And Supplies Base \$10,000 provide a School Leadership Academy and Classified Leadership Academy 5000-5999: Services And Other Operating Expenditures Base \$20,000 provide Principal Coaches to support site instructional leadership 5000-5999: Services And Other Operating Expenditures Base CSBA dues and conferences to support Board Leadership 5000-5999: Services And Other Operating Expenditures Base

<p>Provide opportunities for collaboration between the school district and community stakeholders.</p>	<p>All Schools District - 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>\$10,000 IBB Training 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000</p>
<p>Celebrate the achievements of all, staff and students, and work to ensure the acceptance of diverse populations.</p>	<p>All Schools District - 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>Recognize and celebrate student and staff achievements, focusing on target groups 4000-4999: Books And Supplies Base \$10,000</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>As a result of actions outlined in goal 6, outcomes in basic services and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide Professional Development for staff to help facilitate quality service levels addressing the diverse needs of our student population.</p>	<p>All Schools District - 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>Establish and support the development of Professional Learning Communities to promote instructional leadership and positive district culture. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0 Provide opportunities for collaboration within and among school sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$577,079</p>
<p>Recruit, hire, retain and promote the highest quality staff for all positions in the District.</p>	<p>All Schools District - wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>provide professional development to classified employees 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000 provide professional development to substitute teachers 1000-</p>

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1999: Certificated Personnel Salaries Base \$6,500 Provide additional staff to support the program for targeted students (site funded) 1000-1999: Certificated Personnel Salaries Base \$0 Edjoin Contract 5000-5999: Services And Other Operating Expenditures Base \$6,500
Provide professional development and growth opportunities for District leaders to engage in continuous improvement efforts.	All Schools District - wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	provide leadership institutes for administrators and key staff 4000-4999: Books And Supplies Base \$10,000 provide a School Leadership Academy and Classified Leadership Academy 5000-5999: Services And Other Operating Expenditures Base \$20,000 provide Principal Coaches to support site instructional leadership 5000-5999: Services And Other Operating Expenditures Base CSBA dues and conferences to support Board Leadership 5000-5999: Services And Other Operating Expenditures Base \$10,000
Provide opportunities for collaboration between the school district and community stakeholders.	All Schools District - wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	IBB Training 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000
Celebrate the achievements of all, staff and students, and work to ensure the acceptance of diverse populations.	All Schools District - wide	_ 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 _ Other Subgroups: (Specify)	Recognize and celebrate student and staff achievements, focusing on target groups 4000-4999: Books And Supplies Base \$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.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Academic Achievement for All Students: Provide comprehensive, well-rounded and rigorous educational experiences to all students, which are supported by engaging teaching strategies and sustained by high-quality professional development for staff, leading all schools and subgroups to meet or exceed growth targets.</p>	<p>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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
<p>Goal Applies to: Schools: All Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>As a result of actions outlined in goal 1, student achievement and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section:</p> <p>1a. Baseline established Spring 2015</p> <p>1b. Expected Annual Measurable Outcome: maintain reclassification rate above 15% of EL population</p> <p>1c. Less than 5 years cohort: Expected Annual Measurable Outcome: continue to meet AMAO 2 target; More than 5 years cohort: Expected Annual Measurable Outcome: continue to meet AMAO 2 target</p> <p>1d. Expected Annual Measurable Outcome: (likely suspended)</p> <p>1e. Baseline established Fall 2015</p> <p>1f. Kindergarten: Expected Annual Measurable Outcome: Demonstrate growth in percentage of students scoring proficient on foundational reading skills</p> <p>Grade 1: Expected Annual Measurable Outcome: Demonstrate growth in percentage of students scoring proficient on foundational reading skills</p> <p>1g. Expected Annual Measurable Outcome: 90% of grade 3 students are probable readers by Spring 2016</p> <p>1h. Expected Annual Measurable Outcome: Increase percentage</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>As a result of actions outlined in goal 1, student achievement and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section:</p> <p>1a. Percentage of students in grades 3-8 and 11 scoring 3 or above on SBAC Summative in ELA and Mathematics: (GOAL: Establish baseline) 46% of grade 3-8 and 11 students met or exceeded standard on 2015 SBAC Summative in ELA; 37% of grade 3-8 and 11 students met or exceeded standard on 2015 SBAC Summative in Mathematics.</p> <p>1b. Percentage of English learners Reclassified Fluent English Proficient (RFEP rate) (GOAL: Maintain reclassification rate above 15% of EL population):</p> <ul style="list-style-type: none"> Overall ELL population: 16.9% (12-13) compared to 12.2% statewide; 15.3% (13-14) compared to 12.0% statewide; 15.4% (14-15) compared to 11.0% statewide; 10.8% (15-16) compared to 11.2% statewide <p>1c. Percentage of English learners rated English proficient (GOAL: continue to meet AMAO 2 target; More than 5 years cohort: continue to meet AMAO 2 target): Less than 5 years cohort: AMAO 2 target met with 24.8% rated as English proficient (state target of 24.2%); More than 5 years cohort: AMAO 2 target not met with 50.1% rated as English proficient (state target of 50.9%)</p>

of students reaching proficiency by 5 points in each grade level

1i. Expected Annual Measurable Outcome: Increase percentage of students reaching proficiency by 5 points in each grade level

1j. Baseline established.

1d. No data due to suspension of CAHSEE

1e. Baseline SBAC Interim Block Assessment Results:

English language arts:

- Grade 3 - Reading Literary SBAC Interim (64% near/at/above)
- Grade 4 - Reading Literacy SBAC Interim (75% near/at/above)
- Grade 5 - Reading Literacy SBAC Interim (82% near/at/above)
- Grade 6 - Reading Literacy SBAC Interim (84% near/at/above)
- Grade 7 - Reading Literacy SBAC Interim (82% near/at/above)
- Grade 8 - Reading Literacy SBAC Interim (77% near/at/above)
- Grade 11 - Reading Literacy SBAC Interim (97% near/at/above)

Grade 3 - Reading Informational SBAC Interim (68% near/at/above)

Grade 4 - Reading Informational SBAC Interim (87% near/at/above)

Grade 5 - Reading Informational SBAC Interim (91% near/at/above)

Grade 6 - Reading Informational SBAC Interim (81% near/at/above)

Grade 7 - Reading Informational SBAC Interim (82% near/at/above)

Grade 8 - Reading Informational SBAC Interim (89% near/at/above)

Grade 11 -Brief Writes SBAC Interim (95% near/at/above)

Mathematics:

Grade 3 - Operations and Algebraic Thinking SBAC Interim (68% near/at/above)

Grade 4 - Operations Base Ten SBAC Interim (67% near/at/above)

Grade 5 - Operations Base Ten SBAC Interim (64% near/at/above)

Grade 6 - Ratio Proportions SBAC Interim (36% near/at/above)

Grade 7 - Number Systems SBAC Interim (84% near/at/above)

Grade 8 - Functions SBAC Interim (66% near/at/above)

Algebra 1 - Functions SBAC Interim (45% near/at/above)

Algebra 2 - SBAC Interim (92% near/at/above)

Grade 3 - Fractions SBAC Interim (81% near/at/above)

Grade 4 - Fractions SBAC Interim (57% near/at/above)

Grade 5 - Fractions SBAC Interim (59% near/at/above)

Grade 6 - Expressions Equations SBAC Interim (49%

near/at/above)
Grade 7 - Expressions Equations SBAC Interim (80% near/at/above)
Grade 8 - Geometry SBAC Interim (88% near/at/above)
Algebra 1 - Linear Functions SBAC Interim (37% near/at/above)
Geometry - SBAC Interim (46% near/at/above)

1f. Kindergarten: Expected Annual Measurable Outcome:
Demonstrate growth in percentage of students scoring proficient on foundational reading skills:

- Kindergarten: RF.1 - 87%, RF.2 - 63%, RF.3 - 51%, RF.4 - 73% (Spring 2015)
- Kindergarten: RF.1 - 93%, RF.2 - 76%, RF.3 - 68%, RF.4 - 82% (Spring 2016)

Grade 1: Expected Annual Measurable Outcome: Demonstrate growth in percentage of students scoring proficient on foundational reading skills

- Grade 1: RF.1 - 88%, RF.2 - 82%, RF.3 - 86%, RF.4 - 83% (Spring 2015)
- Grade 1: RF.1 - 88%, RF.2 - 81%, RF.3 - 86%, RF.4 - 82% (Spring 2016)

1g. ELEMENTARY EARLY LITERACY: Percentage of grade 3 students classified as "probable reader" on Spring Early Literacy universal screening
(GOAL: 90% of grade 3 students are probable readers by Spring 2016):

- Overall: 71 % (13-14), 86% (14-15), 87% (15-16)

1h. ELEMENTARY READING: Percentage of grades 4-6 students whose Spring instructional reading level is at or above grade level as measured by Star Reading assessment
(GOAL: Increase percentage of students reaching proficiency by 5 points in each grade level):

- Overall: Grade 4 - 52.9% (14-15), Grade 5 - 39.1% (14-15), Grade 6 - 38.5% (14-15)
- Overall: Grade 4 - June (15-16), Grade 5 - June (15-16), Grade 6 - June (15-16)

1i. . ELEMENTARY READING: Percentage of grades 4-6 students scoring proficient (as defined by at or above 50th percentile rank nationally) on Spring Star Reading universal screening Assessment Proficiency report

		<p>(GOAL: Increase percentage of students reaching proficiency by 5 points in each grade level):</p> <ul style="list-style-type: none"> • Overall: Grade 4 - 43% (14-15); Grade 5 - 34% (14-15); Grade 6 - 31% (14-15) • Overall: Grade 4 - 39% (15-16); Grade 5 - 34% (15-16); Grade 6 - 28% (15-16) <p>1j. ELEMENTARY MATH: Percentage of grades 1-6 students scoring proficient or above on spring 2016 math universal screening (as measured by the Assessment Proficiency Report districtwide for grades 1-6 on Star Math - participation rates 97% grade 1, 96% grade 2, 98% grade 3, 97% grade 4, 87% grade 5, 93% grade 6) :</p> <p>(GOAL: Establish baseline)</p> <ul style="list-style-type: none"> • Overall: Grade 1 - 58 %; Grade 2 - 52%; Grade 3 -54%; Grade 4 - 53%; Grade 5 - 49%; Grade 6 - 48% (Spring 2016 baseline)
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Purchase CA State Standards-aligned materials in all Common Core Subjects for all students. Supplemental Materials as needed for Intervention and Enrichment, to support learning for all students. Provide support materials for English Language Learners, Foster Youth, Low Income Students and Special Education Students.</p>	<p>Pilot and purchase CA State Standards-aligned materials in all Common Core subjects: 6-12 Math Materials, Supplemental/support ELA materials, Williams needs, curriculum specifically designed to meet the needs of students with disabilities 4000-4999: Books And Supplies Base \$560,240</p>	<p>Purchased CCSS math materials for students; purchased intervention materials in math and ELA to support targeted students; purchased core curricular materials for Special Education students; purchased library materials to support CCSS; Purchased Library tracking software</p>	<p>Pilot and purchase CA State Standards-aligned materials in all Common Core subjects: 6-12 Math Materials, Supplemental/support ELA materials, Williams needs, curriculum specifically designed to meet the needs of students with disabilities 4000-4999: Books And Supplies Base \$455,729</p>
	<p>Curriculum and materials for intervention, including Special Education intervention materials 4000-4999: Books And Supplies Special Education \$57,000</p>		<p>Curriculum and materials for intervention, including Special Education intervention materials 4000-4999: Books And Supplies Special Education \$57,000</p>
	<p>Increase Library circulation of materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$56,000</p>		<p>Increase Library circulation of materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$52,000</p>
	<p>Provide Library Tracking system initial setup 5000-5999: Services And Other Operating Expenditures</p>		<p>Provide Library Tracking system initial setup 5000-5999: Services And Other Operating Expenditures Supplemental</p>

	Supplemental and Concentration \$40,000		and Concentration \$54,030
<p>Scope of Service: All Schools District-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>Scope of Service: All Schools District-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>Provide Professional Development on CA State Standards and ELD Standards, instructional practices and technology. This will include instructional support for all students, English Language Learners, Foster Youth, Low Income Students, and Special Education Students.</p>	<p>CA State Standards professional development for teachers in core subject areas 1000-1999: Certificated Personnel Salaries Title II \$275,000</p> <p>Provide professional development to support teachers in transitioning to CA State Standards which may include Design Teams and facilitated work groups 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$275,000</p> <p>Provide Program Specialists to support teachers in implementing the common core instructional shifts, strategies, and materials; Instructional Coaches for all school sites, program improvement sites and departments implementing specified student instruction; Provide Teacher coaches to support teachers to implement instructional strategies and practices for targeted sub-group students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$471,981</p>	<p>Provide professional development to all teachers in core subject areas. Teachers participated in training about Unpacking the Standards, classroom management, strategies, Lesson Design (Rowland Instructional Model-RIM), Accountable Talk Structures, cooperative learning strategies, ELA shifts and Standards for Mathematical Practices; Provided instructional coaches at all sites to provide 1:1 and small group work to improve instructional practices and strategies in classrooms and improve first best instruction; Coaches assist teachers in strategies for targeted populations; Additionally, teachers were provided professional development on ELD, SDAIE strategies and specialized training for supporting LTEL students; Teachers participated in Instructional Rounds to increase capacity; Dual Immersion teachers attended state and national conferences and the LACOE Dual Immersion Network; Training was provided in Spanish CCSS, Lesson Design, Estrellita training; Special Education teachers received training to support their students in best</p>	<p>CA State Standards professional development for teachers in core subject areas 1000-1999: Certificated Personnel Salaries Title II \$275,000</p> <p>Provide professional development to support teachers in transitioning to CA State Standards which may include Design Teams and facilitated work groups 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$275,000</p> <p>Provide program specialists to support teachers in implementing the common core instructional shifts, strategies and materials; Instructional Coaches for all school sites, program improvement sites and departments implementing specified student instruction; Provide Teacher coaches to support teachers to implement instructional strategies and practices for targeted sub-group students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$401,331.92</p> <p>Provide instructional coaches to support teachers in implementing the CA State Standards for all school sites</p>

	<p>Provide instructional coaches to support teachers in implementing the California State Standards for all school sites to support teachers to implement instructional strategies and practices for targeted sub-group students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,2430</p> <p>Explore Project Based Learning 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$472,000</p> <p>Provide professional development to support instructional practices and First Best instruction, Unpacking the Standards, and writing in all subject areas 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$52,000</p> <p>Provide teacher collaboration and articulation across campuses to support student learning, including lesson study 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 104,000</p> <p>Provide professional development for Special Education staff related to CA State Standards 5000-5999: Services And Other Operating Expenditures Special Education \$15,000</p> <p>Provide additional support for Bilingual and Dual Immersion Elementary K-3 to support EL students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$65,000</p>	<p>instructional practices including work on Universal Design for Learning; Teachers were provided with grade level/course collaboration and articulation time through early-release and sub time. Coaches participated in training to better support teachers and to stay current in best practices</p>	<p>to support teachers to implement instructional strategies and practices for targeted sub-group students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$626,299</p> <p>Explore Project Based Learning 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$472,000</p> <p>Provide professional development to support instructional practices and First Best instruction, Unpacking the Standards and writing in all subject areas 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$52,000</p> <p>Provide teacher collaboration and articulation across campuses to support student learning, including lesson study 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$104,000</p> <p>Provide professional development for Special Education staff related to CA State Standards 5000-5999: Services And Other Operating Expenditures Special Education \$15,000</p> <p>Provide additional support for Bilingual and Dual Immersion Elementary K-3 to support EL students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$65,000</p>
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<p>Scope of Service All Schools District-wide</p>		<p>Scope of Service All Schools District-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><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>Align local assessments to CA State Standards instructional pacing in order to monitor student progress on achieving CCR.</p>	<p>Continue to provide a Program Specialist for Student Assessment/Special Projects 1000-1999: Certificated Personnel Salaries Base \$11,7411</p> <p>Provide support for full implementation of ELD Portfolio 1000-1999: Certificated Personnel Salaries Title III \$9,256</p> <p>Update and revise K-6 Report Card to align with CA State Standards 1000-1999: Certificated Personnel Salaries Base \$29,750</p> <p>Revise pacing guides and district assessments to reflect CA State Standards 1000-1999: Certificated Personnel Salaries Base \$10,608</p>	<p>Program Specialist provided technical assistance to teachers on OARS assessments, ELD Portfolio, Elementary report cards, CELDT and CAASSP Assessments; Program Specialist provides support for EL, Parental Involvement, GATE and program monitoring.</p> <p>Provided support for full implementation of ELD Portfolio at secondary level and pilot at elementary level</p> <p>Updated K-6 Report Card to align with CA State Standards</p> <p>Revised pacing guides and district assessments to reflect CA State Standards.</p>	<p>Continue to provide a Program Specialist for Student Assessment/Special Projects 1000-1999: Certificated Personnel Salaries Base \$117,411</p> <p>Provided support for full implementation of ELD Portfolio at secondary level and pilot at elementary level 1000-1999: Certificated Personnel Salaries Title III \$9,256</p> <p>Updated K-6 Report Card to align with CA State Standards 1000-1999: Certificated Personnel Salaries Base \$29,750</p> <p>Revised pacing guides and district assessments to reflect CA State Standards. 1000-1999: Certificated Personnel Salaries Base \$10,608</p>
<p>Scope of Service All Schools District-wide</p>		<p>Scope of Service All Schools District-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><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>Establish a Multi-tiered Systems of Support Approach to meet the needs of underperforming students</p>	<p>Establish a Multi-tiered Systems of Support committee to develop district-wide expectations 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,320</p> <p>Maintain data systems and assessment systems to appropriately identify, place and monitor intervention students, including universal screening 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$109,000</p> <p>Maintain, identify and/or pilot intervention programs, including the appropriate restructuring of schedules to meet the needs of intervention students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$95,370</p>	<p>Established a group of three Title I schools to implement an early literacy intervention in grades K-2.</p>	<p>Established a group of three Title I schools to implement an early literacy intervention in grades K-2 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,320</p> <p>Established a group of K-12 Special Education teachers districtwide to implement an ELA and Math intervention 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$109,000</p> <p>Maintained implementation of secondary literacy and math interventions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$95,370</p> <p>Maintained assessment software to universally screen and progress monitor elementary students in literacy and mathematics 5000-5999: Services And Other Operating Expenditures</p> <p>Maintained literacy screening software for secondary students 5000-5999: Services And Other Operating Expenditures</p> <p>Piloted Estrellita to support targeted sub-group students 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000</p>
<p>Scope of Service All Schools District-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>Scope of Service All Schools District-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>	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<p>Provide Extended Learning Opportunities for all students. This will include intervention and extension programs for all students, English Language Learners, Foster Youth, Low Income Students and Special Education Students.</p>	<p>Provide learning opportunities for students beyond the regular curriculum, including Science Technology Engineering Mathematics (STEM). 4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p> <p>Provide Extended School Year for Special Education students 1000-1999: Certificated Personnel Salaries Special Education \$200,000</p> <p>Provide extended day opportunities for RFEP students at-risk 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,243</p> <p>Provide access to tutoring at all sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,960</p> <p>Provide access to credit recovery classes for students in need 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$174,240</p> <p>Provide summer learning opportunities for students in need - secondary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$676,558</p> <p>Provide summer learning opportunities for students in need - elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$123,442</p> <p>Provide learning opportunities for GATE students 5000-5999: Services And Other Operating Expenditures</p>	<p>Provided summer school and Extended School Year for identified sub-groups. Specific programs provided for at-risk, newcomers, LTEL's, and RFEP students; Provided extended learning opportunities for GATE and STEM students; Provided opportunities for credit recovery for high school students in summer and throughout the year.</p>	<p>Provide learning opportunities for students beyond the regular curriculum, including Science Technology Engineering Mathematics (STEM) 4000-4999: Books And Supplies Supplemental and Concentration \$25,000</p> <p>Provide Extended School Year for Special Education students 1000-1999: Certificated Personnel Salaries Special Education \$200,000</p> <p>Provide extended day opportunities for RFEP students at-risk 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,243</p> <p>Provide access to tutoring at all sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,960</p> <p>Provide access to credit recovery classes for students in need 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$174,240</p> <p>Provide summer learning opportunities for students in need - secondary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$676,558</p> <p>Provide summer learning opportunities for students in need - elementary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$600,000</p> <p>Provide learning opportunities for GATE students 5000-5999: Services And Other Operating Expenditures</p>

		Base \$20,000		Base \$97,000
Scope of Service	All Schools District-wide		Scope of Service	All Schools District-wide
<p>__ 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education and at-risk students</p>			<p>__ 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education and at-risk students</p>	
<p>Provide Support Services to assist students in attainment of grade-level Standards. This can include Counseling, ELD and other Services, This will target needs of all students, English Language Learners, Foster Youth and Low Income Students.</p>	<p>Ensure that English Learners enroll in rigorous core content courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,344</p>	<p>Provided Counseling support for English Learner Students; Provided additional classroom sections to increase ELD access for students; Provide professional development and planning time for teachers to support EL students; Joined partnership with LACOE to provide Educational Pass through our SIS to ensure efficient and accurate support upon enrollment and exit; Provide instructional and support program for pregnant and parenting teens; Reduce primary grade classroom sizes to increase student achievement; (Silvia - school items - SAS)</p>	<p>Ensure that English Learners enroll in rigorous core content courses 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,344</p>	<p>School sites continue to provide designated instruction for English Language Development as well as instruction that expands and extends academic language development across the school day 4000-4999: Books And Supplies Supplemental and Concentration \$200,000</p>
	<p>Professional Development in ELD and SDAIE for all teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,030</p>	<p>School sites provided increased services for students in a variety of ways. Impact teachers, instructional coaches and coordinator of student achievement increased services by providing intervention, tutoring, Implementation of intervention programs at school sites.</p>	<p>School sites continue to provide designated instruction for English Language Development as well as instruction that expands and extends academic language development across the school day 4000-4999: Books And Supplies Supplemental and Concentration \$200,000</p>	<p>Professional Development in ELD and SDAIE for all teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$95,030</p>
	<p>Provide professional development to strengthen teacher roles in providing direct services for EL students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000</p>		<p>Provide professional development to strengthen teacher roles in providing direct services for EL students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000</p>	
	<p>Provide additional student to counselor contacts to support students at all schools; college and career, mental, social emotional</p>		<p>Provide additional student to counselor contacts to support students at all schools; college and</p>	

	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$270,000</p> <p>Implementing effective practices for LTEL and monitor students; Explore developing support class for LTELS and Implement goal setting; Explore the Sobrato Early Academic Language (SEAL) model for preventing LTEL's 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,920</p> <p>Establish policy and data infrastructure necessary to support and monitor the educational success of foster and homeless youth 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Provide services and support for pregnant and parenting students, including Cal-Safe Support and Child Care Services 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$325,600</p> <p>Supplemental fund allocation for expenditures to increase student achievement in meeting Common Core State Standards and ELD Standards. LCFF funds are targeted to support personnel including instructional/intervention specialists, instructional technology and professional development in the areas of: English language development, Common Core State Standards and 21st Century Learning innovations. Funds allocated to school sites based on their unduplicated numbers of English learners, low income pupils</p>		<p>career, mental, social emotional 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$270,000</p> <p>Implementing effective practices for LTEL and monitor students, Explore developing support class for LTELS and Implement goal setting, Explore the Sobrato Early Academic Language (SEAL) model for preventing LTEL's 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,920</p> <p>Joined partnership with LACOE to provide Educational Pass through our SIS to ensure efficient and accurate support upon enrollment and exit</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Provide services and support for pregnant and parenting students, including Cal-Safe Support and Child Care Services</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$325,600</p> <p>Supplemental fund allocation for expenditures to increase student achievement in meeting Common Core State Standards and ELD Standards. LCFF funds are targeted to support personnel including instructional/intervention specialists, instructional technology and professional development in the areas of: English language development, Common Core State Standards and 21st Century Learning innovations. Funds allocated to school sites based on their unduplicated numbers of</p>
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	<p>and foster youth to ensure that schools can make decisions to employ support personnel, provide professional development and purchase instructional materials, including technology, to meet the needs of the targeted subgroups. 4000-4999: Books And Supplies Supplemental and Concentration \$1,369,809</p> <p>Support reduced class sizes beyond the required minimum in grades TK-3 (22:1) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,478,143</p>		<p>English learners, low income pupils and foster youth to ensure that schools can make decisions to employ support personnel, provide professional development and purchase instructional materials, including technology, to meet the needs of the targeted subgroups.</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$1,369,809</p> <p>Support reduced class sizes beyond the required minimum in grades TK-3 (22:1) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,478,143</p>
<p>Scope of Service All Schools District-wide</p> <hr/> <p>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 checked="" type="checkbox"/> Other Subgroups: (Specify) Pregnant and parenting students</p>		<p>Scope of Service All Schools District-wide</p> <hr/> <p>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 checked="" type="checkbox"/> Other Subgroups: (Specify) Pregnant and parenting students</p>	
<p>Support data infrastructure for effective evaluation of accountability measures.</p>	<p>Provides Student Information System, Data Monitoring System and Electronic Gradebook 5000-5999: Services And Other Operating Expenditures Base \$108,500</p> <p>Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>	<p>Provided Aeries and OARS to monitor student achievement</p>	<p>Provides Student Information System, Data Monitoring System and Electronic Gradebook 5000-5999: Services And Other Operating Expenditures Base \$108,500</p> <p>Joined partnership with LACOE to provide Educational Pass through the SIS to ensure efficient and accurate support upon enrollment and exit 1000-1999: Certificated Personnel Salaries Supplemental and</p>

	Provide hardware and software to support data management 5000-5999: Services And Other Operating Expenditures Base \$18,499		Concentration \$0
<p>Scope of Service All Schools District-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 All Schools District-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>	Provide hardware and software to support data management 5000-5999: Services And Other Operating Expenditures Base \$18,499
Support site-based actions to increase student achievement.	<p>Provide additional Certificated staff hours to support student achievement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,341,185</p> <p>Provide additional Classified staff hours to support student achievement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$635,059</p> <p>Provide additional materials and resources to support student achievement 4000-4999: Books And Supplies Supplemental and Concentration \$630,239</p> <p>Provide professional development to support student achievement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$199,926</p>	School support included additional hours for tutoring students, providing instruction and reviewing data analysis. Provided additional hours for Classified staff to support at risk students and parents. Schools provided instructional materials, technology devices and non-fiction books. Professional Development was provided on the following topics; Lesson Design, Accountable Talk, English Learner Strategies and Professional Learning Communities.	<p>Provide additional Certificated staff hours to support student achievement 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,341,185</p> <p>Provide additional Classified staff hours to support student achievement 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$635,059</p> <p>Provide additional materials and resources to support student achievement 4000-4999: Books And Supplies Supplemental and Concentration \$1,148,370</p> <p>Provide professional development to support student achievement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$199,926</p>
<p>Scope of Service All Schools District-wide</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service All Schools District-wide</p> <hr/> <p><input type="checkbox"/> All</p>	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide support for students beyond the core program</p>	<p>Continue support for AP/IB - Primary Years Program and HS program 1000-1999: Certificated Personnel Salaries Base \$150,000</p> <p>Maintain and provide additional support to increase student participation (e.g. Music Program, Academic Competition, Athletics). 4000-4999: Books And Supplies Base \$300,000</p> <p>Provide Alternative Education options for at-risk students 1000-1999: Certificated Personnel Salaries Base \$232,665</p> <p>Provide a Non-Public School deterrent program to serve in the Special Education continuum students who require programing on a non-comprehensive school site 5000-5999: Services And Other Operating Expenditures Special Education \$400,000</p>	<p>Provided professional development and collaboration time for the IB and AP teachers; Provided materials for IB program; Committee work on redesign of educational options for at-risk behavior students; Provided extracurricular activities for students including music, academic competitions and field trips; Began the process to return Non-Public schools students to district programs.</p>	<p>Continue support for AP/IB - Primary Years Program and HS program 1000-1999: Certificated Personnel Salaries Base \$150,000</p> <p>Maintain and provide additional support to increase student participation (e.g. Music Program, Academic Competition, Athletics)</p> <p>4000-4999: Books And Supplies Base \$300,000</p> <p>Provide Alternative Education options for at-risk students</p> <p>1000-1999: Certificated Personnel Salaries Base \$232,665</p> <p>Provide a Non-Public School deterrent program to serve in the Special Education continuum students who require programing on a non-comprehensive school site 5000-5999: Services And Other Operating Expenditures Special Education \$400,000</p>
<p>Scope of Service: All Schools District-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: All Schools Distric-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>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>	

_ Other Subgroups: (Specify)			
Purchase CA State Standards-aligned supplemental materials in all Common Core Subjects for all students. Supplemental Materials as needed for Intervention and Enrichment, to support learning for all students. Provide support materials for English Language Learners, Foster Youth, Low Income Students, and Special Education Students.	Research curriculum and materials, including a focus on STEM 4000-4999: Books And Supplies Supplemental and Concentration 0 Provide annual Library Tracking system license to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000	Purchased Library Tracking System to better monitor library resources	Research curriculum and materials, including a focus on STEM 4000-4999: Books And Supplies Supplemental and Concentration 0 Provide annual Library Tracking system license to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to provide Common Core aligned core and supplemental instructional materials, opportunities for support and enrichment for students, including a TK-12 ELA adoption. We will continue to provide professional development for teachers. We will provide increased opportunity for coaching, collaboration, data work, and professional learning communities for teachers as well as additional days of professional development.		

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:	College and Career Readiness/21st Century Skills: Increase the percentage of graduates who complete A-G and enroll in AP/IB, honors courses; Expand and enhance Career Technical Education and STEM courses and activities throughout the District.	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 checked="" type="checkbox"/> 6 <input checked="" 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: All Schools Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 2, student achievement and course access outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section: 2a. Expected Annual Measurable Outcomes: Increase in overall rate by 1%, subgroup rates by 2% 2b. Expected Annual Measurable Outcomes: Increase in overall rate by 1%, subgroup rates by 2% 2c. Expected Annual Measurable Outcomes: Maintain 100% 2d. Expected Annual Measurable Outcomes: increase in pass rate by 1% 2e. Expected Annual Measurable Outcome: (likely suspended) 2f. Expected Annual Measurable Outcomes: maintain percentage of students enrolled at or above 25% of total population, increase percentage who are Hispanic by 2% 2g. Expected Annual Measurable Outcomes: maintain percentage of students enrolled at or above 7% of total population, increase percentage who are Hispanic by 1% 2h. Expected Annual Measurable Outcomes: Baseline established July 2015 2i. Expected Annual Measurable Outcomes: Baseline established July 2015	Actual Annual Measurable Outcomes: As a result of actions outlined in goal 2, student achievement and course access outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section: STUDENT ACHIEVEMENT: 2a. Percentage of grade 12 students completing UC/CSU required courses (GOAL: Increase in overall rate by 1%, subgroup rates by 2%): <ul style="list-style-type: none"> • Overall: 41.1% (12-13), 39.6% (13-14), 43.1% (14-15) • English learners: 4.8% (12-13), 7.0% (13-14), 2.4% (14-15) • Low-income: 34.8% (12-13), 33.5% (13-14), 37.3% (14-15) 2b. Percentage of grade 11 students college ready on Early Assessment Program (Note: The 2014-2015 rate is determined by the percentage of grade 11 students scoring level 4 "Standard Exceeded" on the SBAC ELA grade 11 test) (GOAL: Increase in overall rate by 1%, subgroup rates by 2%): <ul style="list-style-type: none"> • ELA Overall: 21% (12-13), 33% (13-14), 25% (14-15) • ELA English learners: 0% (12-13), 0% (13-14), 0% (14-15) • ELA Economically Disadvantaged: 16% (12-13), 28% (13-14), 19% (14-15) • Math Overall: 22% (12-13), 19% (13-14), 15% (14-15) • Math English learners: 13% (12-13), 5% (13-14), 5% (14-15) • Math Economically Disadvantaged: 16% (12-13), 13% (13-14), 10% (14-15) 2c. Career Technical Education Programs

(GOAL: Maintain 100%):

- Technical Skill attainment: 94.5% (11-12), 85.5% (12-13), 75.6% (13-14), 86.1% (14-15)
- Secondary School Completion: 100% (11-12), 100% (12-13), 100% (13-14), 93.2% (14-15)

2d. Percentage of students enrolled in AP course scoring 3 or higher

(GOAL: increase in pass rate by 1%):

- Overall: 61.1% (12-13), 61.4% (13-14), 69.5% (14-15)

2e. Percentage of students passing high school exit exam:

- Currently suspended

COURSE ACCESS:

2f. Advanced Placement (AP) enrollment in grades 10-12

(GOAL: maintain percentage of students enrolled at or above 25% of total population, increase percentage who are Hispanic by 2%):

- Percentage of students enrolled in one or more AP courses: 27.6% (12-13), 26.9% (13-14), 25.3% (14-15), 27.6%(15-16)
- Percentage of AP students who are Hispanic: 39.9% (12-13), 36.2% (13-14), 38.1% (14-15), 42% (15-16)

2g. International Baccalaureate (IB) enrollment in grades 10-12

(GOAL:maintain percentage of students enrolled at or above 7% of total population, increase percentage who are Hispanic by 1%):

- Percentage of students enrolled in one or more IB courses: 5.5% (12-13), 5.9% (13-14), 7.9% (14-15), 8.0% (15-16)
- Percentage of IB students who are Hispanic: 48.6% (12-13), 49.1% (13-14), 49.3% (14-15), 54.7% (15-16)

2h. Percentage of students participating in VAPA:

(GOAL:Baseline established)

- During the 2015-2016 school year, 37% (1708 students out of a total of 4,599 in the 9-12 grades span districtwide per CBEDS Fall 2015) participated in VAPA courses as defined by meeting the UC/CSU "F" requirement (unduplicated

			<p>count).</p> <ul style="list-style-type: none"> Baseline established for grades 9-12 for the current school year using UC/CSU criteria, with a 2016-2017 goal of identifying systematic way to measure robust visual and performing arts program in the K-8 grade span. <p>2i. Percentage of students participating in STEM (GOAL:Baseline established):</p> <ul style="list-style-type: none"> During the 2015-2016 school year, 7% (482 students out of a total of 6,866 in this grade span per CBEDS Fall 2015), participated in STEM courses in grades 7-8 (besides compulsory Math and Science courses) and 9-12 (besides courses included in A-G). Baseline established for grades 7-12 for the current school year, with a 2016-2017 goal of identifying systematic way to measure robust STEM opportunities in the K-6 grade span.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Support students in CA State Standards and 21st Century Learning Skills.	Research and provide programs and materials to support 21st Century Learning Skills 4000-4999: Books And Supplies Title I \$10,000 Provide professional development for staff to implement programs and technology to support 21st Century Learning Skills 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$20,000 Provide professional development for staff to implement programs and technology to support 21st Century Learning Skills 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$25,000	Provided professional development to support student attainment of 21st Century Learning Skills;	Research and provide programs and materials to support 21st Century Learning Skills 4000-4999: Books And Supplies Title I \$11,000 Provide professional development for staff to implement programs and technology to support 21st Century Learning Skills 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$20,000 Provide professional development for staff to implement programs and technology to support 21st Century Learning Skills 4000-4999: Books And Supplies Supplemental and Concentration \$25,000
Scope of Service	All Schools District-wide	Scope of Service	All Schools District-wide

<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><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>Support students in CA State Standards, college and career readiness, especially Career Pathways</p>	<p>Update Career Pathways to include and integrate standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-need, high-growth, or emerging regional economic sectors 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$25,000</p> <p>Develop work based learning opportunities to include job shadowing, internship and mentoring opportunities, coordinating with industry partners 1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education \$10,000</p> <p>Review and refine course offerings to support students in CA State Standards, college and career readiness, and 21st Century Learning Skills 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$25,000</p>	<p>Work has begun to revise the Career Pathways to make them career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-need, high-growth, or emerging regional economic sectors; Joined the San Gabriel Valley Economic Partnership to make connections with local industry; Provided opportunities for job shadowing, internships and career conferences and competitions. Have CTE articulation agreements in place with Mt. SAC, have 20 CTE courses A-G UC approved.</p>	<p>Update Career Pathways to include and integrate standards-based academics with a career-relevant, sequenced curriculum following industry-themed pathways that are aligned to high-need, high-growth, or emerging regional economic sectors 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$18,750</p> <p>Develop work based learning opportunities to include job shadowing, internship and mentoring opportunities, coordinating with industry partners 1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education \$10,000</p> <p>Review and refine course offerings to support students in CA State Standards, college and career readiness, and 21st Century Learning Skills 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$25,000</p>
<p>Scope of Service All Schools District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service All Schools District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Support students in CA State Standards and college and career readiness.	<p>Develop a system for students to establish academic goals and a portfolio related to college and career readiness at the elementary level, such as CCGI 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,000</p> <p>Research tools to assist being college and assessment ready 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p> <p>Offer varied opportunities for students to concurrently enroll in credit recovery classes, including Alternative Education options 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000</p> <p>Support accelerated Math Pathway. 1000-1999: Certificated Personnel Salaries Base \$12,758</p> <p>Provide professional development for staff regarding effective transition planning, as well as implementation of ISP's for students with disabilities 1000-1999: Certificated Personnel Salaries Special Education \$10,000</p> <p>Provide opportunities for students to increase college awareness such as college nights, field trips, technology tools 4000-4999: Books And Supplies Base \$0</p> <p>Offer classes for college credit on</p>	<p>Implemented CCGI for grades 7-12; Offered credit recovery classes at all 3 high schools; Supported the accelerated math pathway for secondary students; high schools offered college awareness nights; investigated STEM offerings which will be in place for 2016-17; provided professional development for transitioning planning and ISP's</p>	<p>Develop a system for students to establish academic goals and a portfolio related to college and career readiness at the elementary level, such as CCGI 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,394</p> <p>Research tools to assist being college and assessment ready 4000-4999: Books And Supplies Supplemental and Concentration \$4,754</p> <p>Offer varied opportunities for students to concurrently enroll in credit recovery classes, including Alternative Education options 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$83,600</p> <p>Support accelerated Math Pathway. 1000-1999: Certificated Personnel Salaries Base \$14,206</p> <p>Provide professional development for staff regarding effective transition planning, as well as implementation of ISP's for students with disabilities 1000-1999: Certificated Personnel Salaries Special Education \$10,000</p> <p>Provide opportunities for students to increase college awareness such as college nights, field trips, technology tools 4000-4999: Books And Supplies Base \$0</p> <p>Offer classes for college credit on high school campuses 1000-1999: Certificated Personnel Salaries Base</p>

	<p>high school campuses 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Investigate opportunities for STEM education such as PLTW 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000</p>		<p>\$0</p> <p>Investigate opportunities for STEM education such as PLTW 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,000</p>
<p>Scope of Service: All Schools District-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: All Schools District-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>Expand AVID Program: provide professional development, materials and support; Explore AVID Excel</p>	<p>Provide professional development for AVID staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000</p> <p>Provide additional support at sites, such as tutors, materials and field trips for AVID 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$100,000</p> <p>Expand the AVID program at secondary school to provide critical reading strategies for instructional text that align to the Common Core Standards, expand AVID Elementary as well as provide additional support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,273</p>	<p>In support of the AVID program the district provided tutors, books and supplies, promotional items, professional development (summer training, LACOE), monitored goals and activities</p>	<p>Provide professional development for AVID staff 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,394</p> <p>Provide additional support at sites, such as tutors, materials and field trips for AVID 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$100,000</p> <p>Expand the AVID program at secondary school to provide critical reading strategies for instructional text that align to the Common Core Standards, expand AVID Elementary as well as provide additional support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,273</p>

<p>Scope of Service All Secondary Schools, Elementary Pilot sites District-wide</p>		<p>Scope of Service All Secondary Schools, Elementary Pilot sites District-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><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>Provide additional counseling services to support students at all schools; college and career, mental, social/emotional.</p>	<p>Provide professional development for counseling program. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p>	<p>Provided professional development for counselors including CCGI, UC and CSU conferences, and a conference to deal with challenging students</p>	<p>Provide professional development for counseling program. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,575</p>
<p>Scope of Service All Schools District-wide</p>		<p>Scope of Service All Schools District-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><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>Targeted subgroups will identify a post secondary college/career plan, be enrolled in appropriate college and/or career prep courses and monitored until graduation; Ensure counselor regular individual contact with high risk students to provide supports and interventions as needed.</p>	<p>English Learner course placement and pathways are provided, refined and monitored to ensure access to appropriate secondary courses and assure college and career readiness 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$63,788</p> <p>Increased student to counselor contact for English Learners, Foster Youth, and at-risk students to address high school courses, college</p>	<p>Provided additional counseling support to identified LTEL students to develop goals and actions to be college and career ready; support for course selection</p>	<p>English Learner course placement and pathways are provided, refined and monitored to ensure access to appropriate secondary courses and assure college and career readiness 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$63,788</p> <p>Increased student to counselor contact for English Learners, Foster Youth, and at-risk students to address high school courses, college preparedness,</p>

	preparedness, financial assistance, and goal setting (see above) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0		financial assistance, and goal setting (see above) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0
<p>Scope of Service All Schools District-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 type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service All Schools District-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 type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Provide educational technology professional development for RUSD staff	<p>Ed Tech TOSA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$102,243</p> <p>Ed Tech Community of Practice for teachers and administrators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p> <p>Professional learning for RUSD administrators, focus on TPACK/SAMR</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$35,000</p> <p>Introduction to digital citizenship districtwide for students 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>	Provided Ed Tech TOSA to support professional development, the Community of Practice, and began work on digital citizenship work for all students	<p>Ed Tech TOSA 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$159,571</p> <p>Ed Tech Community of Practice for teachers and administrators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p> <p>Professional learning for RUSD administrators, focus on TPACK/SAMR 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$31,353</p> <p>Introduction to digital citizenship districtwide for students 4000-4999: Books And Supplies Supplemental and Concentration \$2,065</p>
<p>Scope of Service All Schools District-wide</p> <hr/>		<p>Scope of Service All Schools District-wide</p> <hr/>	

<p><u> </u> 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p>		<p><u> </u> 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 checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide educational software and learning management system.</p>	<p>Purchase Learning Management System to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$90,000</p>	<p>Piloted and purchased a Learning Management System for all students and teachers</p>	<p>Purchase Learning Management System to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$90,000</p>
<p>Scope of Service: All Schools District-wide</p>		<p>Scope of Service: All Schools District-wide</p>	
<p><u> </u> 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><u> </u> Other Subgroups: (Specify)</p>		<p><u> </u> 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><u> </u> Other Subgroups: (Specify)</p>	
<p>Provide educational technology support to provide greater access for targeted subgroups.</p>	<p>Increase technology support at district and sites 2000-2999: Classified Personnel Salaries Common Core Standards Implementation Funds \$300,000</p> <p>Hire classified district tech to manage all RUSD digital learning accounts 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$80,000</p> <p>Implement Mobile Device Management system 5000-5999: Services And Other Operating Expenditures Base \$45,000</p>	<p>Hired Technology support staff; implemented the Mobile Device Management System</p>	<p>Increase technology support at district and sites 2000-2999: Classified Personnel Salaries Common Core Standards Implementation Funds \$300,000</p> <p>Hire classified district tech to manage all RUSD digital learning accounts 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$80,000</p> <p>Implement Mobile Device Management system 5000-5999: Services And Other Operating Expenditures Base \$45,000</p>

<p>Scope of Service</p> <hr/> <p><input 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</p> <hr/> <p><input 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to provide support for students to be college and career ready when they graduate. Students will have access to a low counselor-to-student ratio, an AVID program, access to CCGI, updated Career Pathways and appropriate course placements. Students will have access to technology in classrooms and it's use will be supported by professional development, coaching, technical support , a learning management system, and additional devices.</p>		

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:	Communicate and Collaborate: The Rowland Unified School District is committed to a culture of collaboration and open, transparent communication to assure accurate, timely information, which will engage, inform and educate all stakeholders.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 3, parental involvement outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section: 3a. Expected Annual Measurable Outcome: administer a 2015-2016 district-wide parent survey as baseline, with survey items collecting feedback on parent perspectives on RUSD implementation of the eight state priorities, including the goal to increase communication and collaboration 3b. Expected Annual Measurable Outcome: establish baseline of stakeholder engagement with online communication tools with online tracking tools (e.g. Google analytics) 3c. Expected Annual Measurable Outcome: pilot a 2015-2016 student survey from a representative sample of students from each grade span and school, with survey items collecting feedback on student perspectives on RUSD implementation of the eight state priorities, including the goal to increase communication and collaboration	Actual Annual Measurable Outcomes:	As a result of actions outlined in goal 3, parental involvement outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section: PARENTAL INVOLVEMENT: 3a. Increase communication and collaboration with parents (LCAP Community Survey updated for June 28 Board Meeting; RUSD Stakeholder Engagement Survey updated for June 28 Board Meeting) 3b. Promotion of parent participation and engagement in district provided resources (Communications metrics updated for June 28 Board Meeting) OTHER OUTCOMES: 3c. Increase communication and collaboration with students (RUSD Grade 12 Exit Survey updated for June 28 Board Meeting)
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Parent Education to support student learning and achievement.	Support DELACS and ELACs to provide input and recommendations on the development and implementation of LCAP and LCFF 4000-4999: Books And Supplies Supplemental and Concentration \$1,000	Provided training on District Direction and LCAP goals; The following training was provided: Common Core, ELA, Math, ELD Standards, A-G requirements, Schmoop, CAASSP results, district assessments, student data, and AVID; Coordinated with school sites for opportunities for college	Support DELACS and ELACs to provide input and recommendations on the development and implementation of LCAP and LCFF 4000-4999: Books And Supplies Supplemental and Concentration \$5,905 Ongoing Common Core Parent training

	<p>Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p> <p>Provide training to parents regarding mathematics, literacy intervention programs and literacy 4000-4999: Books And Supplies Supplemental and Concentration \$66,000</p> <p>Provide college information nights for parents such as financial aid and A-G requirements. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>	<p>awareness and information nights; Provided Parent Involvement Academy to educate parents on a variety of timely topics; Provided Parent Tech nights to assist parent understanding of technology use in classrooms</p>	<p>for bilingual parents at DELAC and site ELAC meetings 4000-4999: Books And Supplies Supplemental and Concentration \$6,593</p> <p>Provide training to parents regarding mathematics, literacy intervention programs and literacy 4000-4999: Books And Supplies Supplemental and Concentration \$32,160</p> <p>Provide college information nights for parents such as financial aid and A-G requirements 4000-4999: Books And Supplies Supplemental and Concentration \$633</p>
<p>Scope of Service All Schools District-wide</p> <hr/> <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>Scope of Service All Schools District-wide</p> <hr/> <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>Communicate in appropriate languages.</p>	<p>Communication in appropriate languages 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$164,720</p> <p>Provide parent training on SPED topics, specifically targeting our SPED students who are identified as ELL's 1000-1999: Certificated Personnel Salaries Special Education \$500</p>	<p>Provided additional translator for parents: interpreting and translating; increased school site access to translator services; Contracted with outside translation services for additional languages; Additional support for IEP meetings</p>	<p>Communication in appropriate languages. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$175,675</p> <p>Provide parent training on SPED topics, specifically targeting our SPED students who are identified as ELL's 1000-1999: Certificated Personnel Salaries Special Education \$500</p>
<p>Scope of Service All Schools District-wide</p>		<p>Scope of Service All Schools District-wide</p>	

<p><u> </u> All ----- OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>		<p><u> </u> All ----- OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	
<p>Support ELAC and DELAC to increase support for English Learners.</p>	<p>Support DELACS and ELACs to provide input and recommendations on the development and implementation of LCAP and LCFF 4000-4999: Books And Supplies Supplemental and Concentration \$1,000</p> <p>Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings 4000-4999: Books And Supplies Supplemental and Concentration \$2,000</p>	<p>Met with members of DELAC and ELACs to get input and recommendations on implementation of the District Direction and LCAP</p>	<p>Support DELACS and ELACs to provide input and recommendations on the development and implementation of LCAP and LCFF 4000-4999: Books And Supplies Supplemental and Concentration \$500</p> <p>Ongoing Common Core Parent training for bilingual parents at DELAC and site ELAC meetings 4000-4999: Books And Supplies Supplemental and Concentration \$204</p>
<p>Scope of Service All Schools District-wide</p> <hr/> <p><u> </u> All ----- OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>		<p>Scope of Service All Schools District-wide</p> <hr/> <p><u> </u> All ----- OR: <u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)</p>	
<p>Provide information to Parents and Community.</p>	<p>Develop and refine avenues and practices for effective communication and collaboration between and among District staff, students, parents and community. 2000-2999: Classified Personnel Salaries Base \$133,421</p> <p>Utilize appropriate technology tools</p>	<p>Provided a Public Information Officer (PIO) to assist in communication with parents and community; provided ParentLink, websites, mobile app, E-news, Let's Talk, and Edlio to better communicate with parents regarding student progress and school information; Launched an electronic</p>	<p>Develop and refine avenues and practices for effective communication and collaboration between and among District staff, students, parents and community. 2000-2999: Classified Personnel Salaries Base \$117,033</p> <p>Utilize appropriate technology tools to create two-way communication to</p>

	<p>to create two-way communication to provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$100,881</p> <p>Ensure effective communication between the District and staff, parents, and the community members through the District and school site websites, the RUSD mobile application, RUSD E-news, Let's Talk, ParentLink messages, and print and social media, including email, Twitter and Facebook 5000-5999: Services And Other Operating Expenditures Base</p>	<p>flyer system to enhance communication with parents and community</p>	<p>provide greater access for targeted subgroups 5000-5999: Services And Other Operating Expenditures Base \$100,881</p> <p>Ensure effective communication between the District and staff, parents, and the community members through the District and school site websites, the RUSD mobile application, RUSD E-news, Let's Talk, ParentLink messages, and print and social media, including email, Twitter and Facebook 5800: Professional/Consulting Services And Operating Expenditures Base 57,887</p>
<p>Scope of Service All Schools District-wide</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 Schools District-wide</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 the number and types of opportunities for parents to meaning fully participate in the education of all students, with emphasis on identified subgroups.</p>	<p>Develop partnerships with community organizations to support student needs 0001-0999: Unrestricted: Locally Defined Base \$0</p> <p>Increase parent involvement at elementary and secondary schools 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>	<p>Increasing partnerships with community-based groups such as Kiwanis and Rotary; Increased financial support for students and staff including scholarships, classroom grants and staff recognitions; Increased parent involvement at school sites through School Site Councils, PTA/PTO; increased parent involvement at the district level through Superintendents Parent Council and DELAC</p>	<p>Develop partnerships with community organizations to support student needs 0001-0999: Unrestricted: Locally Defined Base \$0</p> <p>Increase parent involvement at elementary and secondary schools 4000-4999: Books And Supplies Supplemental and Concentration \$0</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	

<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?	Our community and parents will continue to have many opportunities to communicate and collaborate with the district. We will continue to support parent education opportunities, including DELAC and ELAC support, increased parent involvement at school sites, and provide communication tools. We will continue to support and seek out community partnerships. We have increased our translation services in Spanish and will increase services in Chinese.		

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.

<p>Original GOAL 4 from prior year LCAP:</p>	<p>Fiscal Responsibility: Responsibly manage and allocate financial resources to maximize the students educational experiences while closely monitoring the budget and enrollment, making timely adjustments to staffing, services, programs and budgets to maintain District solvency.</p> <p>Facilities: Develop options, plans, and agreements to provide adequate, safe, and clean facilities on both a short-and long-term basis that appropriately and effectively houses the programmatic needs of our students.</p>	<p>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</p>
<p>Goal Applies to: Schools: All Schools Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>As a result of actions outlined in goal 4, outcomes in basic services, facilities and technology will reflect the expected measurable outcomes articulated for each metric in the needs section:</p> <p>4a. Expected Annual Measurable Outcomes: maintain all sites in "good repair," all students having "sufficient materials or instructional materials" on Williams Report</p> <p>4b. Expected Annual Measurable Outcomes: identify and communicate long-term plan to improve infrastructure to reflect needs of 21st Century teaching and learning</p> <p>4c. Expected Annual Measurable Outcomes: identify and communicate long-term plan to improve infrastructure to reflect needs of 21st Century teaching and learning</p> <p>4d. Expected Annual Measurable Outcomes: baseline assessment during 2015-2016</p> <p>4e. Expected Annual Measurable Outcomes: increase ratio of devices per pupil by 10%</p>	<p>Actual Annual Measurable Outcomes:</p> <p>As a result of actions outlined in goal 4, outcomes in basic services, facilities and technology will reflect the expected measurable outcomes articulated for each metric in the needs section:</p> <p>BASIC SERVICES:</p> <p>4a. Ensure basic services are provided: (GOAL: maintain all sites in "good repair," all students having "sufficient materials or instructional materials" on Williams Report):</p> <ul style="list-style-type: none"> All facilities in "good repair" on Williams/FIT Report: 100% (12-13), 100% (13-14), 100% (14-15), 100% (15-16) All students have "sufficient materials or instructional materials" on Williams Report: 100% (12-13), 100% (13-14), 100% (14-15), 100% (15-16) <p>FACILITIES and TECHNOLOGY:</p> <p>4b. Adequate Bandwidth for anticipated needs for instruction and assessment (GOAL: identify and communicate long-term plan to improve infrastructure to reflect needs of 21st Century teaching and learning):</p> <ul style="list-style-type: none"> Bandwidth evaluation: 42% (9/19) of school sites with 100mbps (13-14); 100% (19/19) of school site with 100mbps (14-15), 84% (16/19) of school sites with 1000 mbps (15-16) Goal met through development and communication of technology plan to provide infrastructure at all sites that support 21st century teaching and learning through Board of Education update from Technology Department and through the Future Ready planning process.

	<p>4c. Increase Wi-Fi access to support anticipated instructional needs (GOAL: identify and communicate long-term plan to improve infrastructure to reflect needs of 21st Century teaching and learning):</p> <ul style="list-style-type: none"> • Wifi access analysis: Approximate district-wide ratio of one access point for every 3 classrooms (13-14 and 14-15), one access point for every 2.5 classrooms (15-16) • -Goal met through development and communication of technology plan to provide infrastructure at all sites that support 21st century teaching and learning through Board of Education update from Technology Department and through the Future Ready planning process. <p>4d. Improve Digital literacy skills for pupil. (GOAL: Baseline assessment during 2015-2016)</p> <ul style="list-style-type: none"> • Pupil performance on Digital Literacy assessment: currently identifying assessment to implement <p>4e. Increase ratio of devices to Pupil population. (GOAL: increase ratio of devices per pupil by 10%)</p> <ul style="list-style-type: none"> • Percentage of Pupils related to devices: One device for every 2.5 students baseline, or approximately 5823 devices for 14,402 students (Fall 2014); With purchase of additional 1131 devices in Spring 2015, ratio increased to one device for every 2.0 students, or approximately 6,954 devices for 14,402 students (Spring 2015); Inventory currently being conducted (Spring 2016)
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Routine Restricted Maintenance Account.	Provide routine maintenance to facilities 0001-0999: Unrestricted: Locally Defined Base \$4,800,000	Provided Routine Maintenance to keep facilities in "Good Repair" including: HVAC Systems, low voltage fire alarm systems, storm drains, electrical system, plumbing system, structural, grounds and site related conditions. Utilized FIT Report and applied timely work order requests	Provide routine maintenance to facilities 0001-0999: Unrestricted: Locally Defined Base \$4,094,140

<p>Scope of Service All Schools District-wide</p>		<p>Scope of Service All Schools District-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Deferred Maintenance (Fund 14) to provide a safe and secure student environment and properly maintained school facilities.</p>	<p>Repair and Replacement of school facilities 0001-0999: Unrestricted: Locally Defined Other \$650,000</p>	<p>Deferred Maintenance (Fund 14) Provided repair to keep facilities in "Good Repair" including: HVAC Systems, low voltage fire alarm systems, storm drains, electrical system, plumbing system, structural, grounds and site related conditions. Utilized FIT Report and applied timely work order requests</p>	<p>Repair and replacement of school facilities 0001-0999: Unrestricted: Locally Defined Other \$650,000</p>
<p>Scope of Service All Schools District-wide</p>		<p>Scope of Service All Schools District-wide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Update technology infrastructure to support 21st Century Teaching and Learning.</p>	<p>Implement appropriate software for filtering and monitoring social media 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,000 Increase WAN bandwidth between all sites to 1GB 4000-4999: Books And Supplies Supplemental and</p>	<p>Update technology infrastructure to support 21st Century Teaching and Learning: filtering software has been implemented, increased bandwidth at district and all school sites, additional wifi access points deployed, new Acceptable Use Policy implemented</p>	<p>Implement appropriate software for filtering and monitoring social media 5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$28,871 Increase WAN bandwidth between all sites to 1GB 4000-4999: Books And Supplies Supplemental and</p>

	<p>Concentration \$250,000</p> <p>Upgrade network infrastructure (LAN) at sites 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$1,000,000</p> <p>Upgrade all Wi-Fi access points in classrooms 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p> <p>Review, update and train on Acceptable Use Policy and Education Code to reflect emerging technology requirement 1000-1999: Certificated Personnel Salaries Base \$0</p>		<p>Concentration \$213,066</p> <p>Upgrade network infrastructure (LAN) at sites 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$1,000,000</p> <p>Upgrade all Wi-Fi access points in classrooms 4000-4999: Books And Supplies Supplemental and Concentration \$91,974</p> <p>Review, update and train on Acceptable Use Policy and Education Code to reflect emerging technology requirement. 1000-1999: Certificated Personnel Salaries Base \$0</p>
<p>Scope of Service All Schools District-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 All Schools District-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 increase in technology to support 21st Century Teaching and Learning</p>	<p>Increase student-to-device ratio of mobile devices, with focus on unduplicated students, through district purchase or BYOD 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$500,000</p> <p>Maintain or increase ratio of district technology (computers, projectors, boards, doc cams, audio, storage) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$200,000</p>	<p>Increased number of devices available to students at all sites; purchased and maintained devices</p>	<p>Increase student-to-device ratio of mobile devices, with focus on unduplicated students, through district purchase or BYOD 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$500,000</p> <p>Maintain or increase ratio of district technology (computers, projectors, boards, doc cams, audio, storage) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$200,000</p>

Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to maintain sound fiscal practices and be good stewards of funds. We will continue efforts to maintain and improve the physical plant to continue to provide an atmosphere conducive to learning.		

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 5 from prior year LCAP:	Student and Staff Safety and Wellness: School and District plans, educational programs, and operational procedures will promote the health, academic and personal support and safety of our students and staff.	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: All Schools Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>As a result of actions outlined in goal 5, outcomes in student services, school climate and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section:</p> <p>5a. Expected Annual Measurable Outcome: maintain 97% or above district-wide attendance rate</p> <p>5b. Expected Annual Measurable Outcome: Reduce chronic absenteeism by 0.5% for 2015-2016</p> <p>5c. Expected Annual Measurable Outcome: increase overall graduation rate by 1% towards the federal target of 90%, increase all subgroups by 2%</p> <p>5d. Expected Annual Measurable Outcome: decrease overall dropout rate by 0.5%, decrease all subgroups by 2%</p> <p>5e. Expected Annual Measurable Outcome: maintain middle school dropout rate of 0.00%</p> <p>5f. Expected Annual Measurable Outcome: maintain overall suspension rate of 4% or below, with all schools reflecting subgroup suspension rates proportionate to their subgroup populations</p> <p>5g. Expected Annual Measurable Outcome: maintain overall expulsions total of 25 students or below</p> <p>5h. Expected Annual Measurable Outcomes: Maintain 95% or higher agreement or strong agreement on school being a "safe place for students."</p> <p>5i. Expected Annual Measurable Outcome: pilot a 2015-2016 student survey from a representative sample of students from each grade span and school, with survey items collecting feedback on student perspectives on RUSD implementation of the eight state priorities, including the goal to ensure student safety</p>	Actual Annual Measurable Outcomes:	<p>As a result of actions outlined in goal 5, outcomes in student services, school climate and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section:</p> <p>STUDENT ENGAGEMENT:</p> <p>5a. Attendance rate (P2) (GOAL: Maintain 97% or above district-wide attendance rate)</p> <ul style="list-style-type: none"> Overall: 97.6% (11-12), 96.6% (12-13), 97.3% (13-14), June 2016 (14-15), June 2016 (15-16) <p>5b. Chronic absenteeism (GOAL: Reduce chronic absenteeism by 0.5% for 2015-2016):</p> <ul style="list-style-type: none"> Overall: 5.5% (2014-2015), June 2016 (15-16) <p>5c. Graduation rate (GOAL: Increase overall graduation rate by 1% towards the federal target of 90%, increase all subgroups by 2%)</p> <ul style="list-style-type: none"> Overall: 84.1% (11-12), 83.9% (12-13), 87.6% (13-14), 86.0% (14-15) English learners: 70.9% (11-12), 68.2% (12-13), 75.9% (13-14), 74.5% (14-15) Low-income: 81.9% (11-12), 80.9%(12-13), 85.6% (13-14), 83.9% (14-15) <p>5d. High school cohort dropout rate (GOAL: Decrease overall dropout rate by 0.5%, decrease all</p>

and wellness

subgroups by 2%)

- Overall: 8.7% (11-12), 9.3% (12-13), 6.9% (13-14), 8.4% (14-15)
- -English learner: 16.8% (11-12), 18.5% (12-13), 13.9% (13-14), 13.3% (14-15)
- Low-income: 9.8% (11-12), 11.1%(12-13), 7.6% (13-14), 9.3% (14-15)

5e. Middle school dropout rate (grades 7-8)

(GOAL: Maintain middle school dropout rate of 0.00%):

Overall: 10 out of 2423 (0.00%) in 2011-2012; 13 out of 2449 (0.00%) in 2012-2013; 2 out of 2375 (0.00%) in 2013-2014; 1 out of 2283 (0.00%) in 2014-2015

SCHOOL CLIMATE:

5f. SUSPENSION RATE BY FEDERAL OFFENSE: Represents students involved in one or more incidents during the academic year who were subsequently suspended from school as reported by California Department of Education's DataQuest site. Although a student may have committed multiple offenses as part of a single incident; each student is only counted once per incident for which they were suspended. Suspended students whose most serious offense was violating California Education Code Section 48900(k), otherwise known as "Defiance," are not included in this rate. The 2015-2018 RUSD LCAP included all suspensions recorded in the local student information system. The rates here reflect an alignment with the state and federal reporting system. (GOAL: Maintain overall suspension rate of 4% or below, with all schools reflecting subgroup suspension rates proportionate to their subgroup populations)

- Overall: 5.6% (11-12) 4.3% (12-13); 3.8% (13-14); 2.6% (14-15)

5g. EXPULSION RATE BY FEDERAL OFFENSE: Represents students involved in one or more incidents during the academic year who were subsequently expelled from school as reported by California Department of Education's DataQuest site. Although a student may have committed multiple offenses as part of a single incident; each student is only counted once per incident for which they were suspended. Expelled students whose most serious offense was violating California Education Code Section 48900(k), otherwise known as "Defiance," are not included in this

	<p>rate. The 2015-2018 RUSD LCAP included all expulsions recorded in the local student information system. The rates here reflect an alignment with the state and federal reporting system. (GOAL: Maintain overall expulsions total of 25 students or below)</p> <ul style="list-style-type: none"> • Overall: 0% (11-12), 0% (12-13), 0% (13-14), 0% (14-15) <p>OTHER STUDENT OUTCOMES:</p> <p>5h. Healthy Kids Survey:</p> <ul style="list-style-type: none"> • Total survey respondents in grades 7, 9 and 11 who perceived school as "safe" or "very safe" • Grade 7: 62% (08-09), 64% (11-12), 74% (13-14), 70% (14-15) • Grade 9: 50% (08-09), 57% (11-12), 56% (13-14), 62% (14-15) • Grade 11: 50% (08-09), 60% (11-12), 59% (13-14), 61% (14-15) <p>5i. RUSD Student survey:</p> <ul style="list-style-type: none"> • RUSD Grade 12 exit survey administered districtwide (baseline established)
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide ongoing professional development and interventions while monitoring student needs as related to behaviors, attendance and character development.	Professional development offered for campus aide school teams 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$200	Piloted, trained and implemented PBIS for Cohort 1 schools; provided Mental Health First Aide training for appropriate staff; Trained and implemented 3 district IA's, who work as itinerants throughout the district supporting students with behavior issues (both identified and non-identified for SPED); 504 training for the principals in December	Professional development offered for campus aide school teams 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$200
	Explore behavior intervention system program and its implementation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$81,080		Explore behavior intervention system program and its implementation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$81,080
	Provide training for administrators regarding facilitating and leading an effective meeting 1000-1999: Certificated Personnel Salaries Other \$1,000		Provide training for administrators regarding facilitating and leading an effective meeting 1000-1999: Certificated Personnel Salaries Other \$1,000
	Review elementary and secondary Student Study Team processes to		Review elementary and secondary Student Study Team processes to ensure a more effective and consistent process district wide 1000-1999:

	ensure a more effective and consistent process district wide 1000-1999: Certificated Personnel Salaries Special Education \$1,000		Certificated Personnel Salaries Special Education \$1,000
<p>Scope of Service: All Schools District-wide</p> <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: All Schools District-wide</p> <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>	
Continue to explore current role of counselor and implement work to support student needs.	<p>Implement expectations for Counselors to meet student needs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Implement CCGI (see above) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>	Implemented CCGI; worked with counselors to determine common expectations	<p>Implement expectations for Counselors to meet student needs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Implement CCGI (see above) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>
<p>Scope of Service: All Schools District-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All Schools District-wide</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Provide staffing and ongoing training to all staff regarding safety including; understanding work environments, safety planning, lock down and	Continue to develop and implement district facility safety plan including all district properties and staff 0000: Unrestricted Base \$0	Provided classified staff training regarding safe use of equipment; provided health services, law enforcement, noon aide and campus	Continue to develop and implement district facility safety plan including all district properties and staff 0000: Unrestricted Base \$0

<p>equipment inventory to strengthen response.</p>	<p>Provide required training for health and safety of students and staff 1000-1999: Certificated Personnel Salaries Other \$0</p> <p>Explore and implement health services, law enforcement, noon aide and campus aide staffing in alignment with program funding and student need 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,124,392</p> <p>Professional development offered for campus aide school teams 4000-4999: Books And Supplies Base \$200</p>	<p>aide staff to support student achievement and safety</p>	<p>Provide required training for health and safety of students and staff 1000-1999: Certificated Personnel Salaries Other \$0</p> <p>Explore and implement health services, law enforcement, noon aide and campus aide staffing in alignment with program funding and student need 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$758,314</p> <p>Professional development offered for campus aide school teams 4000-4999: Books And Supplies Base \$28.502</p>
<p>Scope of Service All Schools District-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 All Schools District-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>Provide assistance for school climate to support students</p>	<p>Seek grant opportunities to enhance student programs 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Collaborate with outside agencies to provide mental, social, emotional services 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Provide conflict resolution and drug education courses for student intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Support Liaison work for SARB,</p>	<p>Provided Family Resource Center (FRC) Services to at-risk students and families; provide attendance and SARB support to truant students; Provided needed services to Foster and Homeless students</p>	<p>Seek grant opportunities to enhance student programs 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Collaborate with outside agencies to provide mental, social, emotional services 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Provide conflict resolution and drug education courses for student intervention 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>Support Liaison work for SARB,</p>

	Foster, homeless and at-risk students (subject to grant funding) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,146,724		Foster, homeless, and at-risk students (subject to grant funding) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,213,927
Scope of Service All Schools District-wide		Scope of Service All Schools District-wide	
_ 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At-risk students</u>		_ 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>At-risk students</u>	
Provide appropriate health services to target group students	Provide appropriate health staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,119,681	Provided health services staff for students to increase attendance, safety and achievement	Provide appropriate health staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$594,838
Scope of Service All Schools District-wide		Scope of Service All Schools District-wide	
_ 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 _ Other Subgroups: (Specify)		_ 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 _ Other Subgroups: (Specify)	
Additional support positions to support at-risk students	Provide support staff to work with at risk students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$657,513	Provided increased services to sites in the areas of administrative support, library support and intervention teachers to support targeted sub-groups	Provide support staff to work with at risk students 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$374,179
Scope of Service		Scope of Service	

<p><input 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><input 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</p>		<p>Scope of Service</p>	
<p><input 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><input 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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will continue to provide a safe and healthy environment for students and staff. We will continue PBIS training for Cohort 1 and add Cohort 2. We will utilize counselors, the Family Resource Center, health and safety staffing to provide needed services for students and staff. We will also continue to partner with outside agencies to provide increased services for mental health issues. We will provide staff training as needed to maintain a safe work environment.</p>		

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 6 from prior year LCAP:	Leadership: An exemplary school district has strong leadership at all levels of the organization that is committed to providing a world-class educational experience for all students and is dedicated to improving student achievement, as well as promoting collaboration and creativity among students, staff, parents and the community.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: All Schools ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	As a result of actions outlined in goal 6, outcomes in basic services and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section: 6a. Expected Annual Measurable Outcome: maintain 100% of teachers will be fully credentialed and appropriately assigned on on Williams Report 6b. Expected Annual Measurable Outcome: administer a 2015-2016 district-wide parent survey as baseline, with survey items collecting feedback on parent perspectives on RUSD implementation of the eight state priorities, including the goal to promote collaboration and creativity with parents 6c. Expected Annual Measurable Outcome: pilot a 2015-2016 student survey from a representative sample of students from each grade span and school, with survey items collecting feedback on student perspectives on RUSD implementation of the eight state priorities, including the goal to promote collaboration and creativity with students - establish baseline 2015-16	Actual Annual Measurable Outcomes: As a result of actions outlined in goal 6, outcomes in basic services and other student outcomes will reflect the expected measurable outcomes articulated for each metric in the needs section: BASIC SERVICES: 6a. Rate of teacher misassignment on Williams Report (GOAL: 100% of teachers will be fully credentialed and appropriately assigned on on Williams Report) 100% HQT (12-13), 100% HQT(13-14), 100% HQT (14-15), 98.7% credentialed and appropriately assigned (15-16) OTHER OUTCOMES: 6b. RUSD Parent survey - LCAP Community Stakeholder Survey, June 2016 6c. RUSD Student survey - Grade 12 Exit Survey, June 2016	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide Professional Development for staff to help facilitate quality service levels addressing the diverse needs of our student population.	Establish and support the development of Professional Learning Communities to promote instructional leadership and positive district culture 5000-5999: Services And Other Operating Expenditures	Staff has established Professional Learning Communities at school sites; teachers and staff have been provided with opportunities to collaborate with grade level/course-alike teachers at sites and district levels	Establish and support the development of Professional Learning Communities to promote instructional leadership and positive district culture 5000-5999: Services And Other Operating Expenditures Supplemental and

	<p>Supplemental and Concentration \$42,000</p> <p>Provide opportunities for collaboration within and among school sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$638,701</p>		<p>Concentration \$42,000</p> <p>Provide opportunities for collaboration within and among school sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$638,701</p>
<p>Scope of Service: All Schools District-wide</p> <p>___ 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 ___ Other Subgroups: (Specify)</p>		<p>Scope of Service: All Schools District-wide</p> <p>___ 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 ___ Other Subgroups: (Specify)</p>	
<p>Recruit, hire, retain and promote the highest quality staff for all positions in the District.</p>	<p>Provide professional development to classified employees 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000</p> <p>Provide professional development to substitute teachers 1000-1999: Certificated Personnel Salaries Base \$6,500</p> <p>Provide additional staff to support the program for targeted students (site funded) 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Edjoin Contract 5000-5999: Services And Other Operating Expenditures Base \$6,500</p>	<p>Provided professional development regarding CCSS, ELD Standards and instructional strategies to Instructional Aides; Provided First Aid and CPR training; Provided reimbursement for professional development activities of classified staff; Provided Symposium for Classified Staff; Effectively recruited teaching and administrative staff through Ed-Join; Expanded the available substitute pool</p>	<p>Provide professional development to classified employees 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$20,000</p> <p>Provide professional development to substitute teachers 1000-1999: Certificated Personnel Salaries Base \$6,500</p> <p>Provide additional staff to support the program for targeted students (site funded) 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Edjoin Contract 5000-5999: Services And Other Operating Expenditures Base \$6,500</p>
<p>Scope of Service: All Schools District-wide</p> <p>___ All OR: <input checked="" type="checkbox"/> Low Income pupils</p>		<p>Scope of Service: All Schools District-wide</p> <p>___ All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional development and growth opportunities for District leaders to engage in continuous improvement efforts	Provide Leadership Institutes for administrators and key staff 4000-4999: Books And Supplies Base \$10,000 Provide a School Leadership Academy and Classified Leadership Academy 5000-5999: Services And Other Operating Expenditures Base \$20,000 Provide Principal Coaches to support site instructional leadership 5000-5999: Services And Other Operating Expenditures Base \$100,000 CSBA dues and conferences to support Board Leadership 5000-5999: Services And Other Operating Expenditures Base \$10,000	Provided Principal Leadership Development sessions monthly to support principals growth in instructional leadership; Provided Break-through Coaching for administrators; provided Classified Leadership Academy; Provided Coaching support for principals; Participated in CSBA conferences and learning opportunities	Provide Leadership Institutes for administrators and key staff 4000-4999: Books And Supplies Base \$10,000 Provide a School Leadership Academy and Classified Leadership Academy 5000-5999: Services And Other Operating Expenditures Base \$20,000 Provide Principal Coaches to support site instructional leadership 5000-5999: Services And Other Operating Expenditures Base \$100,000 CSBA dues and conferences to support Board Leadership 5000-5999: Services And Other Operating Expenditures Base \$10,000
Scope of Service All Schools District-wide <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service All Schools District-wide <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide opportunities for collaboration between the school district and community stakeholders.	Interest Based Bargaining Training 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000	Provided Interest Based Bargaining/Problem Solving training to administrators and district leader	Interest Based Bargaining Training 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000
Scope of Service All Schools District-wide		Scope of Service All Schools District-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)	
Celebrate the achievements of all, staff and students and work to ensure the acceptance of diverse populations.	Recognize and celebrate student and staff achievements, focusing on target groups 4000-4999: Books And Supplies Supplemental and Concentration \$10,000	Provided recognition to students and staff at Board meetings to celebrate success in curricular and co-curricular activities; Celebrated Gold Ribbon Schools recognition; Employee of the Year Recognition	Recognize and celebrate student and staff achievements, focusing on target groups 4000-4999: Books And Supplies Supplemental and Concentration \$10,000
<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 <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to provide opportunities for collaboration among teaching staff, including professional learning communities, articulation time, and coordinated release/planning time. We will enhance our leadership opportunities for administrators, teachers and classified staff, and celebrate success through recognition.		

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>\$21,979,151</u>
<p>Rowland Unified School District is projected to receive \$21,979,151 through supplemental funds as based on the number of unduplicated pupil counts. Supplemental funds identified as being expended on a district-wide basis will be utilized to meet the needs of all students including the target groups. These funds will increase student achievement in meeting Common Core State Standards, Next Generation Science Standards, and the English Language Development Standards including support for professional development, support services, technological devices and infrastructure,</p>	
<p>Rowland Unified School District will continue to fully implement the Common Core State Standards and English Language Development standards, with an emphasis on first best instruction for all. The district will continue to provide professional development and coaching to staff on the common core shifts and supporting student learning through pedagogy. In addition, Rowland Unified School District has been utilizing the Framework for Efficacious Instruction that includes the Rowland Instructional Model, instructional coaching and pedagogy to develop expert learners and designed for invested cognition. The District is also working to develop the Technological Pedagogical Content Knowledge Framework, which is a framework to understand and describe the kinds of knowledge needed in a technology enhanced learning environment.</p>	
<p>All actions listed are funded by supplemental/concentration monies.</p>	
<ul style="list-style-type: none"> • Provide professional development to support instructional practices and First Best instruction, Unpacking the Standards and writing in all subject areas, to implement instructional strategies and practices for targeted sub-group students. (\$1,379,981) • Extended learning opportunities will be offered districtwide in addition to specific summer institutes for English Learners and other subgroups (\$1,798,340) • Increase counseling services will be provided to increase student contact to identified subgroups with the goal of increasing college and career readiness. (\$321,000) • Increased translation services to support our diverse families and provide effective outreach and parental involvement activities. (\$186,879) • Increase support for technology, including software and hardware, in meeting the demands of the Common Core Standards and Smarter Balanced Assessments. This support is the best use of districtwide service due to the fact that students will learn how to use digital tools, bridge the digital divide, and collaborate with peers. (\$472,367) • Support teachers to improve first best instruction by hiring support specialist, instructional coaches districtwide and a technology resource teacher (\$1,626,179) • Parent education academies will be implemented to meet students’ needs with strategies and techniques to support classroom learning. The first priority will be parents of targeted students to support their unique needs.(\$8,000) • Reduce student to staff ratio at the K-3 level to support unduplicated subgroups through small group instruction (\$3,937,972) • Provide professional development and materials to support ELD/SDAIE strategies in the classroom and to promote language acquisition and content mastery (\$95,030) • Research effective strategies and monitor LTEL students • Provide support for Bilingual/ Dual immersion programs (\$30,000) • Provide supplemental materials for unduplicated students such as ELD, Bilingual/Dual and at risk students (\$20,000) 	

- Explore program for Behavior Intervention System at all schools to improve climate (\$81.080)
- Support for preventing LTELS and exploration of model programs (15,000)

Additional support at Targeted sites such as specific PD, increase 1:1 devices for students

Increased opportunities for Extended Learning at targeted sites

Increased staff at Targeted sites

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.

23.0	%
7	

Unduplicated students are receiving an increase in services over and above what the District students are receiving the following ways:

1. Extended learning, targeting specific subgroups such as English Learners, Free-Reduced students, Foster students and Reclassified students
2. Dual Immersion/ Bilingual support for the English Learners
3. Family Resource Center coordinates services for targeted families and Parent Outreach Liaisons support parents to increase student achievement
4. Support for increased AVID sections at the secondary schools to reach more of our targeted students to make them college and career ready
5. Counselors are assigned based on unduplicated pupil count to monitor progress and provide resources
6. Provide support staff to work with at-risk students
7. Lower class size K-3 district-wide
8. Additional instructional coaching and planning support for teachers to improve instruction for targeted students
9. Increase 1:1 student device
10. Increased Extended Learning at targeted sites
11. Increased support in data analysis support for Dual Programs
12. Increased support for LTELS at the Secondary level
13. Increased PD for targeted schools in technology and Professional Learning Communities

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	27,242,803.00	25,968,168.42	115,340,786.33	31,533,435.00	31,971,733.00	178,845,954.33
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	4,800,000.00	4,094,140.00	3,577,689.00	3,577,689.00	3,577,689.00	10,733,067.00
0001-0999: Unrestricted: Locally Defined	Other	650,000.00	650,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	559,692.00	561,140.00	69,200,838.00	574,531.00	574,531.00	70,349,900.00
1000-1999: Certificated Personnel Salaries	Carl D. Perkins Career and Technical Education	10,000.00	10,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	923,000.00	923,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	One Time Discretionary Money	0.00	0.00	52,000.00	20,000.00	20,000.00	92,000.00
1000-1999: Certificated Personnel Salaries	Other	1,000.00	1,000.00	10,000.00	7,500.00	5,000.00	22,500.00
1000-1999: Certificated Personnel Salaries	Special Education	211,500.00	211,500.00	201,000.00	201,000.00	201,000.00	603,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	10,269,319.00	9,599,050.92	18,410,694.00	18,885,559.00	19,186,225.00	56,482,478.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	275,000.00	275,000.00	275,000.00	825,000.00
1000-1999: Certificated Personnel Salaries	Title II	275,000.00	275,000.00	52,000.00	52,000.00	52,000.00	156,000.00
1000-1999: Certificated Personnel Salaries	Title III	9,256.00	9,256.00	10,520.00	10,520.00	10,520.00	31,560.00
2000-2999: Classified Personnel Salaries	Base	133,421.00	117,033.00	16,945,491.00	133,421.00	133,421.00	17,212,333.00
2000-2999: Classified Personnel Salaries	Common Core Standards Implementation Funds	300,000.00	300,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	One Time Discretionary Money	0.00	0.00	0.00	200,000.00	330,000.00	530,000.00

Section 4: Expenditure Summary by Goal

Total Expenditures by Goal				
Goal	Year 1	Year 2	Year 3	Year 1-3 Total
Goal 1	21,252,107.00	19,935,372.00	20,410,984.00	74,678,191.00
Goal 2	1,223,138.00	1,879,352.00	1,832,991.00	6,104,543.00
Goal 3	495,181.00	501,722.00	508,491.00	1,978,916.00
Goal 4	3,932,689.00	3,957,689.00	3,957,689.00	19,343,067.00
Goal 5	2,888,896.33	4,569,221.00	4,571,499.00	16,161,406.33
Goal 6	85,548,775.00	690,079.00	690,079.00	87,822,634.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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