Introduction:

LEA: Rincon Valley Union Elementary School District   **Contact (Name, Title, Email, Phone Number):** Casey D'Angelo, Superintendent, cdangelo@rvusd.org, (707) 542-7375
LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
District English Learner Advisory Council on January 28, 2015 Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.	DELAC appreciated improvements made in the current year and had additional suggestions for the next three-years: • Expand the ELD academy held in the summer • Have translators at all parent meetings (PTA, Boosters, etc.) "- Open House" one time a week for the bi-lingual family liaison available for parents to ask questions
Whited Parents and ELAC on February 27, 2015 and March 3, 2015	Whited parents and ELAC appreciated improvements made in the current year

Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

and had additional suggestions for the next three-years.
- Interest in rotation of leveled instruction in language arts throughout the school
- More challenging math for high achieving students
- Add parent training in technology
- More web presence with links to school events
- Provide day care for evening meetings and classes

Village Parents and ELAC on March 2, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Village parents and ELAC appreciated improvements made in the current year and had additional suggestions for the next three-years:
- Inform parents about all opportunities to be involved at both the school and district level
- Use Junior coaches for primary lunch recess

Administrative Council on March 3, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Administrative Council appreciated improvements made in the current year and had additional suggestions for the next three-years:
- Set up pilot of restorative practices with three schools

District-wide Community Engagement Meeting held at Sequoia School on March 3, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Those present appreciated improvements made in the current year and had additional suggestions for the next three-years:
- Provide more parent education opportunities, such as technology classes

Binkley ELAC and Boosters on March 4, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Binkley ELAC and Boosters appreciated improvements made in the current year and had additional suggestions for the next three-years:
- Provide writing interventions for intermediate CELDT level students in May and September
- Have a Booster Board member who is bilingual so all meetings can be translated
- Have parents act as hosts at kindergarten tea

Parent Advisory Committee on March 4, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Parents Advisory Committee appreciated improvements made in the current year and had additional suggestions for the next three-years:
- Continue to talk about District goals at parent meetings so they have an awareness and input into the District vision.

District-wide Community Engagement Meeting in Spanish held at Village

Those present appreciated improvements made in the current year and had

School on March 5, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

additional suggestions for the next three-years:
- Expand the ELD academy in the summer so more students can participate.

Board Meeting on March 10, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

The Board appreciated improvements made in the current year and had additional suggestions for the next three-years:
- Continue to find ways to keep parents informed and involved.

Spring Creek Matanzas PTA on March 16, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Spring Creek Matanzas PTA appreciated improvements made in the current year and had additional suggestions for the next three-years:
- Re-establish 2nd Cup of Coffee meetings in the morning for parents
- Provide daycare for parent meetings
- Opportunities for parental outreach by having a resource person who can communicate in Spanish
- Send things home electronically as well as on paper
- Put more emphasis on middle and upper learner students
- More emphasis on skill building in PE
- Adopt a PTA Anti-Bullying program

Superintendent Student Advisory Council on March 16, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Reviewed LCAP and suggestion made to offer more opportunities with technology and playground activities during lunch.

Board Meeting on April 14, 2015
Reviewed progress made toward meeting goals in 2014-15 and draft of goals for next three years.

Reviewed LCAP and direction was given to complete the draft and share with groups before bringing back for Public Hearing in May.

District English Learner Advisory Council on April 29, 2015, 2014 – Review of Final LCAP Draft – The Superintendent responded in writing to the comments made at this meeting. There were no questions.

Parent Advisory Committee on May 6, 2015 – Review of Final LCAP Draft
The Superintendent responded in writing to the comments made at this meeting. There were no questions.

Public Hearing for LCAP at May 12, 2015 Board Meeting. At the same meeting, there was a public hearing on the budget. There were no questions about either.

LCAP and Budget were approved by the Board on June 9, 2015.

Annual Update:	**Annual Update:**
District English Learner Advisory Council on January 28, 2015 Reviewed progress made toward meeting goals in 2014-15 Data on the required and local metrics was shared.	DELAC appreciated improvements made in the current year and had additional suggestions for the next three-years. • Expand the ELD academy held in the summer • Have translators at all parent meetings (PTA, Boosters, etc.) "- Open House" one time a week for the bi-lingual family liaison available for parents to ask questions
Whited Parents and ELAC on February 27, 2015 and March 3, 2015 Reviewed progress made toward meeting goals in 2014-15 Data on the required and local metrics was shared.	Whited parents and ELAC appreciated improvements made in the current year and had additional suggestions for the next three-years. • Interest in rotation of leveled instruction in language arts throughout the school • More challenging math for high achieving students • Add parent training in technology • More web presence with links to school events • Provide day care for evening meetings and classes
Village Parents and ELAC on March 2, 2015 Reviewed progress made toward meeting goals in 2014-15 Data on the required and local metrics was shared.	Village parents and ELAC appreciated improvements made in the current year and had additional suggestions for the next three-years: • Inform parents about all opportunities to be involved at both the school and district level • Use Junior coaches for primary lunch recess
Administrative Council on March 3, 2015 Reviewed progress made toward meeting goals in 2014-15 Data on the required and local metrics was shared.	Administrative Council appreciated improvements made in the current year and had additional suggestions for the next three-years: • Set up pilot of restorative practices with three schools
District-wide Community Engagement Meeting held at Sequoia School on March 3, 2015 Reviewed progress made toward meeting goals in 2014-15 Data on the required and local metrics was shared.	Those present appreciated improvements made in the current year and had additional suggestions for the next three-years: • Provide more parent education opportunities, such as technology classes
Binkley ELAC and Boosters on March 4, 2015 Reviewed progress made toward meeting goals in 2014-15 Data on the required and local metrics was shared.	Binkley ELAC and Boosters appreciated improvements made in the current year and had additional suggestions for the next three-years: • Provide writing interventions for intermediate CELDT level students in May

	and September • Have a Booster Board member who is bilingual so all meetings can be translated • Have parents act as hosts at kindergarten tea
Parent Advisory Committee on March 4, 2015 Reviewed progress made toward meeting goals in 2014-15 Data on the required and local metrics was shared.	Parents Advisory Committee appreciated improvements made in the current year and had additional suggestions for the next three-years: • Continue to talk about District goals at parent meetings so they have an awareness and input into the District vision.
District-wide Community Engagement Meeting in Spanish held at Village School on March 5, 2015 Reviewed progress made toward meeting goals in 2014-15 Data on the required and local metrics was shared.	Those present appreciated improvements made in the current year and had additional suggestions for the next three-years: • Expand the ELD academy in the summer so more students can participate.
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Spring Creek Matanzas PTA on March 16, 2015 Reviewed progress made toward meeting goals in 2014-15 Data on the required and local metrics was shared.	Spring Creek Matanzas PTA appreciated improvements made in the current year and had additional suggestions for the next three-years: • Re-establish 2nd Cup of Coffee meetings in the morning for parents • Provide daycare for parent meetings • Opportunities for parental outreach by having a resource person who can communicate in Spanish • Send things home electronically as well as on paper • Put more emphasis on middle and upper learner students • More emphasis on skill building in PE • Adopt a PTA Anti-Bullying program
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made at this meeting. There were no questions.

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meeting. There were no questions.

Public Hearing for LCAP at May 12, 2015 Board Meeting. At the same meeting,
there was a public hearing on the budget.

LCAP and Budget were approved by the Board on June 9, 2015.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Increase student achievement in English Language Arts and Math Increase overall % of K-2 students scoring at or above benchmark, as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment Increase the overall % of Grade 1–8 students scoring at or above benchmark, as measured by the RenLearn STAR Reading Assessment. Increase the overall percentage of Grade 1–8 students scoring at or above benchmark, as measured by the RenLearn STAR Math Assessment.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Increase Student Achievement DIBELS 72% at or above benchmark STAR Reading scores 60% at or above benchmark STAR Math scores 65% at or above benchmark Currently there is not an API score or CST to reference A-D requirements; CTE classes; % passed AP test and Early Assessment Program – N/A

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

LCAP Year 1: 2015-2016

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Assess student progress using formative, interim, and summative assessments (Grades K - 2) using Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	LEA-wide	X All - - - - - - - - - - - OR: _ Low Income pupils	Kindergarten Assistants salary and benefits (MGMT KIND) 0000: Unrestricted LCFF $47,961

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 analysis		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 $11,839,747 District staff salary and benefits (MGMT 5100, obj. 1-3) 0000: Unrestricted LCFF $234,092
Implement high quality instructional practices • ELA Common Core • PLC meetings focused on developing multidisciplinary units of study	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Develop student, parent, and teacher understanding of the Essential Attributes for Success.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Assess student reading progress in grades 1 - 6 using formative, interim, and summative assessments • STAR Reading • Common formative assessments • SBAC resources (formative and interim assessments, as available)	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Assess student math progress using formative, interim, and summative assessments • STAR Math	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	No additional costs

• Common formative assessments • SBAC resources (formative and interim assessments, as available)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement high quality Math instructional practices • Math Common Core and Math Practices • PLC meetings focused on developing multidisciplinary units of study	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
For low income pupils when additional support is needed: Utilize Student Support Coordinator model • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention summer school program	LEA-wide	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 $204,643
For foster youth when additional support is needed: Utilize Student Support Coordinator model • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention summer school program	LEA-wide	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See services and costs provided to Low-income students
For redesignated fluent English proficient pupils: Implement high-leverage language practices: • Integrated ELD instruction	LEA-wide	_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient	See services and costs provided to English Learner students (Goal 4)

		_ Other Subgroups: (Specify)	
For redesignated fluent English proficient pupils: Support • Provide a summer school ELD Academy • Integrate support programs for EL students • Provide EL Parent Involvement Trainings	LEA-wide	_ All - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See services and costs provided to English Learner students (Goal 4)
		_ All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	DIBELS - 81% at or above benchmark STAR Reading scores 75% at or above benchmark STAR Math scores 75% at or above benchmark

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	LEA-wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Kindergarten Assistants salary and benefits 0000: Unrestricted LCFF $50,000 Maintain highly qualified teachers and site staff– salary and benefits 0000: Unrestricted LCFF $12,000,000 District staff salary and benefits 0000: Unrestricted LCFF

for instruction and support of students • PLC meetings focused on data analysis • RTI meetings • Monthly sixty minutes of data analysis		English proficient _ Other Subgroups: (Specify)	$236,000
Assess student reading progress in grades 1 - 6 using formative, interim, and summative assessments • STAR Reading • Common formative assessments • SBAC resources (formative and interim assessments, as available)	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Implement high quality instructional practices • ELA Common Core • PLC meetings focused on developing multidisciplinary units of study	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Develop student, parent, and teacher understanding of the Essential Attributes for Success.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Assess student math progress using formative, interim, and summative assessments • STAR Math • Common formative assessments • SBAC resources (formative and interim assessments, as available)	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	No additional costs

		English proficient _ Other Subgroups: (Specify)	
Implement high quality instructional practices • Math Common Core and Math Practices • PLC meetings focused on developing multidisciplinary units of study	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
For low income pupils when additional support is needed: Utilize Student Support Coordinator model • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention summer school program	LEA-wide	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide coordinated intervention services at each site to students who need additional support to achieve grade level standards 0000: Unrestricted Supplemental $206,000
For foster youth when additional support is needed: Utilize Student Support Coordinator model • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention summer school program	LEA-wide	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
For redesignated fluent English proficient pupils: Implement high-leverage language practices: • Integrated ELD instruction	LEA-wide	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See services and costs provided to English Learner students (Goal 4)

For redesignated fluent English proficient pupils: Support • Provide a summer school ELD Academy • Integrate support programs for EL students • Provide EL Parent Involvement Trainings	LEA-wide	_ All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See services and costs provided to English Learner students (Goal 4)
	LEA-wide	_ All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	DIBELS - 84% at or above benchmark STAR Reading scores 80% at or above benchmark STAR Math scores 80% at or above benchmark N/A

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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	LEA-Wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Kindergarten Assistants salary and benefits 0000: Unrestricted LCFF $52,000 Maintain highly qualified teachers and site staff-salary and benefits 0000: Unrestricted LCFF $12,100,000 District staff salary and benefits 0000: Unrestricted LCFF $238,000

• PLC meetings focused on data analysis • RTI meetings • Monthly sixty minutes of data analysis		_ Other Subgroups: (Specify)	
Assess student progress using formative, interim, and summative assessments • STAR Reading • Common formative assessments • SBAC resources (formative and interim assessments, as available)	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Implement high quality instructional practices • ELA Common Core • PLC meetings focused on developing multidisciplinary units of study	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Develop student, parent, and teacher understanding of the Essential Attributes for Success.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Assess student math progress using formative, interim, and summative assessments • STAR Math • Common formative assessments • SBAC resources (formative and interim assessments, as available)	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	No additional costs

		(Specify)	
Implement high quality instructional practices • Math Common Core and Math Practices • PLC meetings focused on developing multidisciplinary units of study	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
For low income pupils when additional support is needed: Utilize Student Support Coordinator model • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention summer school program	LEA-wide	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide coordinated services at each site to students who need additional support to achieve grade level standards 0000: Unrestricted Supplemental $208,000
For foster youth when additional support is needed: Utilize Student Support Coordinator model • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention summer school program	LEA-wide	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See services and costs provided to Low-income students
For redesignated fluent English proficient pupils: Implement high-leverage language practices: • Integrated ELD instruction	LEA-wide	_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See services and costs provided to English Learners (Goal 4)

For redesignated fluent English proficient pupils: Support • Provide a summer school ELD Academy • Integrate support programs for EL students • Provide EL Parent Involvement Trainings	LEA-wide	_ All ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	See services and costs provided to English Learners (Goal 4)

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

GOAL 2:	Certify that all teachers are highly qualified. Purchase and use instructional materials which are standards aligned.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Improve Conditions of Learning Zero teacher misassignments 80% of instructional materials are aligned to Common Core Standards

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

LCAP Year 1: 2015-2016

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement personnel folder annual review, and provide professional development as needed to keep all teachers highly qualified.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Review instructional materials to make sure that all are aligned to the Common Core Standards. Purchase standards aligned materials	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Standards aligned materials (Function 1000, object 4) This amount includes all resources 0000: Unrestricted LCFF $768,938

		English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-2017			

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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement personnel folder annual review, and provide professional development as needed to keep all teachers highly qualified.	LEA-wide	X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Review instructional materials to make sure that all are aligned to the Common Core Standards.	LEA-wide	X All - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase standards aligned materials (Function 1000, object 4) 0000: Unrestricted LCFF $800,000

	LCAP Year 3: 2017-2018			
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			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement personnel folder annual review, and provide professional development as needed to keep all teachers highly qualified.		LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Review instructional materials to make sure that all are aligned to the Common Core Standards.		LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase standards aligned materials (Function 1000, object 4) 0000: Unrestricted LCFF $820,000

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

GOAL 3:	Implement Common Core Standards, including ELD, in all classrooms.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Common Core Standards, including ELD, observed during classroom observations 70% of the time		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Common Core Standards, including ELD, observed during classroom observations 80% of the time

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals • 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)	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 $185,278 Curriculum Department staff and salaries (Mgmt 5100, objects 1-3) 0000: Unrestricted LCFF $234,092

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Common Core Standards observed during classroom observations 90% of the time

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a year-long staff development plan for	LEA-wide	X All	Professional development training and workshops

| certificated, classified, and administrative staff that incorporates Common Core standards and District Goals
• 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) | | OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries.
 0000: Unrestricted LCFF $190,000 |
| | | | Curriculum Department staff and salaries 0000: Unrestricted LCFF $238,000 |

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Common Core Standards observed during classroom observations 100% of the time		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals • 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)	LEA-wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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. 0000: Unrestricted LCFF $200,000 Curriculum Department staff and salaries 0000: Unrestricted LCFF $241,000

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

GOAL 4:	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 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Increase English Learners fluency in English as demonstrated on CELDT scores 45% gained at least one level 41% moved from "intermediate" to a higher level 30% of students reclassified as RFEP STAR Reading: 30% of students will score at or above the 50th Percentile

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

LCAP Year 1: 2015-2016

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For English learners: Implement high-leverage language practices: • Integrated ELD instruction, including Structured Language Practice • Designated ELD instruction by classroom teacher	LEA-wide	_ All – – – – – – – – – – OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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 $138,447

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For English learners: Support • Provide a summer school ELD Academy • Monitor progress of EL students in writing • Integrate support programs for EL students • Provide EL Parent Involvement Trainings	LEA-wide	_ All - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
For English learners: Celebrate • Recognize EL language growth • Recognize RFEP students at a District recognition event	LEA-wide	_ All - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	CELDT scores: 60% will gain at least one level; 50% will move from "intermediate" to a higher level; 35% of students will be reclassified as RFEP STAR Reading: 45% of students will score at or above the 50th Percentile

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For English Learners: Implement high-leverage language practices: • Integrated ELD instruction, including Structured Language Practice • Designated ELD instruction by classroom teacher	LEA-wide	_ All - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide intervention services to English Learners who need additional support to achieve grade level standards 0000: Unrestricted Supplemental $140,000

For English Learners: Support • Provide a summer school ELD Academy • Monitor progress of EL students in writing • Integrate support programs for EL students • Provide EL Parent Involvement Trainings	LEA-wide	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
For English Learners: Celebrate • Recognize EL language growth • Recognize RFEP students at a District recognition event	LEA-wide	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	CELDT scores: 65% will gain at least one level; 55% will move from "intermediate" to a higher level; 40% of students will be reclassified as RFEP STAR Reading: 50% of students will score at or above the 50th Percentile

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For English Learners: Implement high-leverage language practices: • Integrated ELD instruction, including Structured Language Practice • Designated ELD instruction by classroom teacher	LEA-wide	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide intervention services to English Learners who need additional support to achieve grade level standards 0000: Unrestricted Supplemental $142,000

For English Learners: Support • Provide a summer school ELD Academy • Monitor progress of EL students in writing • Integrate support programs for EL students • Provide EL Parent Involvement Trainings	LEA-wide	_ All – – – – – – – – – – OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
For English Learners: Celebrate • Recognize EL language growth • Recognize RFEP students at a District recognition event	LEA-wide	_ All – – – – – – – – – – OR: _ Low Income pupils X 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.

GOAL 5:	Increase student skills with technology in grades K-8.			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify
Identified Need :	Increase student use of technology Bright Bytes Foundational Skills – 25% Online Skills-30%			
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups:	All		

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Bright Bytes Foundational Skills – 30% Online Skills-40%			
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Adjust computer lab schedules so all students in grades 1 - 6 have time in the lab		LEA-wide	X All – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	District technology staff salaries and benefits (Mgmt 5250, Obj 1-3) 0000: Unrestricted LCFF $178,211 Technology equipment (Mgmt 5250, Obj 4) 0000: Unrestricted LCFF $454,500
Allow grade 4-8 students to utilize mobile devices in their classrooms in lieu of one computer lab session each week.		LEA-wide	X All – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No additional costs

		_ Other Subgroups: (Specify)	
Begin delivering K-6 scope and sequence of technology skills and experiences.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide professional development in technology to certificated and classified staff	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Bright Bytes Foundational Skills – 40% Online Skills-45%		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust computer lab schedules so all students in grades 1 - 6 have time in the lab	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	District technology staff salaries and benefits 0000: Unrestricted LCFF $182,000 Technology equipment 0000: Unrestricted LCFF $460,000

Allow grade 4-8 students to utilize mobile devices in their classrooms in lieu of one computer lab session each week.	LEA-wide	X All __ __ __ __ __ __ __ __ __ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Begin delivering K-6 scope and sequence of technology skills and experiences.	LEA-wide	X All __ __ __ __ __ __ __ __ __ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide professional development in technology to certificated and classified staff	LEA-wide	X All __ __ __ __ __ __ __ __ __ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Bright Bytes Foundational Skills - 50% Online Skills - 55%		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adjust computer lab schedules so all students in grades 1 - 6 have time in the lab	LEA_wide	X All __ __ __ __ __ __ __ __ __ OR: _ Low Income pupils _ English Learners	District technology staff salaries and benefits 0000: Unrestricted LCFF $184,000
			Technology equipment 0000: Unrestricted LCFF $465,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Allow grade 4-8 students to utilize mobile devices in their classrooms in lieu of one computer lab session each week.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Deliver K-6 scope and sequence of technology skills and experiences.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide professional development in technology to certificated and classified staff	LEA-wide	X 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.

GOAL 6:	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 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Increase support for social-emotional learning Healthy Kids Survey & student surveys – 60% of students report perceived assets at school

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Healthy Kids Survey & student surveys -70% of students report perceived assets at school

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Pupil support staff salaries and benefits (mngmt code 6150, obj 1-3) 0000: Unrestricted LCFF $52,335
Pilot Restorative Practices in two school sites	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

Implement cybersafety training program for all students K-8.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide counseling services at all sites	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Healthy Kids Survey & student surveys -75% of students report perceived assets at school		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Pupil support staff salaries and benefits 0000: Unrestricted LCFF $54,000
Pilot Restorative Practices in two school sites	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth	No additional costs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement cybersafety training program for all students K-8.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide counseling services at all sites	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Healthy Kids Survey & student surveys -80% of students report perceived assets at school		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Pupil Support Staff salaries and benefits 0000: Unrestricted LCFF $56,000

Pilot Restorative Practices in two school sites	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Implement cybersafety training program for all students K-8.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
Provide counseling services at all sites	LEA-wide	X 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.

	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 X 6 _ 7 _ 8 _
GOAL 7:		COE only: 9 _ 10 _ Local : Specify

Identified Need :	Increase pupil engagement School attendance rates on P2 95.32% ADA Chronic absenteeism rates – 5% Middle school dropout rates – 0 High school dropout rates N/A High school grad rates – N/A

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	School attendance rates on P2 96% ADA Chronic absenteeism rates – 4.5% Maintain dropout rates at 0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement attendance interventions and regular SARB hearings, by having the school counselor coordinate the SART meetings.	LEA-wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Busing transportation salaries and benefits (MGMT BUS1,BUS2, obj 1-3) 0000: Unrestricted LCFF $527,832
Develop restorative practices to be used in schools and train staff	Targeted Schools	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils	Pilot Program at selected school sites 0000: Unrestricted LCFF $0

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Increase parent awareness on the importance of regular school attendance	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	School attendance rates on P2 96.3% ADA Chronic absenteeism rates – 4% Maintain dropout rates at 0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement attendance interventions and regular SARB hearings, by having the school counselor coordinate the SART meetings.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Busing transportation salaries and benefits 0000: Unrestricted LCFF $528,000
Develop restorative practices to be used in schools and train staff	Targeted Schools	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth	Implementation of Restorative Practices 0000: Unrestricted LCFF $0

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Communicate with parents and school staff regarding the importance of attendance.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	School attendance rates on P2 96.7% ADA Chronic absenteeism rates – 3% Maintain dropout rates at 0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to implement attendance interventions and regular SARB hearings, by having the school counselor coordinate the SART meetings.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Busing transportation salaries and benefits 0000: Unrestricted LCFF $530,000
Implement Restorative Practices as a method of improving attendance.	Targeted schools	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No additional costs

		_ Other Subgroups: (Specify)	
Build parent and staff awareness of the importance of good attendance	LEA-wide	X 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.

GOAL 8:	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 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Improve school climate Pupil suspension rates – 6 students suspended Expulsion rate - 0

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Reduce pupil suspension rates – 4 students suspended Maintain low expulsion rate at 0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop restorative practices to be used in schools and train staff	Targeted Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff training - No costs associated with this action 0000: Unrestricted LCFF
Staff training on Classroom Behavior Management	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stipends for speakers and staff who are providing the trainings (Object code 5800) 0000: Unrestricted LCFF $5,000

Develop alternative means of discipline- other than suspension	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Reduce pupil suspension rates – 3 students suspended Maintain low expulsion rate at 0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop restorative practices to be used in schools and train staff	Targeted Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff Training 0000: Unrestricted LCFF $20,000
Staff training on Classroom Behavior Management	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stipends for speakers and staff who are providing the trainings 0000: Unrestricted LCFF $5,000
Develop alternative means of discipline- other than suspension	LEA-wide	X All OR: _ Low Income pupils	No additional costs

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

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Reduce pupil suspension rates – 2 students suspended Maintain low expulsion rate at 0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement restorative practices at identified sites	Targeted school sites	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff training 0000: Unrestricted LCFF $21,000
Staff training on Classroom Behavior Management	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Stipends for speakers and staff who are providing the trainings 0000: Unrestricted LCFF $5,500
Develop alternative means of discipline- other than suspension	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	No additional costs

		(Specify)	

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

		Related State and/or Local Priorities:
GOAL 9:	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.	1 _ 2 _ 3 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Increase Parent Involvement for all students including English Learners, low income, foster youth, and students with disabilities. In 2014-15, we had 85% attendance at Back to School Night and Open House. We had 10% attendance at parent trainings.

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Increase parent involvement by 5% for all students including English Learners, low income, foster youth, and students with disabilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Parent Involvement on District and Site Committees: • 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	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
School and Community Communication • Publish or email weekly newsletter for each site • Link events to family fun (i.e. ice cream social, book fair) • Target personal phone calls	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	No additional costs

• Utilize One Call Now		English proficient _ Other Subgroups: (Specify)	

<table>
<tr><td colspan="4" align="center">LCAP Year 2: 2016-2017</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">Increase parent involvement by 5% for all students including English Learners, low income, foster youth, and students with disabilities.</td></tr>
<tr><td align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr>
<td>Increase Parent Involvement on District and Site Committees:

• 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</td>
<td>LEA-wide</td>
<td>X All
‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups:
(Specify)</td>
<td>No Additional Costs</td>
</tr>
<tr>
<td>School and Community Communication

• 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</td>
<td>LEA-wide</td>
<td>X All
‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups:
(Specify)</td>
<td>No Additional Costs</td>
</tr>
</table>

LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Increase parent involvement by 5% for all students including English Learners, low income, foster youth, and students with disabilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase Parent Involvement on District and Site Committees: • 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	LEA-wide	X All – – – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs
School and Community Communication • 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	LEA-wide	X 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.

GOAL 10:	Maintain school facilities in good repair. Create construction/renovation schedule for possible bond proceeds.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Maintain School Facilities in Good Repair Facilities Inspection Tool - "Good Repair" in overall rating Construction plans developed for Madrone School

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Maintain "Good Repair" on the Facilities Inspection Tool at all sites Begin construction on renovations to Madrone School

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain School Facilities in Good Repair Continue custodial and maintenance work at all sites.	LEA-wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Custodiall (All costs - MGMT 7300 - all resource) 0000: Unrestricted LCFF $857,763 District maintenance staff and supervisors salaries and benefits (resource 8150, obj. 1-3) 0000: Unrestricted LCFF $534,065
Develop facility construction projects • 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	LEA-wide	X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No additional costs

in the Master Facility Plan • Begin construction on one District school and two charter schools • Begin planning for two additional schools.		_ Other Subgroups: (Specify)	

LCAP Year 2: 2016-2017			

Expected Annual Measurable Outcomes:	Maintain "Good Repair" on the Facilities Inspection Tool at all sites Complete construction on renovations to Madrone School Begin construction plans for Sequoia School		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain School Facilities in Good Repair Continue custodial and maintenance work at all sites.	LEA-wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Custodial staff salaries and benefits 0000: Unrestricted LCFF $860,000 District maintenance staff and supervisors salaries and benefits 0000: Unrestricted LCFF $540,000
Complete construction at Madrone School Develop facility construction projects for Sequoia School • 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 • Complete construction on one District school and one charter schools • Continue planning for two additional schools.	LEA-wide	X All – – – – – – – – – – OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs

	LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Maintain "Good Repair" on the Facilities Inspection Tool at all sites Begin facility construction projects for Sequoia School			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Maintain School Facilities in Good Repair Continue custodial and maintenance work at all sites.	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Custodial staff salaries and benefits 0000: Unrestricted LCFF $870,000 District maintenance staff and supervisors salaries and benefits 0000: Unrestricted LCFF $550,000
Begin facility construction project at Sequoia School • Discuss needs with site principal 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 one charter schools • Begin planning for two additional schools.	LEA_wide	X 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.

GOAL 11:	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 X 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Provide access to full range of classes for all students, including English Learners, low income, foster youth, and students with disabilities Report card for grades 1-6 - All Class Schedules for grades 7-8 - All

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

LCAP Year 1: 2015-2016

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)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review class schedules and student report cards to ensure all students have access to all course offerings	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs to LCFF Funding

LCAP Year 2: 2016-2017				
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)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Review class schedules and student report cards to ensure all students have access to all course offerings	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs to LCFF Funding	
LCAP Year 3: 2017-2018				
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)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Review class schedules and student report cards to ensure all students have access to all course offerings	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs to LCFF funding	

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

GOAL 12:	Improve physical fitness of students	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Improve Physical Fitness Physical Fitness Test Grade 5 -63.2% and Grade 7 -62.9% Met 5/6 Standards

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

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Physical Fitness Test: Grade 5 -65% will meet 5/6 Standards Grade 7 -65% will meet 5/6 Standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development in PE to Grade K-6 teachers	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs to LCFF Funding
Provide PE carts with PE equipment and lessons for grades K - 3	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Purchase carts and PE equipment (Magmt Coe PEPA, Obj. Code 4310) 0000: Unrestricted LCFF $14,550

		_ Other Subgroups: (Specify)	
Provide at least 200 minutes of physical education every 10 school days (1-6)	LEA-wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs to LCFF Funding

LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Physical Fitness Test: Grade 5 -70% will meet 5/6 Standards Grade 7 -70% will meet 5/6 Standards		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development in PE to Grade K-6 teachers	LEA-wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs to LCFF Funding
Provide PE carts with PE equipment and lessons for grades K - 3	LEA-wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase PE equipment for primary grades 0000: Unrestricted LCFF

| Provide at least 200 minutes of physical education every 10 school days (1-6) | LEA-wide | X All
_ _ _ _ _ _ _ _ _ _ _ _ _
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify) | No additional costs to LCFF funding |

| **LCAP Year 3:** 2017-2018 | | | |

| Expected Annual Measurable Outcomes: | Physical Fitness Test:
Grade 5 -75% will meet 5/6 Standards
Grade 7 -75% will meet 5/6 Standards | | |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development in PE to Grade K-6 teachers	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional costs to LCFF Funding
Provide PE carts with PE equipment and lessons for grades K - 3	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase PE equipment for primary grade carts 0000: Unrestricted LCFF
Provide at least 200 minutes of physical education every 10 school days (1-6)	LEA-wide	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners	No additional costs to LCFF funding

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

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 overall % of K-2 students scoring at or above benchmark, as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment Increase the overall % of Grade 1–8 students scoring at or above benchmark, as measured by the RenLearn STAR Reading Assessment. Increase the overall percentage of Grade 1–8 students scoring at or above benchmark, as measured by the RenLearn STAR Math Assessment.	Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	DIBELS - 75% at or above benchmark STAR Reading scores 65% at or above benchmark STAR Math scores 65% at or above benchmark	Actual Annual Measurable Outcomes:	DIBELS End of Tri 2 - 72% at or above benchmark STAR Reading End of Tri 2 - 59% at or above benchmark STAR Math End of Tri 2 - 67% at or above benchmark

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assess student progress using formative, interim, and summative assessments using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 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 analysis	Kindergarten Assistants salary and benefits 0000: Unrestricted LCFF $107,730 ($36,131 is for District expenses; the balance is for charter schools)	All actions have been implemented. Second trimester results indicate we are on track for meeting goal.	Kindergarten Assistants salary and benefits (KIND Mgmt Code) 0000: Unrestricted LCFF $46,266
	Maintain highly qualified teachers and site staff– salary and benefits 0000: Unrestricted LCFF $13,372,809 ($10,910,942 is for District expenses; the balance is for charter schools)		Maintain highly qualified teachers and site staff– salary and benefits (fiscal 02, fund 01, object 1100,3) 0000: Unrestricted LCFF $10.9M
	District staff salary and benefits 0000: Unrestricted LCFF $402,465 ($218,142 is for District Expenses; the balance is for charter schools)		District staff salary and benefits (Object 1-3, Mgmt 5100) 0000: Unrestricted LCFF $243,325

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)	
Implement high quality instructional practices • ELA Common Core • PLC meetings focused on developing multidisciplinary units of study	No additional costs	All actions have been implemented. Second trimester results indicate we are on track for meeting goal.	No additional costs
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)	
Develop student, parent, and teacher understanding of the Essential Attributes for Success.	No additional costs	All actions implemented.	No additional costs
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners		**Scope of Service** LEA-wide X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Assess student reading progress using formative, interim, and summative assessments • STAR Reading • Common formative assessments • SBAC resources (formative and interim assessments, as available)	No additional costs	All actions have been implemented. Second trimester results indicate we are on track for meeting goal.	No additional costs
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)	
Assess student math progress using formative, interim, and summative assessments • STAR Math • Common formative assessments • SBAC resources (formative and interim assessments, as available)	No additional costs	All actions have been implemented. Second trimester results indicate we are on track for meeting goal.	No additional costs
Scope of Service ┊ LEA-wide _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners		Scope of Service ┊ LEA-wide _ All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement high quality instructional practices • Math Common Core and Math Practices • PLC meetings focused on developing multidisciplinary units of study	No additional costs	All actions have been implemented. Second trimester results indicate we are on track for meeting goal.	No additional costs
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)	
For low income pupils when additional support is needed: Utilize Student Support Coordinator model • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention summer school program	Provide coordinated intervention services at each site to students who need additional support to achieve grade level standards 0000: Unrestricted Supplemental $156,500	All actions have been implemented. Intervention plans that have been put in place this year have been effective as seen in results. Second trimester results indicate we are on track for meeting goal.	Provided coordinated intervention services at each site to students who needed additional support to achieve grade level standards. (Mgmt code 0652,0653) 0000: Unrestricted Supplemental $185,996
Scope of Service ┊ LEA-wide _ All		Scope of Service ┊ LEA-wide _ All	

OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth when additional support is needed: Utilize Student Support Coordinator model • Develop Intervention Programs at each site • Train intervention staff • Monitor student progress • Deliver a targeted intervention summer school program	See services and costs provided to Low-income students	All actions have been implemented. Intervention plans that have been put in place this year have been effective as seen in results. Second trimester results indicate we are on track for meeting goal.	See services and costs provided to Low-income students
Scope of Service ¦ LEA-wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ¦ LEA-wide _ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesignated fluent English proficient pupils: Implement high-leverage language practices: • Integrated ELD instruction	See services and costs provided to English Learners (Goal 4)	All actions have been implemented. Intervention plans that have been put in place this year have been effective as seen in results. Second trimester results indicate we are on track for meeting goal.	See services and costs provided to English Learners (Goal 4)
Scope of Service ¦ LEA-wide		Scope of Service ¦ LEA-wide	

_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For re-designated fluent English proficient pupils: Support • Provide a summer school ELD Academy • Integrate support programs for EL students • Provide EL Parent Involvement Trainings	See services and costs provided to English Learners (Goal 4)	All actions have been implemented. Intervention plans that have been put in place this year have been effective as seen in results. Second trimester results indicate we are on track for meeting goal.	No additional costs
Scope of Service LEA-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service LEA-wide _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ 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?	All actions and services have been successful as students are making very good progress toward meeting end of year goals. We will continue these actions next year. We are considering increasing the Student Support Coordinator time at each site in order to increase services to students who are below grade level.		

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

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

Original GOAL 2 from prior year LCAP:	Certify that all teachers are highly qualified. Purchase and use instructional materials which are standards aligned.	Related State and/or Local Priorities: 1 X 2 _ 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:	Maintain certification that all teachers are highly qualified Continue to purchase and use instructional materials which are standards aligned	Actual Annual Measurable Outcomes:	Maintained certification that all teachers are highly qualified Continued to purchase and use instructional materials which are standards aligned

LCAP Year: 2014-2015

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	Implemented personnel folder annual review, and provided professional development as needed to keep all teachers highly qualified.	No additional costs
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)	
Review instructional materials to make sure that all are aligned to the Common Core Standards.	Standards aligned materials 0000: Unrestricted LCFF $903,501	Reviewed instructional materials and made sure that all are aligned to the Common Core Standards.	Purchase standards aligned materials (Function 1000, object 4) 0000: Unrestricted LCFF $946,440

Purchas standards aligned materials		Purchased standards aligned materials	
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?	All instructional materials that were purchased were 100% aligned to the Common Core Standards. We will continue to do this.		

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:	Deliver appropriate Common Core training to 100% of instructional staff	Related State and/or Local Priorities: 1 _ 2 X 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 70% of the time	Actual Annual Measurable Outcomes:	All instructional staff participated in Buyback Days and District Wednesday Professional Development where training on the Common Core Standards were provided. 51% of teachers also participated in Common Core demo lessons and 25% have participated in Common Core after school workshops. Common Core Standards, including ELD, observed during classroom observations 70% of the time

LCAP Year: 2014-2015

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 • 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. 0000: Unrestricted LCFF $138,119 Curriculum Department staff and salaries 0000: Unrestricted LCFF $226,772	Developed a year-long staff development plan for certificated, classified, and administrative staff that incorporates Common Core standards and District Goals • 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. (Object 52XX) 0000: Unrestricted LCFF $138,119 Curriculum Department Staff and Salaries (Mgmt 5100, objects 1-3) 0000: Unrestricted LCFF $243,325

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?	The development and implementation of a year-long staff development plan did support the implementation of the Common Core Standards in all classrooms as measured by classroom observations. 70% of the classroom observations included Common Core Standards being taught. We will continue to develop and implement a staff development plan that reinforces teaching these standards.

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 the percentage of English Learners who gain at least one language proficiency level, as measured by the California English Language Development Test (CELDT)	Related State and/or Local Priorities:
		1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _
	Increase the percentage of English Learners who move from "intermediate" to a higher level as measured by CELDT	COE only: 9 _ 10 _
	Increase the percentage of English Learners who are reclassified as Fluent English Proficient (RFEP) within 5 years of enrolling in our schools.	Local : Specify

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

Expected Annual Measurable Outcomes:	CELDT scores 50% gained at least one level 45% from "intermediate" to a higher level 35% of students reclassified as RFEP	Actual Annual Measurable Outcomes:	CELDT 57% gained at least one level 36% from "intermediate" to a higher level 19% of students reclassified as RFEP

LCAP Year: 2014-2015				

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 0000: Unrestricted Supplemental $119,000	All actions have been successfully implemented. We surpassed goal of having students gain at least one level on the CELDT. We were not able to increase the percentage of English Learners who moved from intermediate to a higher level nor increase those students who have been reclassified.	Provided intervention services to English Learners who needed additional support to achieve grade level standards (resource 4203 & mgmt code 0650, mgmt Elit, 4203 &4201) 0000: Unrestricted Supplemental $129,594
Scope of Service	LEA-wide	Scope of Service	LEA-wide
_ All OR: _ Low Income pupils X English Learners _ Foster Youth		_ All OR: _ Low Income pupils X English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For English learners: Support • Provide a summer school ELD Academy • Monitor progress of EL students in writing • Integrate support programs for EL students • Provide EL Parent Involvement Trainings	No additional costs	All actions have been successfully implemented. Of those students who attended the ELD Academy, 76% increased a CELDT level this year.	No additional costs
Scope of Service ⦙ LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ⦙ LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For English learners: Celebrate • Recognize EL language growth • Recognize RFEP students at a District recognition event	No additional costs	EL students are being recognized at school sites and not at a District event.	No additional costs
Scope of Service ⦙ LEA-wide _ All OR: _ Low Income pupils		Scope of Service ⦙ LEA-wide _ All OR: _ Low Income pupils	

X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X 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?	Overall, we met our goal of having 50% of students advancing at least one level on the CELDT. 57% gained at least one level. We had 36% of the students at the intermediate level move to the next level. 19% of students were reclassified as RFEP. The ELD Academy was very successful last summer as 70% of the students who attended advanced a level on the CELDT. We will be expanding the ELD Academy this summer and considering all students who are currently at the Early Intermediate and Intermediate levels on the CELDT.		

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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.

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 X 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Bright Bytes Foundational Skills – 20% Online Skills-30%	Actual Annual Measurable Outcomes:	Bright Bytes Foundational Skills – 25% Online Skills-30%

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Allow grade 3-8 students to utilize mobile devices in their classrooms in lieu of one computer lab session each week.	District technology staff salaries and benefits 0000: Unrestricted LCFF $244,375	This action has been implemented and students have been utilizing mobile devices in their classroom as well as in the lab for grades 3 - 6.	District technology staff salaries and benefits (Mgmt 5250, Obj 1-3) 0000: Unrestricted LCFF $132,052
	Technology equipment 0000: Unrestricted LCFF $350,510		Technology Equipment (Mgmt 5250, Obj. 4) 0000: Unrestricted LCFF $415,114
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)	
Adjust computer lab schedules to accommodate K-2 students.	No additional costs	Grades 1 -2 have been coming into the computer lab, but not kindergarten	No additional costs

		students. K students continue to have access to computers in their classroom.	
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)	
Develop K-6 scope and sequence of technology skills and experiences.	No additional costs	The K-8 scope and sequence of technology skills and experiences have been developed and will begin to be implemented in 2015-16.	No additional costs
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?	We did meet our goals as measured by the Bright Bytes data. However, through discussions with staff it was found that there is a need to have professional development in technology for staff members so they can make better use of technology in their classrooms. We have developed a K-8 scope and sequence of technology skills and experiences for beginning implementation in 2015-16. The Lab tech time at each school will be increased and adjusted so grades 1- 3 will have time in the computer lab to help learn and be able to apply the technology skills.

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Original GOAL 6 from prior year LCAP:	Increase positive 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 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Healthy Kids Survey & student surveys -65% of students report perceived assets at school	Actual Annual Measurable Outcomes:	Healthy Kids Survey were not administered this year. On site student surveys, 67% of students reported feeling safe at school and they were supported at all times.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	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 0000: Unrestricted LCFF $205,699	Reviewed training for ongoing use of Toolbox, Playworks, and culturally responsive teaching.	Pupil support staff salaries and benefits (rmagmt code 6150, onj 1-3) 0000: Unrestricted LCFF $76,421.00
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)	
Investigate Social Emotional Learning programs for Grades 5-8.	No additional costs	Investigated Social Emotional Learning programs for Grades 5-8.	No additional costs
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)	
Implement cybersafety training program for all students K-8.	No additional costs	Implemented cybersafety training program for all students K-8.	No additional costs
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)	
Provide counseling services at all sites	No additional costs	Provided counseling services at all sites	No additional costs
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?	We met our goal of students reporting that they felt safe at school. However, there were reports from staff and parents that there is a need for increased counseling at all school sites. Staff and students also reported that behavior incidents happened more at lunchtime when students were not involved in games or activities. Based on this information, we are planning to increase counseling time at each site and add a Playworks coordinator at each site who would oversee games during the lunch hour.

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 – close the gap by 5% Decrease chronic absenteeism rates by 5% each year Maintain dropout rates each year of 0	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 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 96.58% ADA Chronic absenteeism rates – 4.5% Maintain dropout rates each year of 0	Actual Annual Measurable Outcomes:	School attendance rates on P2 95.32% ADA Chronic absenteeism rates – 5% Maintained dropout rates each year of 0

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement the SARB process consistently including holding a School Attendance Review Team (SART) meetings at the school sites	Busing transportation salaries and benefits 0000: Unrestricted LCFF $704,483	This year many more letters were sent home informing parents when a student had more than three unexcused absences. However, a School Attendance Review Team (SART) meetings were not held as frequently as they should have been.	Busing transportation salaries and benefits (MGMT BUS1,BUS2, obj 1-3) 0000: Unrestricted LCFF $525,350
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)	
Implement Recourse Mediation strategies at each site.	No additional costs	Recourse Mediation did not prove to be a reliable source of support for families.	No additional costs

		However, when school staff met with families they identified barriers that existed which prevented students from getting to school.	
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)	
Communicate with parents regarding the importance of attendance.	No additional costs	Communicated with parents regarding the importance of attendance.	No additional costs
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?	Our attendance data (95.32% average daily attendance and chronic absenteeism rate of 5%) decreased rather than increased this year. We believe this was mostly due to an increase in flu symptoms, as most of the absences were excused due to illness. However, the SARB process was not followed consistently as the School Attendance Review Team (SART) meetings did not take place as often as was called for. In discussion with school staffs it was found that with the current staffing, there is limited time to complete the SARB process effectively. To deal with this, we are adding additional office help to each site so attendance can be closely monitored and follow-up with families can be timely. The school counselor will oversee the SART meetings.		

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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.

Original GOAL 8 from prior year LCAP:	Decrease suspension rates 5% each year Maintain low expulsion rates each year	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Pupil suspension rates – 6 students suspended Maintain	Actual Annual Measurable Outcomes:	Pupil suspension rate has maintained at 6 suspensions for the three District schools. There have been no expulsions at these schools.

<table>
<tr><th colspan="4" align="center">LCAP Year: 2014-2015</th></tr>
<tr><th colspan="2" align="center">Planned Actions/Services</th><th colspan="2" align="center">Actual Actions/Services</th></tr>
<tr><td></td><td align="center">Budgeted Expenditures</td><td></td><td align="center">Estimated Actual Annual Expenditures</td></tr>
<tr><td>Develop restorative practices to be used in schools</td><td>Planning year - no additional costs</td><td>The use of Restorative Practices was investigated this year. Three schools will be piloting restorative practices in the 15/16 school year. One day of training was held in May and more training will be held in August.</td><td>Planning year - no additional costs</td></tr>
<tr><td>Scope of Service   LEA-wide

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
_ Other Subgroups: (Specify)</td><td></td><td>Scope of Service   Targeted schools

X All
OR:
_ Low Income pupils
_ English Learners
_ Foster Youth
_ Redesignated fluent English proficient
X Other Subgroups: (Specify)
School sites who have volunteered</td><td></td></tr>
<tr><td>What changes in actions, services, and expenditures will be</td><td colspan="3">Pupil suspension rate has maintained at 6 suspensions for the three District schools. The use of Restorative Practices was investigated this year. Three schools will be piloting restorative practices in the 15/16 school year. One day of training was</td></tr>
</table>

made as a result of reviewing past progress and/or changes to goals?	held in May and more training will be held in August. We will be increasing the amount of counselor time at each of our sites next year which we feel will help reduce suspension rates.

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

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

Original GOAL 9 from prior year LCAP:	Encourage parent involvement and participation on school and district advisory councils, school activities. Encourage 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 X 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Baseline in fall 2014	Actual Annual Measurable Outcomes:	Parent involvement on school and district advisory councils and school activities was maintained. In the fall of 2014-15, we had 85% attendance at Back to School Night. We had 10% attendance at parent trainings.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase Parent Involvement on District and Site Committees • 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	No additional costs	All of the actions have been implemented.	No additional costs
Scope of Service: LEA-wide X All OR: _ Low Income pupils		Scope of Service: LEA-wide X All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
School and Community Communication • 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	All of the actions have been implemented.	No additional costs
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?	In 2014-15, we had 85% attendance at Back to School Night. We had 10% attendance at parent trainings. In order to increase parent involvement, each site will hold "State of the School" meetings with parents from all grade levels. Get input from parents as to additional ways they can be involved with the school and find out what they would like from their school.

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

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

Original GOAL 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 X 2 _ 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:	Facilities Inspection Tool – Maintain	Actual Annual Measurable Outcomes:	Facility Inspection Tool showed all school sites are in very good repair. Completed plans for construction and renovation of three sites.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue custodial and maintenance work at all sites.	Custodial staff salaries and benefits 0000: Unrestricted LCFF $1,024,050	Continued custodial and maintenance work at all sites.	Custodial staff salaries and benefits (MGMT 7300) 0000: Unrestricted LCFF $830,053.00
	District maintenance staff and supervisors salaries and benefits 0000: Unrestricted LCFF $976,149		District maintenance staff and supervisors salaries and benefits (Resource 8150) 0000: Unrestricted LCFF $1,232,179
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)	
Develop facility construction projects	No additional costs	• Discussed needs with site	No additional costs

• 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		principals to help determine priorities • Gathered input from architects to help group projects to generate savings or other efficiencies • Reviewed and ranked projects by District priority as listed in the Master Facility Plan • Begin design work on 1 district school and two charter schools.

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?	Facility Inspection Tool showed all school sites are in very good repair. We completed plans for construction and renovation of three sites - one District school and two Charter Schools. Construction will begin this summer and continue next year. At the same time planning of construction at two additional sites will begin next year.

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

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

Original GOAL 11 from prior year LCAP:	Provide access to full range of classes for all students – 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 X 8 _ COE only: 9 _ 10 _ Local : Specify

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

Expected Annual Measurable Outcomes:	Maintain	Actual Annual Measurable Outcomes:	All students in grades K-8 have access to a full range of classes.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	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	Reviewed class schedules and student report cards and ensured all students have access to all course offerings	No additional costs to LCFF Funding
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?	All students in grades K-8 have access to a full range of classes. Parents also requested that we consider ways that we can offer challenging curriculum for all students. We have hired a GATE teacher who will assist teachers in providing a challenging curriculum to all students.

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

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 12 from prior year LCAP:	Increase Physical Fitness of students Physical Fitness Test Grade 5 - 60.9% Grade 7 – 50.5% Met 5/6 Standards	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X 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%, Grade 7 -55% Met 5/6 Standards	Actual Annual Measurable Outcomes:	Physical Fitness Test Grade 5 -63.2%, Grade 7 -62.9% Met 5/6 Standards

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide at least 200 minutes of physical education every 10 school days (1-6)	No additional costs to LCFF Funding	Provided at least 200 minutes of physical education every 10 school days (1-6)	No additional costs to LCFF Funding
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)	
Provide at least 400 minutes of physical education every 10 school days (7-8)	No additional costs to LCFF Funding	Provided at least 400 minutes of physical education every 10 school days (7-8)	No additional costs to LCFF Funding
Scope of Service: LEA-wide		Scope of Service: LEA-wide	

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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?
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Physical Fitness Test in 2014-15: Grade 5 -63.2% and Grade 7 -62.9% met 5/6 Standards
In order to improve physical fitness of students we will provide additional professional development in physical education to staff, and purchase and create primary PE carts so primary classes can have easy access to PE materials.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$201,620

The District will be receiving approximately $201,620 in Supplemental Grant Funding in 2015-16 for District students. We have (28.45%) unduplicated students. We do not qualify for Concentration Grant Funding.   We use these funds to support low income, foster youth, and English learner students through our Student Support Coordinators, English Learner assistants, intervention programs, and summer school. We also may use some of the funds to keep class sizes in grades K – 3 at 22 students or less which benefits these sub-groups of students as well as all students. Subsequent to the LCAP approval it was determined that the funding amount was inadvertently entered as $201,620 instead of the correct amount $387,616. This represents an additional $185,996 in supplemental and concentration grant funding. This increase will be shared with the district's stakeholders during the 2015-16 school year when communicating the annual updates to the LCAP

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.

3.82	%

The Minimum Proportionality Percentage (MPP) for 2015-16 is 3.82%.   We are using the increased funds by extending our Summer School program for English Learners. We are adding an additional two-week program to increase language fluency for English Learners. We are increasing the quality of the services provided to English Learners, and increasing the amount of time by twice as much as they have had previously. We will also be increasing the Bilingual Family Liaison positions so they can increase the quality of services provided to families of our English Learners.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Funding Sources	5,049,158.00	5,144,234.00	16,277,454.00	16,509,000.00	16,682,500.00	49,468,954.00
LCFF	4,773,658.00	4,828,644.00	15,934,364.00	16,163,000.00	16,332,500.00	48,429,864.00
Supplemental	275,500.00	315,590.00	343,090.00	346,000.00	350,000.00	1,039,090.00

Total Expenditures by Object Type						
Object Type	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	5,049,158.00	5,144,234.00	16,277,454.00	16,509,000.00	16,682,500.00	49,468,954.00
0000: Unrestricted	5,049,158.00	5,144,234.00	16,277,454.00	16,509,000.00	16,682,500.00	49,468,954.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	All Funding Sources	5,049,158.00	5,144,234.00	16,277,454.00	16,509,000.00	16,682,500.00	49,468,954.00
0000: Unrestricted	LCFF	4,773,658.00	4,828,644.00	15,934,364.00	16,163,000.00	16,332,500.00	48,429,864.00
0000: Unrestricted	Supplemental	275,500.00	315,590.00	343,090.00	346,000.00	350,000.00	1,039,090.00

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]