

Introduction:

LEA: Village Charter School **Contact (Name, Title, Email, Phone Number):** Tony Roehrick, Ed.D., Superintendent, troehrick@rvusd.org, (707) 542-7375 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

This document serves as the key needs assessment resource for the revision of the 2016-17, 2017-18, 2018-19 LCAP. The data included comprises that which is required under each of the State's eight priority areas. Individual schools also conducted a parent engagement needs assessment using the PTA National Standards for Family-School Partnerships Assessment. The results from each of these needs assessment tools were used as the basis for identifying critical areas to address within the new LCAP.

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual

update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

| Involvement Process | Impact on LCAP |
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| <p>Village School Parents met on October 22, 2015. Village's combined Site Council and Parent's Club met on November 19, 2015. Village's Teachers met on November 12, 2015. Village's ELAC met on November 13, 2015. Village's Parents met on November 19, 2015. These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.</p> | <p>Village stakeholder feedback concerning the 2015016 goals included:</p> <ul style="list-style-type: none"> • Appreciate that grade level teams worth with site coordinator to plan and deliver interventions • Appreciate the range of tech devices available to students • Appreciate ToolBox and expanded playground opportunities for students • Appreciate daily and monthly attendance recognition <p>Suggestions for the 2016-17 LCAP include:</p> |

Administrative Council, including site and district administrators and bargaining unit representation, met on January 19, 2016. The group reviewed the site-based feedback gathered during October through December 2015 and made recommendations for the 2016-17 LCAP.

Parent Advisory Committee met on March 2, 2016. The group reviewed progress made toward meeting goals in 2015-16 and draft of goals, measurable outcomes, and actions/services for the next three years.

Superintendent's Student Advisory Committee met on March 10, 2016. The group reviewed progress made toward meeting goals in 2015-16 and draft of goals, measurable outcomes, and actions/services for the next three years.

Administrative Council, including site and district administrators and bargaining unit representation, met on March 15, 2016. The group reviewed progress made toward meeting goals in 2015-16 and draft of goals, measurable outcomes, and actions/services for the next three years.

- Lengthening the summer intervention programs for struggling and EL students
- Provide parent education focused on assisting parents help their children with homework
- Provide before and after school access to tech for students
- Parent access to tech classes
- Provide a translation option on the district and school websites

Administrative Council suggestions for the 2016-17 LCAP include:

- Rebenchmark the DIBELS assessment
- Replace STAR Math as a benchmark assessment
- Establish agreements on what teachers provide as homework, especially in math
- Support parent request for additional parent education

The Parent Advisory Committee appreciated the emphasis on support for the social and emotional well being of students such as counseling, coordinated activities on the playground, and support for families of chronically absent/tardy students. The group believes the LCAP process does not make full sense since districts are required to assess the success of their plans far too early each year before their actions and services have either been implemented or allowed to impact students. The committee did not provide any written comments to the District they wanted responded to in writing.

The Superintendent's Student Advisory Committee appreciated the additional counseling available at each school site. The committee also appreciated the addition of the recess activities coordinator. This new position provides organized activities at recesses for students. The committee agreed providing parent education workshops on the new math standards is important as they reported their own parents' struggle to help them with math homework. The committee did not provide any written comments to the District they wanted responded to in writing.

Administrative Council appreciated their earlier recommendations had been included in the LCAP. The council suggested we adapt our site-based student surveys to include a set of questions used by every site as a local measure of school climate. At this time, our only district-wide student voice comes from the Healthy Kids Survey. The council did not provide any written comments to the District they wanted responded to in writing.

District English Learner Advisory Council met on March 16, 2016. The group reviewed progress made toward meeting goals in 2015-16 and draft of goals, measurable outcomes, and actions/services for the next three years.

The District held two community-wide LCAP input meetings on March 15 (Matanzas) and March 16 (Sequoia). The group reviewed progress made toward meeting goals in 2015-16 and draft of goals, measurable outcomes, and actions/services for the next three years.

The District met with our classified employees association, CSEA, On March 28, 2016. The group reviewed progress made toward meeting goals in 2015-16 and draft of goals, measurable outcomes, and actions/services for the next three years.

The District met with our teachers' association, RVUTA, On March 29, 2016. The group reviewed progress made toward meeting goals in 2015-16 and draft of goals, measurable outcomes, and actions/services for the next three years.

The District English Learner Advisory Council appreciated the inclusion of parent engagement through out the LCAP. The council appreciated the manner in which three areas of parent engagement were included; parent decision-making (e.g., site council), parent community building (e.g., site-based events), and parent education (e.g., math support). The council did not provide any written comments to the District they wanted responded to in writing.

Participants at the community-wide LCAP input meetings confirmed the goals and activities.actions in the draft met the needs of the District community. Parent education and access to high quality instruction were identified as the most important areas to focus on. Participants link access to high quality instruction to include support for struggling students and for support for non-academic areas such as emotional well-being are critical foundations that allow students to success academically.

CSEA members appreciated the additional school office support for attendance monitoring. Members also expressed an interest in being part of the Restorative Practices training. Members suggested the District detach the opening of libraries and computer labs from the school day and open the facilities in the evening once a month per site for Family Night programs. The association did not provide any written comments to the District they wanted responded to in writing.

RVUTA members appreciated the continued focus on counseling services and support systems for struggling students. Members had questions concerning the timing of training for the district-wide implementation of Restorative Practices. In addition, the following comments are received:

- There should be a math focus in summer school
- Extend summer school
- Spend the money on people not programs
- Lower the class size in grade 4 - 6
- There are more frequent and intense social/emotional issues in K-3 students and these issues are not being addressed until the students are in the upper grades and already behind academically - toolbox is not addressing the serious behavior issues that some students exhibit. The serious behavior issues not only impact the learning of the one child - but have a negative impact on the learning experiences of an entire class. What can be done to support these students early on?
- Can restorative justice be implemented K - 6?

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| <p>Governing Board met on April 12, 2016. Trustees reviewed progress made toward meeting goals in 2015-16 and draft of goals, measurable outcomes, and actions/services for the next three years.</p> <p>Governing Board met on May 10, 2016. Trustees held a Public Hearing on the 2016-17, 2017-18, 2018-19 LCAP. At the same meeting, there was a public hearing on the 2016-17 Budget.</p> <p>Governing Board met on June 14, 2016. Trustees approved the 2016-17, 2017-18, 2018-19 LCAP and 2016-17 Budget.</p> | <p>All questions were answered at the meeting. The association did not provide any written comments to the District they wanted responded to in writing.</p> <p>Trustees directed staff to include baseline data from a new district-wide student survey focused on enhancing school safety and climate.</p> |
| <p>Annual Update:</p> <p>Village School Parents met on October 22, 2015. Village's combined Site Council and Parent's Club met on November 19, 2015. Village's Teachers met on November 12, 2015. Village's ELAC met on November 13, 2015. Village's Parents met on November 19, 2015. These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.</p> <p>Administrative Council, including site and district administrators and bargaining unit representation, met on January 19, 2016. The group reviewed the site-based feedback gathered during October through December 2015 and made recommendations for the 2016-17 LCAP.</p> | <p>Annual Update:</p> <p>Village stakeholder feedback concerning the 2015016 goals included:</p> <ul style="list-style-type: none"> • Appreciate that grade level teams worth with site coordinator to plan and deliver interventions • Appreciate the range of tech devices available to students • Appreciate ToolBox and expanded playground opportunities for students • Appreciate daily and monthly attendance recognition <p>Suggestions for the 2016-17 LCAP include:</p> <ul style="list-style-type: none"> • Lengthening the summer intervention programs for struggling and EL students • Provide parent education focused on assisting parents help their children with homework • Provide before and after school access to tech for students • Parent access to tech classes • Provide a translation option on the district and school websites <p>Administrative Council suggestions for the 2016-17 LCAP include:</p> <ul style="list-style-type: none"> • Rebenchmark the DIBELS assessment • Replace STAR Math as a benchmark assessment • Establish agreements on what teachers provide as homework, especially in math • Support parent request for additional parent education |

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?

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| GOAL 1: | Every student has access to highly qualified teachers, standards aligned instructional materials, and facilities in good repair (Basic Supports). | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify |
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Identified Need : Every student benefits when they are provided core instruction from highly qualified teachers, are provided standards aligned instructional materials, and are housed in facilities in good repair. The Rincon Valley Union School District consistently provides every student with these Basic Supports and is committed to continue to do so.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials.
2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.
3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.
4. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| Ensure every student receives all core instruction from highly qualified teachers. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3) 0000: Unrestricted LCFF \$19,046 Maintain highly qualified teachers and site staff- salary and benefits (Mgmt 0100, Obj. 11-3) 0000: Unrestricted LCFF \$1,648,209 District staff salary and benefits (MGMT 5100, obj. 1-3) 0000: Unrestricted LCFF \$0 |
| Ensure every student is provided with standards aligned instructional materials in all core subject areas. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | Obj 4110 MGMT 5200 0000: Unrestricted LCFF \$0 |

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| | | <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| Ensure every student is housed in facilities that meet the State criteria for being in good repair. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Resource 8150 LCFF \$0 |
| Provide opportunities for parent participation in leadership groups, such as PTA/PTO, School Site Council, School and District Advisory Committees, and ELAC/DELAC, that consult and advise individual schools and the District. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional costs |

LCAP Year 2: 2017-2018

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| Expected Annual Measurable Outcomes: | 1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials. 2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher. 3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections. 4. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events. |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|---|
| Ensure every student receives all core instruction from highly qualified teachers. | LEA-Wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3) 0000: Unrestricted LCFF \$20,000 |

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| | | _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3) 0000: Unrestricted LCFF \$1,700,000 District staff salary and benefits (MGMT 5100, obj. 1-3) 0000: Unrestricted LCFF \$0 |
| Ensure every student is provided with standards aligned instructional materials in all core subject areas. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Obj 4110 MGMT 5200 0000: Unrestricted LCFF \$0 |
| Ensure every student is housed in facilities that meet the State criteria for being in good repair. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | 8150 LCFF \$0 |
| Provide opportunities for parent participation in leadership groups, such as PTA/PTO, School Site Council, School and District Advisory Committees, and ELAC/DELAC, that consult and advise individual schools and the District. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | No additional costs |

LCAP Year 3: 2018-19

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| Expected Annual Measurable Outcomes: | <p>1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| Ensure every student receives all core instruction from highly qualified teachers. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Kindergarten Assistants salary and benefits 0000: Unrestricted LCFF \$21,000 |
| Ensure every student is provided with standards aligned instructional materials in all core subject areas. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3) 0000: Unrestricted LCFF \$1,800,000 |
| Ensure every student is housed in facilities that meet the State criteria for being in good repair. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 8150 LCFF \$0 |

| | | | |
|---|-----------------|--|----------------------------|
| <p>Provide opportunities for parent participation in leadership groups, such as PTA/PTO, School Site Council, School and District Advisory Committees, and ELAC/DELAC, that consult and advise individual schools and the District.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>No additional costs</p> |
|---|-----------------|--|----------------------------|

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

| | | |
|---------|--|--|
| GOAL 2: | Every student has access to the full range of courses offered by the District. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify |
|---------|--|--|

Identified Need : Every student in the Rincon Valley Union School District has access to the full range of courses offered by the District. As a core K-6 district, courses are provided through grade level classes. Programs such as GATE and special education are only offered to students who meet predefined criteria.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes: Participation of students in the District's GATE, special education, and advanced coursework programs mirror the demographics of the District's students, especially for English learner and socio-economically disadvantaged students as measured by an audit of the sub-group participation in each program.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|-----------------------|
| Review the District's GATE identification process to ensure each component fairly identifies students regardless of English language proficiency, culture, or socio-economic background. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional costs |
| Review the District's special education identification process to ensure each evaluation fairly identifies students regardless of English language proficiency, culture, or socio-economic background. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional costs |

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: Participation of students in the District's GATE and special education programs mirror the demographics of the District's students, especially for English learner and socio-economically disadvantaged students as measured by an audit of the sub-group participation in each program.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| Implement any changes to the District's GATE identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional costs |
| Implement any changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional costs |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Participation of students in the District's GATE and special education programs mirror the demographics of the District's students, especially for English learner and socio-economically disadvantaged students as measured by an audit of the sub-group participation in each program.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|-----------------------|
| Refine the implementation of changes to the District's GATE identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | No additional costs |

| | | | |
|--|----------|--|---------------------|
| | | _ Other Subgroups: (Specify) | |
| Refine the implementation of changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | No additional costs |

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

| | | |
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| GOAL 3: | Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
|---------|--|--|

Identified Need : Village Charter School has demonstrated good attendance rates and low chronic absenteeism rates. P-2 attendance 95.3%. Village Charter School also benefits from low suspension rates. Student Climate Survey results indicate that 75% of Village students are often/always happy to be at that school and 73% report often/always feeling safe at school.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

1. Increase P-2 attendance rate to 96% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
2. Reduce P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
3. Reduce P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
5. Maintain P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
6. Increase the number of students who self-identify they attend a school where they feel safe to 100% as measured by the district-wide local student climate survey (73 percent of students report "often"/"always" feeling safe)

As an elementary charter school, high school drop-out and graduation rates do not apply.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|---|
| Maintain counseling programs at each school. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | MNGMT 6150 0000: Unrestricted Supplemental \$45,653 |

| | | | |
|---|----------|---|--|
| Maintain clerical attendance support for each school. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | MGMT OFFC 0000: Unrestricted LCFF \$64,757 |
| Expand school site participation in Restorative Practices. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | MGMT MAAD 0000: Unrestricted Supplemental \$0 MGMT MAAD 0000: Unrestricted LCFF \$0 |
| Expand the PlayWorks program to increase student participation. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional cost 0000: Unrestricted LCFF \$0 |
| Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional costs |
| Participate district-wide in the Sonoma Leadership Network (SCOE) which will focus on culturally responsive teaching practices. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils | MGMT 5200 OBJ 5200 0000: Unrestricted LCFF \$0 |

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

LCAP Year 2: 2017-2018

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | 1. Increase P-2 attendance rate to 96% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students. 2. Reduce P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students. 3. Reduce P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students. 5. Maintain P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students. 6. Increase the number of students who self-identify they attend a school where they feel safe to 100% as measured by the district-wide local student climate survey (73 percent of students report "often"/"always" feeling safe) As an elementary charter school, high school drop-out and graduation rates do not apply. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|---|
| Maintain counseling programs at each school. | LEA-wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | MNGMT 6150 0000: Unrestricted Supplemental \$47,000 |
| Maintain clerical attendance support for each school. | LEA-wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient | MGMT OFFC 0000: Unrestricted LCFF \$66,000 |

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|---|----------|--|---|
| | | _ Other Subgroups: (Specify) | |
| Expand school site participation in Restorative Practices. | LEA-wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | MGMT MAAD 0000: Unrestricted Supplemental \$0 MGMT MAAD 0000: Unrestricted LCFF \$35,000 |
| Maintain the PlayWorks program to increase student participation. | LEA-wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Part of designated reserve 0000: Unrestricted LCFF 0 |
| Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events. | LEA-wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | No additional costs |
| Continue district-wide efforts to implement culturally responsive teaching practices. | LEA-wide | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | MGMT 5200 OBJ 5200 0000: Unrestricted LCFF \$0 |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

1. Increase P-2 attendance rate to 96% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
2. Reduce P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
3. Reduce P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
5. Maintain P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
6. Increase the number of students who self-identify they attend a school where they feel safe to 100% as measured by the district-wide local student climate survey (73 percent of students report "often"/"always" feeling safe)

As an elementary charter school, high school drop-out and graduation rates do not apply.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| Maintain counseling programs at each school. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | MNGMT 6150 0000: Unrestricted Supplemental \$48,000 |
| Maintain clerical attendance support for each school. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | MGMT OFFC 0000: Unrestricted LCFF \$67,000 |
| Maintain school site participation in Restorative Practices. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | MGMT MAAD 0000: Unrestricted Supplemental \$0 MGMT MAAD 0000: Unrestricted LCFF \$0 |

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| | | _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| Maintain the PlayWorks program to increase student participation. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Part of designated reserve 0000: Unrestricted LCFF 0 |
| Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | No additional costs |
| Continue district-wide efforts to implement culturally responsive teaching practices. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | MGMT 5200 OBJ 5200 0000: Unrestricted LCFF \$0 |

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

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| GOAL 4: | Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3rd grade students. | Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
|---------|---|--|

Identified Need : Obtaining grade level expectations for reading by 3rd grade is a key indicator of subsequent student success in English language arts. Spring 2015 CAASPP results reveal that 45% of Village 3rd grade students met or exceeded the standard for English language arts. For 6th grade, the last year in the district for most students, 46% of all students met the grade level criteria. For English learners, 12% of 3rd and 0% of 6th graders met or exceeded this standard. For socio-economically disadvantaged students, 20% of 3rd and 67% 6th graders met or exceeded this standard.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard for language arts to 55%.
2. Increase the percent of English learner 3rd students grade meeting or exceeding the CAASPP standard for language arts to 25%.
3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 30%.
4. 60% of students will meet or exceed local benchmarks at each trimester.

The Academic Performance Index, UC/CSU/CTE courses, AP test participation, and EAP do not apply as the district does not serve high school students.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|--|
| Implement a systematic reading instructional program (K-3 SIPPS). | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional Cost |
| Expand and utilize the Student Support Model for | LEA-wide | <input checked="" type="checkbox"/> All | Intervention Budgets (MGMT 0652-0653) 0000: Unrestricted |

| | | | |
|--|-----------------|---|---|
| <p>students not meeting DIBELS screening, CAASPP, and/or local benchmark assessment targets.</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>Supplemental \$42,088</p> |
| <p>Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>No additional costs</p> |
| <p>Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets.</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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p> | <p>MGMT 0650 0000: Unrestricted Supplemental \$0 MGMT 0650 0000: Unrestricted LCFF \$0</p> |
| <p>Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State ELA/ELD standards.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>No additional Cost - Educator Effectiveness Funds</p> |
| <p>Provide a Technology Summer Institute to train staff in effective integration of technology into ELA instruction.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | <p>No additional Cost - Educator Effectiveness Funds</p> |

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|--|--|--|------------------------------------|
| | | _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Included in Student Support Budget |
| Establish three family library/computer lab evening events per school to provide access to these resources among our families and to promote home-based literacy support for students. | | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Included in Student Support Budget |
| LCAP Year 2: 2017-2018 | | | |
| Expected Annual Measurable Outcomes: | 1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard for language arts to 65%. 2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 35%. 3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 40%. 4. 65% of students will meet or exceed local benchmarks at each trimester. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Maintain a systematic reading instructional program (K-3 SIPPS). | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent | No additional Cost |

| | | | |
|---|----------|--|--|
| | | English proficient _ Other Subgroups: (Specify) | |
| Maintain and utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets. | LEA-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) | Intervention Budgets (MGMT 0652-0653) 0000: Unrestricted Supplemental \$43,000 |
| Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | No additional Cost |
| Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets. | LEA-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 <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education | MGMT 0650 0000: Unrestricted Supplemental \$0 MGMT 0650 0000: Unrestricted LCFF \$0 |
| Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: | No additional Cost - Educator Effectiveness Funds |

| | | | |
|--|----------|---|---|
| | | (Specify) | |
| Provide a Technology Summer Institute to train staff in effective integration of technology into ELA instruction. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional Cost - Educator Effectiveness Funds |
| Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Included in Student Support Budget |

LCAP Year 3: 2018-19

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| Expected Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard for language arts to 75%. 2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 45%. 3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 50%. 4. 70% of students will meet or exceed local benchmarks at each trimester. |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|-----------------------|
| Maintain a systematic reading instructional program (K-3 SIPPS). | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional Cost |

| | | | |
|--|-----------------|--|---|
| <p>Maintain and utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Intervention Budgets (MGMT 0652-0653) 0000: Unrestricted Supplemental \$45,000</p> |
| <p>Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>No additional Cost</p> |
| <p>Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education</p> | <p>MGMT 0650 0000: Unrestricted Supplemental \$0 MGMT 0650 0000: Unrestricted LCFF \$0</p> |
| <p>Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>No additional Cost - Educator Effectiveness Funds</p> |
| <p>Provide a Technology Summer Institute to train staff in effective integration of technology into ELA instruction.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR:</p> | <p>No additional Cost - Educator Effectiveness Funds</p> |

| | | | |
|---|-----------------|---|---|
| | | <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| <p>Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.</p> | <p>LEA-wide</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | <p>Included in Student Support Budget</p> |

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

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| GOAL 5: | Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 6th grade students (as a predictor of 8th grade student success). | Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify |
|---------|--|--|

Identified Need : Obtaining grade level expectations for math by 8th grade is a key indicator of student success in high school math courses. Village will monitor 6th grade student progress as a predictor to 8th grade success. Spring 2015 CAASPP results reveal that 39% of Village 6th grade students met or exceeded the standard for math. For English learners, 0% of 6th graders met or exceeded this standard. For socio-economically disadvantaged students, 67% of 6th graders met or exceeded this standard.

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

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:

1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 50%.
2. Increase the percent of English learner 6th students grade meeting or exceeding the CAASPP standard for math to 25%.
3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 70%.
4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 8th grade CAASPP standard.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|--|--|
| Implement intervention programs for students not meeting CAASPP and/or local benchmark targets. | LEA-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) | No additional cost - Included in Goal 4 #2 |
| Provide a summer school program for intermediate grade students not on track to meet 8th grade CAASPP Math targets. | LEA-wide | _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent | No additional costs - included in goal 4 ELA |

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| | | English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u> | |
| Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the new California State Math standards. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional Cost - Educator Effectiveness Funds |
| Provide a Technology Summer Institute to train staff in effective integration of technology into Math instruction. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional Cost - Educator Effectiveness Funds |
| Provide training to teachers and principals in the implementation of a new local math benchmark assessment. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional cost |
| Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the new California State standards. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Immaterial cost |

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes: 1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 60%.
 2. Increase the percent of English learners 6th students grade meeting or exceeding the CAASPP standard for math to 35%.
 3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 75%.
 4. Increase by 10 percent the number of students showing proficiency on local benchmark assessments to ensure students are on track to meet 8th grade CAASPP standard.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|--|---|
| Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets. | LEA_wide | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional cost |
| Provide a summer school program for intermediate grade students not on track to meet 8th grade CAASPP Math targets. | LEA-wide | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u> | No additional cost - Included in Goal 4 #2 |
| Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State Math standards. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional Cost - Educator Effectiveness Funds |

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| Provide a Technology Summer Institute to train staff in effective integration of technology into Math instruction. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional Cost - Educator Effectiveness Funds |
| Provide training to teachers and principals in the implementation of a new local math benchmark assessment. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional cost |
| Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Immaterial cost |

LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | 1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 70%. 2. Increase the percent of English learners 6th students grade meeting or exceeding the CAASPP standard for math to 45%. 3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 70%. 4. Increase by 10 percent the number of students showing proficiency on local benchmark assessments to ensure students are on track to meet 8th grade CAASPP standard. | | |
|--|--|--|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets. | LEA-wide | <input type="checkbox"/> All OR: | No additional cost |

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| | | <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 a summer school program for intermediate grade students not on track to meet 8th grade CAASPP Math targets. | LEA-wide | <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Education | No additional cost - Included in Goal 4 #2 |
| Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State Math standards. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional Cost - Educator Effectiveness Funds |
| Provide a Technology Summer Institute to train staff in effective integration of technology into Math instruction. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No additional Cost - Educator Effectiveness Funds |
| Provide training to teachers and principals in the implementation of a new local math benchmark assessment. | LEA-wide | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth | No additional cost |

| | | | |
|---|----------|--|-----------------|
| | | _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards. | LEA-wide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Immaterial cost |

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

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| GOAL 6: | Every English learner is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP). | | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Identified Need : | Based on the 2015-16 administration of the CELDT, 58.4% of English learners increased at least one CELDT level; target is 62 (AMAO 1). Based on the 2015-16 administration of the CELDT, 31.2% of English learners in US schools for 5 years or less reached proficiency (Level 4 or 5) on CELDT: target is 25.5 (AMAO 2a). Based on the 2015-16 administration of the CELDT, 28.6% of English learners US schools for more than 5 years reached proficiency (Level 4 or 5) on CELDT: target is 52.8 (AMAO 2b). | | |
| Goal Applies to: | Schools: <input checked="" type="checkbox"/> All | Applicable Pupil Subgroups: English Learners | |
| LCAP Year 1: 2016-2017 | | | |
| Expected Annual Measurable Outcomes: | 1. 63.5% of English learners shall increase at least one CELDT level. (2016-17 Title III AMAO 1). 2. 26.7% of English learners who have been in US schools for 5 years or less will meet reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2a). 3. 54.7% of English learners who have been in US schools for more than 5 years will reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2b). 4. 15% of English learners will be reclassified as Fluent English Proficient (RFEP). | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Pilot new designated ELD programs and adopt for the 2017-18 school year. | LEA-wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | No cost |
| Continue to provide support and professional development for teachers and principals toward full implementation of integrated ELD. | LEA-wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils | No Additional Cost - Educator Effectiveness |

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|--|----------|---|---|
| | | <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as long-term English learners. | LEA-wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | MGMT ELDA 0000: Unrestricted Supplemental \$0 |
| Provide parents of English learners support and resources in order for them to assist their children with homework. | LEA-wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Included in MGMT 0652 - no additional cost |
| Provide adult English classes for parents who are English learners. | LEA-wide | <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Resource 0000, MGMT 4201 0000: Unrestricted Supplemental \$10,418 |

LCAP Year 2: 2017-2018

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| Expected Annual Measurable Outcomes: | AMAO percentages to increase once the State establishes the annual requirements beyond the 2016-17 school year. 1. 63.5% of English learners shall increase at least one CELDT level. (2016-17 Title III AMAO 1) 2. 26.7% of English learners who have been in US schools for 5 years or less will meet reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2a) 3. 54.7% of English learners who have been in US schools for more than 5 years will reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2b) 4. 15% of English learners will be reclassified as Fluent English Proficient (RFEP). |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|------------------|---|---|
| Implement designated ELD programs and adopt for the 2017-18 school year. | LEA-wide | _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | No cost |
| Maintain support and professional development for teachers and principals with full implementation of integrated ELD. | LEA-wide | _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | No Additional Cost - Educator Effectiveness |
| Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner. | LEA-wide | _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | MGMT ELDA 0000: Unrestricted Supplemental \$0 |

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| <p>Provide parents of English learners support and resources in order for them to assist their children with homework.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Included in MGMT 0652 - no additional cost</p> |
| <p>Provide adult English classes for parents who are English learners.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Resource 0000, MGMT 4201 0000: Unrestricted Supplemental \$11,000</p> |

LCAP Year 3: 2018-19

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|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>AMAO percentages to increase once the State establishes the annual requirements beyond the 2016-17 school year. 1. 63.5% of English learners shall increase at least one CELDT level. (2016-17 Title III AMAO 1) 2. 26.7% of English learners who have been in US schools for 5 years or less will meet reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2a) 3. 54.7% of English learners who have been in US schools for more than 5 years will reach proficiency (Level 4 or 5) on CELDT. (2016-17 Title III target AMAO 2b) 4. 15% of English learners will be reclassified as Fluent English Proficient (RFEP).</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>Maintain designated ELD programs and adopt for the 2017-18 school year.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>No cost</p> |

| | | | |
|--|-----------------|--|--|
| <p>Maintain support and professional development for teachers and principals with full implementation of integrated ELD.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>No Additional Cost - Educator Effectiveness</p> |
| <p>Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>MGMT ELDA 0000: Unrestricted Supplemental \$0</p> |
| <p>Provide parents of English learners support and resources in order for them to assist their children with homework.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Included in MGMT 0652 - no additional cost</p> |
| <p>Provide adult English classes for parents who are English learners.</p> | <p>LEA-wide</p> | <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Resource 0000, MGMT 4201 0000: Unrestricted Supplemental \$12,000</p> |

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

Annual Update

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

Guiding Questions:

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

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

| | | | | |
|---|---|--|---|--|
| Original GOAL 1 from prior year LCAP: | Increase student achievement in English Language Arts and Math | | Related State and/or Local Priorities: 1 2 <u>X</u> 3 4 <u>X</u> 5 6 7 8 | |
| | Increase overall % of K-2 students scoring at or above benchmark, as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment | | COE only: 9 10 | |
| | Increase the overall % of Grade 1–8 students scoring at or above benchmark, as measured by the RenLearn STAR Reading Assessment. | | Local : Specify | |
| | Increase the overall percentage of Grade 1–8 students scoring at or above benchmark, as measured by the RenLearn STAR Math Assessment. | | | |
| Goal Applies to: | Schools: All | | | |
| | Applicable Pupil Subgroups: | All | | |
| Expected Annual Measurable Outcomes: | DIBELS - 78% at or above benchmark STAR Reading scores 70% at or above benchmark STAR Math scores 70% at or above benchmark | Actual Annual Measurable Outcomes: | 3rd Trimester scores resulted in the following percent of students at or above benchmark: DIBELS = K = 55%; 1st = 63%; 2nd = 54% STAR Reading = 56% at or above benchmark STAR Math = 59% at or above benchmark | |
| LCAP Year: 2015-2016 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| Assess student progress using formative, interim, and summative assessments (Grades K - 2) using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment Discuss assessment results and develop action plans for instruction and support of students • PLC meetings focused on data analysis • RTI meetings • Monthly sixty minutes of data | Kindergarten Assistants salary and benefits (MGMT KIND) 0000: Unrestricted LCFF \$18,124 Maintain highly qualified teachers and site staff– salary and benefits (Obj. 1100,3) - this amount include all resources and some of these expenses are repeated in other goals and actions 0000: Unrestricted LCFF \$1,540,234 District staff salary and benefits (MGMT 5100, obj. 1-3) 0000: | Assessments used include DIBELS (K/1), STAR Reading/Math (2-6), CELDT (all ELs), SBAC (3-8). Results used to plan instruction for individual and groups of students. | Kindergarten Assistants salary and benefits (MGMT KIND) 0000: Unrestricted LCFF \$17,137 Maintain highly qualified teachers and site staff– salary and benefits (Obj. 1100,3) - this amount include all resources and some of these expenses are repeated in other goals and actions 0000: Unrestricted LCFF \$1,533,595 District staff salary and benefits (MGMT 5100, obj. 1-3) 0000: | |

| analysis | Unrestricted LCFF \$0 | | Unrestricted LCFF \$0 |
|---|----------------------------|---|----------------------------|
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Implement high quality instructional practices</p> <ul style="list-style-type: none"> • ELA Common Core • PLC meetings focused on developing multidisciplinary units of study | <p>No additional costs</p> | <p>Teacher professional development was provided and was structured around the 4 Pillars of HQI (classroom culture, engagement, structure, & accountability/ outcomes) with an emphasis in English language arts and mathematics.</p> | <p>No additional costs</p> |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Develop student, parent, and teacher understanding of the Essential Attributes for Success.</p> | <p>No additional costs</p> | <p>Teachers and principals used the First 20 Days to develop understanding of Growth Mindset and Essential Attributes for Success. EAS were discussed at parent conferences.</p> | <p>No additional costs</p> |

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| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Assess student reading progress in grades 1 - 6 using formative, interim, and summative assessments</p> <ul style="list-style-type: none"> STAR Reading Common formative assessments SBAC resources (formative and interim assessments, as available) | <p>No additional costs</p> | <p>First Trimester 2015-16 STAR Reading (gr 2-8 only):</p> <p>District 59% met benchmark</p> <p>Binkley 58% met benchmark</p> <p>Spring Creek-Matanzas 52% met benchmark</p> <p>Village 51% met benchmark</p> <p>Whited 53% met benchmark</p> <p>RVCS 51% met benchmark</p> <p>SBAC 2015:</p> <p>District 57% met benchmark</p> <p>Binkley 55% met benchmark</p> <p>Spring Creek-Matanzas 44% met benchmark</p> <p>Village 51% met benchmark</p> <p>Whited 57% met benchmark</p> <p>RVCS 62% met benchmark</p> | <p>No additional costs</p> |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| <p>Assess student math progress using formative, interim, and summative assessments</p> <ul style="list-style-type: none"> • STAR Math • Common formative assessments • SBAC resources (formative and interim assessments, as available) | <p>No additional costs</p> | <p>First Trimester 2015-16 STAR Math (gr 2-8 only): District 66% met benchmark Binkley 61% met benchmark Spring Creek-Matanzas 57% met benchmark Village 60% met benchmark Whited 62% met benchmark RVCS 63% met benchmark</p> <p>SBAC 2015: District 44% met benchmark Binkley 34% met benchmark Spring Creek-Matanzas 27% met benchmark Village 51% met benchmark Whited 38% met benchmark RVCS 41% met benchmark</p> | <p>No additional costs</p> |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Implement high quality Math instructional practices</p> <ul style="list-style-type: none"> • Math Common Core and Math Practices • PLC meetings focused on developing multidisciplinary units of study | <p>No additional costs</p> | <p>Professional development has been provided for Integrated-ELD and Number Talks, in addition to general HQI PD.</p> | <p>No additional costs</p> |
| <p>Scope of Service LEA-wide</p> | | <p>Scope of Service LEA-wide</p> | |

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| <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| <p>For low income pupils when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention summer school program | <p>Provide coordinated intervention services at each site to students who need additional support to achieve grade level standards (Mgmt code 0652,0653) 0000: Unrestricted Supplemental \$48,727</p> | <p>Each site has an intervention coordinator that organizes and provides support, as well as monitors results. Summer programs include the ELD Academy and summer intervention.</p> | <p>Provide coordinated intervention services at each site to students who need additional support to achieve grade level standards (Mgmt code 0652,0653) 0000: Unrestricted Supplemental \$44,945</p> |
| <p>Scope of Service LEA-wide</p> | | <p>Scope of Service LEA-wide</p> | |
| <p>All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" 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>All</p> <p>-----</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" 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>For foster youth when additional support is needed:</p> <p>Utilize Student Support Coordinator model</p> <ul style="list-style-type: none"> • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention | <p>See services and costs provided to Low-income students</p> | <p>Each site has an intervention coordinator that organizes and provides support, as well as monitors results. Summer programs include the ELD Academy and summer intervention.</p> | <p>No additional costs</p> |

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|--|--|---|--|----------|
| summer school program | | | | |
| Scope of Service | LEA-wide | | Scope of Service | LEA-wide |
| All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| For redesignated fluent English proficient pupils: | See services and costs provided to English Learner students (Goal 4) | Professional development has been provided for Integrated-ELD | No additional costs | |
| Implement high-leverage language practices: | | | | |
| | <ul style="list-style-type: none"> Integrated ELD instruction | | | |
| Scope of Service | LEA-wide | | Scope of Service | LEA-wide |
| All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| For redesignated fluent English proficient pupils: Support | See services and costs provided to English Learner students (Goal 4) | 84 Students attended 2015 Summer ELD Academy. 50% increased at least one CELDT level 24% scored proficient on CELDT (Level 4-5) | No additional costs | |
| | <ul style="list-style-type: none"> Provide a summer school ELD Academy Integrate support programs for EL students Provide EL Parent Involvement | | | |

| Trainings | | | | | | | | |
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| <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> | Scope of Service | LEA-wide | | | <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> | Scope of Service | LEA-wide | |
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| Scope of Service | LEA-wide | | | | | | | |
| _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | | | |
| <table border="1"> <tr> <td>Scope of Service</td> <td></td> </tr> </table> | Scope of Service | | | | _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | |
| Scope of Service | | | | | | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Changes will be made to strengthen our Multi-Tiered of Support System to increase interventions services in mathematics and to increase Student Support Coordinator FTE. This goal has been incorporated under 2016-17 Goal #4 (ELA) and #5 (Math). In addition, we will be reviewing our current local benchmarks and revising to create greater aligned with SBAC. | | | | | | | |

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.

| | | | |
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| Original GOAL 2 from prior year LCAP: | Certify that all teachers are highly qualified. Purchase and use instructional materials which are standards aligned. | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Maintain certification that all teachers are highly qualified with zero teacher misassignments Purchase and use instructional materials which are 100% aligned to the Common Core Standards | Actual Annual Measurable Outcomes: Met goal to ensure 100% of teachers are highly qualified with no teacher misassignments. Met goal to adopt Engage New York Math and to purchase SIPPS supplemental reading program. | |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Implement personnel folder annual review, and provide professional development as needed to keep all teachers highly qualified. | No additional costs | A review of personnel records resulted in the verification that 100% of teachers in the District are highly qualified. | No additional costs were incurred |
| Scope of Service: LEA-wide <hr/> <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) | | Scope of Service: LEA-wide <hr/> <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 instructional materials to make sure that all are aligned to the Common Core Standards. | Standards aligned materials (Function 1000, object 4) This | Adopted Engage New York Math, an open educational resource (OER) as our CCSS –aligned “bridge” curriculum | Standards aligned materials (Function 1000, object 4) This amount includes |

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|---|---|---|--|--|--|---|------------------|----------|--|--|--|
| Purchase standards aligned materials | amount includes all resources 0000: Unrestricted LCFF \$26,610 | in math. Purchased Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplemental CCSS foundational reading program | all resources 0000: Unrestricted LCFF \$15,172 | | | | | | | | |
| <table border="1"> <tr> <td data-bbox="100 407 243 483">Scope of Service</td> <td data-bbox="243 407 569 483">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="100 516 569 797"> X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table> | Scope of Service | LEA-wide | X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | <table border="1"> <tr> <td data-bbox="1031 407 1182 483">Scope of Service</td> <td data-bbox="1182 407 1514 483">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 516 1514 797"> X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table> | Scope of Service | LEA-wide | X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | |
| Scope of Service | LEA-wide | | | | | | | | | | |
| X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | | | | | | | | | |
| Scope of Service | LEA-wide | | | | | | | | | | |
| X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | | | | | | | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | No changes in actions, services or expenditures are planned for this goal. This goal has been incorporated under 2016-17 Goal #1. | | | | | | | | | | |

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.

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| Original GOAL 3 from prior year LCAP: | Implement Common Core Standards, including ELD, in all classrooms. | Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
| Goal Applies to: | Schools: All ----- Applicable Pupil Subgroups: All | |
| Expected Annual Measurable Outcomes: | Common Core Standards, including ELD, observed during classroom observations 80% of the time | Actual Annual Measurable Outcomes: Principal and district administrative team observations resulted in a range of 83-86% of school-based instruction aligned to the Common Core Standards. |
| LCAP Year: 2015-2016 | | |
| Planned Actions/Services | | Actual Actions/Services |
| | Budgeted Expenditures | Estimated Actual Annual Expenditures |
| Develop a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals <ul style="list-style-type: none"> • Unit Planning (admin and teachers) • EL strategies (all instructional staff) • Rigor and effective CC instruction (all instructional staff) • Writing Instruction (admin and teachers) • Common Core Math development of content and practices (teachers) • New Report Card training (teachers) | Professional development training and workshops This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. (52xx, all resources) 0000: Unrestricted LCFF \$1,333 Curriculum Department staff and salaries (Mgmt 5100, objects 1-3) 0000: Unrestricted LCFF \$0 | <ul style="list-style-type: none"> • Conducted three buyback days with a focus on High Quality Instruction and strategies for English Learners. • Two grade-level planning days: one for unit planning and Integrated ELD and one for math unit planning and I-ELD. • Two writing coaching days: one for school-specific needs and one for district grade level calibration; included report card clarifications • Two Rincon Valley University (RVUs) for certificated staff; one RVU for classified staff (included report card, EL, Math, Writing, HQI topics) • Four Consulting Teachers provide support and follow-up after PD sessions. • Eight Cadre Teachers provide demo lessons and follow-up PD sessions. |
| | | Professional development training and workshops This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. (52xx, all resources) 0000: Unrestricted LCFF \$1,333 Curriculum Department staff and salaries (Mgmt 5100, objects 1-3) 0000: Unrestricted LCFF \$0 |

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| | | <ul style="list-style-type: none"> Seven Cadre Teachers facilitated two lesson study cycles with 18 participants (27 total participants). | | | | | |
| <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> | Scope of Service | LEA-wide | | <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> | Scope of Service | LEA-wide | |
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| Scope of Service | LEA-wide | | | | | | |
| X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | No significant changes to actions, services, or expenditures are planned. A greater emphasis on designated ELD will be the largest effort identified. This goal has been incorporated under 2016-17 Goal #6. | | | | | | |

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

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| Original GOAL 4 from prior year LCAP: | Increase English Learners fluency in English and academic success as demonstrated on CELDT Scores and reading assessments | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: English Learners | | |
| Expected Annual Measurable Outcomes: | CELDT scores: 55% will gain at least one level; 45% will move from “intermediate” to a higher level; 30% of students will be reclassified as RFEP STAR Reading: 35% of students will score at or above the 50th Percentile | Actual Annual Measurable Outcomes: CELDT scores: 58% gained at least one level; 30% moved from “intermediate” to a higher level; 10% of students reclassified as RFEP STAR Reading: 23% of students will score at or above the 50th Percentile | |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| For English learners: Implement high-leverage language practices: • Integrated ELD instruction, including Structured Language Practice • Designated ELD instruction by classroom teacher | Provide intervention services to English Learners who need additional support to achieve grade level standards (mgmt code 0650, mgmt Elit, 4203 & 4201 - this includes all resources) 0000: Unrestricted Supplemental \$14,389 | Professional development is being provided for teachers this year focused on the new ELD standards and integrated ELD practices. | Provide intervention services to English Learners who need additional support to achieve grade level standards (mgmt code 0650, mgmt Elit, 4203 & 4201 - this includes all resources) 0000: Unrestricted Supplemental \$13,778 |
| Scope of Service | LEA-wide | Scope of Service | LEA-wide |
| _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners | | All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners | |

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| <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>For English learners: Support <ul style="list-style-type: none"> • Provide a summer school ELD Academy • Monitor progress of EL students in writing • Integrate support programs for EL students • Provide EL Parent Involvement Trainings </p> | <p>No additional costs</p> | <p>Summer ELD academy was held serving 95 EL students.</p> | |
| <p>Scope of Service LEA-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 LEA-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>For English learners: Celebrate <ul style="list-style-type: none"> • Recognize EL language growth • Recognize RFEP students at a District recognition event </p> | <p>No additional costs</p> | <p>Celebration activities were held.</p> | |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | |

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| <input checked="" 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"/> 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? | This continues to be an area of high need and actions, services, and expenditures have been appropriately allocated. This goal has been incorporated under 2016-17 Goal #6. | | |

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| Original GOAL 5 from prior year LCAP: | Increase student skills with technology in grades K-8. | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All | ----- | | |
| | Applicable Pupil Subgroups: | All | | |
| Expected Annual Measurable Outcomes: | Bright Bytes Foundational Skills – 30% Online Skills-40% | Actual Annual Measurable Outcomes: | Bright Bytes Foundational Skills – 33% Online Skills – 21% (additional indicator: Multimedia Skills – 92%) | |
| LCAP Year: 2015-2016 | | | | |
| Planned Actions/Services | | Actual Actions/Services | | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures | |
| Adjust computer lab schedules so all students in grades 1 - 6 have time in the lab | District technology staff salaries and benefits (Mgmt 5250, Obj 1-3) 0000: Unrestricted LCFF \$0 Technology equipment (Mgmt 5250, Obj 4) 0000: Unrestricted LCFF \$0 | Lab schedules have been adjusted to provide greater access to younger students. | District technology staff salaries and benefits (Mgmt 5250, Obj 1-3) 0000: Unrestricted LCFF \$0 Technology equipment (Mgmt 5250, Obj 4) 0000: Unrestricted LCFF \$0 | |
| Scope of Service | LEA-wide | Scope of Service | LEA-wide | |
| <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | |
| Allow grade 4-8 students to utilize mobile devices in their classrooms in | No additional costs | Mobile Chromebook labs have been provided at each campus. | | |

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| lieu of one computer lab session each week. | | | |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| Begin delivering K-6 scope and sequence of technology skills and experiences. | No additional costs | Increased Site Tech time and shifted focus from tech support to instructional support; technology skills progression published and tech team is working with consulting teacher to identify resources for skills. | |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| Provide professional development in technology to certificated and classified staff | No additional costs | Two week-long technology institutes for certificated staff were provided over the 2015 summer. A total of 62 teachers participated in the training. | |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p> | |

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| <ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <ul style="list-style-type: none"> _ 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? | This goal has been met and therefore has not been carried forward into 2016-17. | | |

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| Original GOAL 6 from prior year LCAP: | Increase protective school factors on the California Healthy Kids Survey and/or school-based student surveys. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Healthy Kids Survey & student surveys -70% of students report perceived assets at school | Actual Annual Measurable Outcomes: Need survey results | |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching | Pupil support staff salaries and benefits (mngmt code 6150, obj 1-3) 0000: Unrestricted LCFF \$0 | Toolbox training has been provided including for newly hired teachers and counselors. Playworks training was scheduled for late October. Restorative Practices was piloted at 3 schools. All schools completed a Spring student survey | Pupil support staff salaries and benefits (mngmt code 6150, obj 1-3) 0000: Unrestricted LCFF \$0 |
| Scope of Service | LEA-wide | Scope of Service | LEA-wide |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient | | <input 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) | |

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| _ Other Subgroups: (Specify) | | | |
| Pilot Restorative Practices in two school sites | No additional costs | Village, Matanzas, and RVCS staff have been trained and are using the model. | |
| Scope of Service LEA-wide <hr/> <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) | | Scope of Service LEA-wide <hr/> <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 cybersafety training program for all students K-8. | No additional costs | ALL students complete cyber-safety training on their first visit to the computer lab each school year. | |
| Scope of Service LEA-wide <hr/> <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) | | Scope of Service LEA Wide <hr/> <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 counseling services at all sites | No additional costs | Counseling services were expanded with the hiring of five full-time counselors. | |
| Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils | | Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils | |

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| <ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| <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>Staff at four sites were trained in Restorative Practices and implemented the program. The remaining six school staffs will be trained next year and implement the program. This goal has been incorporated under 2016-17 Goal #3.</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.

| | | | |
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| Original GOAL 7 from prior year LCAP: | Increase attendance rates each year Decrease chronic absenteeism rates each year Maintain dropout rates at 0 | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | School attendance rates on P2 at 96% ADA. Chronic absenteeism rates at 4.5%. Maintain dropout rates at 0. | Actual Annual Measurable Outcomes: School attendance rate for 2015-16 P2 is 95.3% ADA. Chronic absenteeism rate for 2015-16 P2 is 9.4%.. | |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue to implement attendance interventions and regular SARB hearings, by having the school counselor coordinate the SART meetings. | Busing transportation salaries and benefits (MGMT BUS1,BUS2, obj 1-3) 0000: Unrestricted LCFF \$0 | Attendance monitoring has been strengthened with the addition of 4 additional hours per day of office support. Attendance monitoring systems have been revised to improve communication and intervention. Attendance -15/16 P2 ADA Village – 95.3% Chronic Absenteeism Village – 9.4% | Busing transportation salaries and benefits (MGMT BUS1,BUS2, obj 1-3) 0000: Unrestricted LCFF \$0 |
| Scope of Service | LEA-wide | Scope of Service | LEA-wide |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | |

| | | | | | | | |
|---|--|--|--|---|------------------|----------|--|
| _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | | | | |
| Develop restorative practices to be used in schools and train staff | Pilot Program at selected school sites 0000: Unrestricted LCFF \$0 | Village staff have been trained and have implemented Restorative Practices school-wide for grade 4-8.. Mgmt MSS | Pilot Program at selected school sites 0000: Unrestricted LCFF \$0 | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Targeted Schools</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Scope of Service | Targeted Schools | | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-wide</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Scope of Service | LEA-wide | |
| Scope of Service | Targeted Schools | | | | | | |
| Scope of Service | LEA-wide | | | | | | |
| Increase parent awareness on the importance of regular school attendance | No additional costs | Attendance information has been included in school newsletters and counseling newsletters. Counselors and office staff call parents when students are absent and SART meetings are held to discuss solutions to attendance issues. | | | | | |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-wide</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Scope of Service | LEA-wide | | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-wide</td> </tr> </table> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | Scope of Service | LEA-wide | |
| Scope of Service | LEA-wide | | | | | | |
| Scope of Service | LEA-wide | | | | | | |

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Attendance will remain a priority area for the district, though no new actions, services, or expenditures are purposed for next year. This goal has been incorporated under 2016-17 Goal #3.

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

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| Original GOAL 8 from prior year LCAP: | Decrease suspension rates 5% each year Maintain expulsion rates each year at 0 | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Reduce pupil suspension rates – 4 students suspended Maintain low expulsion rate at 0 | Actual Annual Measurable Outcomes: Goal for decreasing suspensions does not appear to be met. It should be recognized that there has been an increase in the use of Illuminate to document suspensions, which may be a factor in that there are more records. There was 1 recorded suspension in 2014/2015 and there were 4 recorded in 2015/2016. There were no expulsions during the 15-16 school year | |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Develop restorative practices to be used in schools and train staff. | Staff training - No costs associated with this action 0000: Unrestricted LCFF | Significant decrease in referrals to the principal for behavior has been noted at schools who are implementing Restorative Practices. Suspensions 15/16 as of P2 Village – 4 | |
| Scope of Service | Targeted Schools | Scope of Service | Targeted Schools |
| <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 | | <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 | |

| | | | | | | | |
|--|--|--|--|--|------------------|----------|--|
| proficient _ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | | | | | |
| Staff training on Classroom Behavior Management. | Stipends for speakers and staff who are providing the trainings (Object code 5800) 0000: Unrestricted LCFF \$0 | Classified and certificated staff have participated in classroom behavior management training this year. | Stipends for speakers and staff who are providing the trainings (Object code 5800, mgmt 5200) 0000: Unrestricted LCFF \$ 0 | | | | |
| <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table> | Scope of Service | LEA-Wide | | <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> | Scope of Service | LEA-wide | |
| Scope of Service | LEA-Wide | | | | | | |
| Scope of Service | LEA-wide | | | | | | |
| <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> | | <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> | | | | | |
| Develop alternative means of discipline- other than suspension. | No additional costs | Schools who are implementing Restorative Practices have held restorative circles to address the behavior issues and have included parents as an alternative means of discipline. | | | | | |
| <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> | Scope of Service | LEA-wide | | <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> | Scope of Service | LEA-wide | |
| Scope of Service | LEA-wide | | | | | | |
| Scope of Service | LEA-wide | | | | | | |
| <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> | | <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p> | | | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to | School safety and climate continues to be a priority for the district. A district-wide survey of students in grades 2-8 was given in the spring of 2016. Results are incorporated into the LCAP as baseline data from which growth metrics are included. No specific changes to actions, services, or expenditures are planned. This goal has been incorporated under 2016-17 Goal #3. | | | | | | |

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

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| | | | |
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| Original GOAL 9 from prior year LCAP: | Increase parent involvement and participation on school and district advisory councils, school activities. Increase parent attendance at parent information evenings, such as Back to School Night, Open House, and parent training. | Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Increase parent involvement by 5% for all students including English Learners, low income, foster youth, and students with disabilities. | Actual Annual Measurable Outcomes: The metric was met through the emphasis on such efforts as school-based multicultural events, Family Literacy Nights, with an emphasis on latino families, and the addition of Family Math Nights at each school site. | |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Increase Parent Involvement on District and Site Committees: <ul style="list-style-type: none"> • Continue Superintendent Advisory Councils with representatives from all sites • Teachers; Classified; Parents; Students • Promote opportunities for participation on Site Councils, ELAC, and DELAC • Set up RVEF Site Liaisons to report monthly to PTA/PTO • Each site hold "State of the School" meetings with parents from all grade levels | No additional costs | Advisory councils continue to operate and provide opportunities for greater stakeholder engagement. Parent engagement entities such as Site Councils, ELACs and DELAC continued to meet and advise school/district personnel. PTA/PTO groups are active and each has a RVEF liaison. | |
| Scope of Service | LEA-wide | Scope of Service | LEA-wide |
| <input checked="" type="checkbox"/> All | | <input checked="" type="checkbox"/> All | |

| | | | |
|---|---|---|--|
| OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| School and Community Communication <ul style="list-style-type: none"> • Publish or email weekly newsletter for each site • Link events to family fun (i.e. ice cream social, book fair) • Target personal phone calls • Utilize One Call Now | No additional costs | Schools continue to utilize a variety of communication strategies to ensure information is shared is accessible to our communities. | |
| Scope of Service LEA-wide <hr/> X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | Scope of Service LEA-wide <hr/> X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Our parent outreach this year showed a desire for access to our computer labs and libraries for families after school hours. We are piloting a program to open these facilities next year on a yet to be finalized schedule. Parents also want training to support their children at home with mathematics. This will be provided. This goal has been incorporated under 2016-17 Goal #1, Goal #3, and Goal #6. | | |

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| Original GOAL 10 from prior year LCAP: | Maintain school facilities in good repair. Create construction/renovation schedule for possible bond proceeds | Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Maintain "Good Repair" on the Facilities Inspection Tool at all sites. | Actual Annual Measurable Outcomes: Quarterly Williams reports resulted in zero reports of facility issues. | |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Maintain School Facilities in Good Repair Continue custodial and maintenance work at all sites. | Custodial (All costs - MGMT 7300 - all resource) 0000: Unrestricted LCFF \$0 District maintenance staff and supervisors salaries and benefits (resource 8150, obj. 1-3) 0000: Unrestricted LCFF \$0 | Quarterly Williams reports resulted in zero complaints. Facility maintenance scheduled work and inspections were performed as planned. | Custodial (All costs - MGMT 7300 - all resource) 0000: Unrestricted LCFF \$0 District maintenance staff and supervisors salaries and benefits (resource 8150, obj. 1-3) 0000: Unrestricted LCFF \$0 |
| Scope of Service | LEA-wide | Scope of Service | LEA-wide |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |
| Develop facility construction projects | No additional costs | All targets were met. The Governing | |

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| <ul style="list-style-type: none"> • Discuss needs with site principals to help determine priorities • Gather input from architects to help group projects to generate savings or other efficiencies • Review and rank projects by District priority as listed in the Master Facility Plan • Begin construction on one District school and two charter schools • Begin planning for two additional schools. | | <p>met on October 21, 2015 for a study session on the facility bond program. Clear direction for the program was developed.</p> | |
| <p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service LEA-wide</p> <hr/> <p>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>Our district has a bond facility program underway whereby extensive new construction and modernization is being performed at every school site over the next four to six years. No LCFF funding has been allocated towards facility improvements. This goal has been incorporated under 2016-17 Goal #1.</p> | | |

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| Original GOAL 11 from prior year LCAP: | Provide access to full range of classes for all students, including English Learners, low income, foster youth, and students with disabilities – English, math, social studies, science, visual & performing arts, health, library, PE, foreign language (7-8) | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Continue to provide access to full range of classes for all students, including English Learners, low income, foster youth, and students with disabilities – English, math, social studies, science, visual & performing arts, health, library, PE, foreign language (7-8) | Actual Annual Measurable Outcomes: Access was provided to full range of classes for all students, including English Learners, low income, foster youth, and students with disabilities – English, math, social studies, science, visual & performing arts, health, library, PE, foreign language (7-8) | |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Review class schedules and student report cards to ensure all students have access to all course offerings | No additional costs to LCFF Funding | All students have access to the full range of core classes offered in the district; English learners are underrepresented in Band, Chorus and Orchestra. | No additional costs were incurred. |
| Scope of Service: LEA-wide | | Scope of Service: LEA-wide | |
| <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | |

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Our district will conduct an audit of our Special Education, GATE, and middle school advanced coursework offerings to ensure all stakeholder groups and significant subgroups are equitably represented. This goal has been incorporated under 2016-17 Goal #2.

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

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|---|--|---|---|
| Original GOAL 12 from prior year LCAP: | Improve physical fitness of students | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | Physical Fitness Test: Grade 5 -65% will meet 5/6 Standards Grade 7 -65% will meet 5/6 Standards | Actual Annual Measurable Outcomes: Physical Fitness Test: Grade 5 -61% will meet 5/6 Standards Grade 7 -54% will meet 5/6 Standards | |
| LCAP Year: 2015-2016 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Provide professional development in PE to Grade K-6 teachers. | No additional costs to LCFF Funding | Workshops offered October 2015 and January 2016; additional resources sent to teachers periodically throughout the year via email. | |
| Scope of Service | LEA-wide | Scope of Service | LEA-wide |
| <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| Provide PE carts with PE equipment and lessons for grades K - 3. | Purchase carts and PE equipment (Magmt Coe PEPA, Obj. Code 4310) 0000: Unrestricted LCFF \$0 | Completed August 2015. | Purchase carts and PE equipment (Magmt Coe PEPA, Obj. Code 4310) 0000: Unrestricted LCFF \$ |

| | | | |
|--|---|--|--|
| Scope of Service LEA-wide | | Scope of Service LEA-wide | |
| X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| Provide at least 200 minutes of physical education every 10 school days (1-6). | No additional costs to LCFF Funding | Students in grades 4-6 have 90 minutes per week with a PE coach and teachers provide the remaining minutes. | |
| Scope of Service LEA-wide | | Scope of Service LEA-wide | |
| X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | | X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | This goal has been met and therefore has not been carried forward into 2016-17. | | |

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>\$98,251</u> |
| <p>The District does not receive Concentration funds. Supplemental funds for the 2016-17 school year will be used for our Multi Tiered System of Support (MSTS) programs. The components of our MTSS program funded with supplemental funding include a range of intervention support, an ELD Summer Academy, to support a district-wide ELD coordinator, support the district's restorative practices program, fund a summer learning program, fund a portion of our family liaisons, and fund a portion of our EL assistants. (Averill & Rinaldi, 2011; California Department of Education, 2015)</p> <p>Intervention Programs: These resources are principally directed to serve our unduplicated students by providing direct instruction to students who are not meeting grade level CAASPP and/or local assessment targets. While these services are not strictly limited to our unduplicated students, these subgroups comprise the majority of students benefiting from the services. Intervention services are provided within an extensive MTSS system that includes Student Support Coordinators, classroom teachers, and intervention teachers. Student Support Coordinators provide direct instruction to students, monitor the progress of all students being served with support services and meet with grade level teams and principals to review the progress of groups and individuals. English language arts and mathematics are the targeted subjects for identifying and supporting students. Supplemental funds are used for Student Support Coordinator and intervention teachers' salaries and benefits. (California Department of Education, 2015)</p> <p>Cost of the Intervention Programs charged to Supplemental Funds: See Attached, Resource Code 0000 Object 1000-6000 (Management Codes 0652 & 0653)</p> <p>Summer ELD Academy: This program is principally directed to serve our unduplicated students by providing direct instruction and monitoring of student progress within our overall system of supports. Students participating in the Summer ELD Academy are English learners at the Intermediate level as measured by CELDT. The goal of this service is to accelerate English language acquisition so that English learners do not become long term ELs. Summer EL Academy classroom teachers provide the instruction. Supplemental funds are used for Summer ELD Academy classroom teachers' and classified employees' salaries and benefits and instructional materials. (Ward-Singer, 2007; California Department of Education, ELD Standards Appendix C, 2015)</p> <p>Cost of the Summer ELD Academy charged to Supplemental Funds: See District Budget, Resource Code 0000 Object 1000-6000 (Management Code ELDA)</p> <p>EL Coordinator: This program is principally directed to serve our unduplicated students by coordinating and monitoring of EL student progress within our overall system of supports. Supplemental funds are used for EL Coordinator salary and benefits. (Schmoker, 2006)</p> <p>Cost of the EL Coordinator charged to Supplemental Funds: See District Budget, Resource Code 0000 Object 10000-3000- (Management Code ELDC)</p> | |

Restorative Practices: This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used to support the training for certificated and classified personnel in the use of the Restorative Practices protocols. This effort will result in district-wide implementation of this practice. (International Institute for Restorative Practices, 2007)

Cost of expanding Restorative Practices charged to Supplemental Funds: See District Budget, Resource Code 0000 Object 1XXX (Management Code MAAD)

Summer Learning: This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used for Summer Learning classroom teachers' and classified employees' salaries and benefits. (Smith, ASCD, 2012)

Cost of the Summer Learning program charged to Supplemental Funds: See District Budget, Resource Code 0000 Object 1XXX (Management Code 0650)

Family Liaison: This program is principally directed to serve our unduplicated students by providing school-to-home related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Family Liaisons provide an important link between our schools and families. These individuals provide support for families across a wide range of school attendance, social/emotional needs, and connecting to community-wide resources. Supplemental funds are used for classified employees' salaries and benefits. (Breiseth, Robertson & Lafond, 2015)

Cost of the Family Liaisons charged to Supplemental Funds: See District Budget, Resource Code 0000 Object 1XXX (Management Code 4201)

EL Assistants: This program is principally directed to serve our unduplicated students by providing instructional services. EL Assistants provide direction instructional support to our EL students. Supplemental funds are used for classified employees' salaries and benefits. (Robertson & Ford, 2013)

Cost of the EL Assistants charged to Supplemental Funds: See District Budget, Resource Code 0000 Object 1XXX (Management Code 4203)

- 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.

| | |
|------|---|
| 3.71 | % |
|------|---|

The District is increasing services by directing all new Supplemental funds to services that are principally directed towards our unduplicated students. All new and ongoing Supplemental funding is directed towards our Multi Tiered System of Support services. Detailed information concerning the use of these funds are included in Section 3:A.

Section 4: Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|---|---|--------------|--------------|--------------|--------------------------------|
| Funding Source | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-2017 | 2017-2018 | 2018-19 | 2016-2017- 2018-19 Total |
| All Funding Sources | 1,649,417.00 | 1,625,960.00 | 1,830,171.00 | 1,922,000.00 | 1,993,000.00 | 5,745,171.00 |
| LCFF | 1,586,301.00 | 1,567,237.00 | 1,732,012.00 | 1,821,000.00 | 1,888,000.00 | 5,441,012.00 |
| Supplemental | 63,116.00 | 58,723.00 | 98,159.00 | 101,000.00 | 105,000.00 | 304,159.00 |

| Total Expenditures by Object Type | | | | | | |
|-----------------------------------|---|---|--------------|--------------|--------------|--------------------------------|
| Object Type | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-2017 | 2017-2018 | 2018-19 | 2016-2017- 2018-19 Total |
| All Expenditure Types | 1,649,417.00 | 1,625,960.00 | 1,830,171.00 | 1,922,000.00 | 1,993,000.00 | 5,745,171.00 |
| | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0000: Unrestricted | 1,649,417.00 | 1,625,960.00 | 1,830,171.00 | 1,922,000.00 | 1,993,000.00 | 5,745,171.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|---------------------|---|---|------------------|------------------|------------------|--------------------------------|
| Object Type | Funding Source | 2015-2016 Annual Update Budgeted | 2015-2016 Annual Update Actual | 2016-2017 | 2017-2018 | 2018-19 | 2016-2017- 2018-19 Total |
| All Expenditure Types | All Funding Sources | 1,649,417.0 0 | 1,625,960.0 0 | 1,830,171.0 0 | 1,922,000.0 0 | 1,993,000.0 0 | 5,745,171.0 0 |
| | LCFF | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0000: Unrestricted | LCFF | 1,586,301.0 0 | 1,567,237.0 0 | 1,732,012.0 0 | 1,821,000.0 0 | 1,888,000.0 0 | 5,441,012.0 0 |
| 0000: Unrestricted | Supplemental | 63,116.00 | 58,723.00 | 98,159.00 | 101,000.00 | 105,000.00 | 304,159.00 |

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).

01-13-15 [California Department of Education]