§ 15497. Local Control and Accountability Plan and Annual Update Template.

<u>**Introduction:**</u>

LEA: Rincon Valley Union School District   Contact: Casey D'Angelo, Superintendent cdangelo@rvusd.org **(707) 542-7375 x4115   LCAP Year: 2014-2017**

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement*: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Town Hall Meeting at Village School on February 5, 2014	*More options for parents to be involved* *Increase sense of inclusiveness to parents* *Facilitate kids taking a kid-generated idea from start to finish*
Town Hall Meeting at Whited School on February 12, 2014	*Increase student's technology skills* *Access to second language instruction* *Additional intervention opportunities for students* *Incorporate community involvement activities in early grades*
Town Hall Meeting in Spanish at Matanzas School on February 18, 2014	*More help in science and math* *Expanded summer school program for English Learners*
District English Learner Advisory Council on March 12, 2014	*Diversity tolerance and acceptance* *Rosetta Stone for students learning English* *Increase Bilingual Family Liaison time at sites*
Response from Website solicitation of input on March 3, 2014	*Train teachers in differentiation* *Provide differentiated curriculum to keep high-level learners engaged* *Provide counselors trained in social emotional needs of gifted children*
Superintendent Student Advisory Council on February 6, 2014	*More opportunities with the use of technology*
Superintendent Classified Advisory Council on February 24	*Professional development opportunities for classified staff on the common core standards*
Austin Creek Certificated Staff on February 6, 2014	*Develop and implement a technology plan for grades K – 2* *Continue grade level meetings across the District* *Access to curriculum that is aligned to the common core standards* *Develop a school-wide plan to help parents involvement with their children* *More technology available in classrooms for students* *Improvements for exterior of campus*

Binkley Certificated Staff on February 6, 2014	*Increase parent involvement* *Continue support for EL families – increase Bilingual Family Liaison time* *Develop and implement a technology plan for grades K – 2* *Instructional materials to support Common Core standards* *Increase communication between staff and parents* *Intervention for all grade levels K – 6*
Binkley Site Council on February 18, 2014	*Continue an appreciation of art and music* *Provide professional development for teachers on differentiation*
Madrone Certificated staff on February 20, 2014	*Staff Development in the area of technology* *Training and practice implementing the Common Core Standards* *Increase communication between staff and parents* *Effective implementation of the Common Core Standards*
Village Certificated Staff on February 20, 2014	*Continue to improve Toolbox lessons* *Open libraries and computer labs to families during off hours* *Parent education evenings to address Common Core Standards* *Provide staff training on differentiation and universal access* *Close the achievement gap for English Learners* *Contest for good attendance*
Matanzas Certificated Staff on March 8, 2014	*Provide supplemental materials for all teachers* *Infusion of new teaching techniques throughout the year to keep students engaged* *Parent or family math nights*
Rincon Valley Charter – Matanzas Parent Input on March 26, 2014	*Career connections for students* *Opportunities for debate, public speaking, and collaboration* *Articulation with high school* *Engage parents in activities at school, not just fundraising* *Develop homeroom as first point of contact for parents*
Sequoia Certificated Staff on February 20, 2014	*Educate parents on the importance of regular attendance* *Professional development in math for teachers* *Need for curriculum that teaches organizational skills* *Increase access to technology for younger grades* *Develop a multi-cultural day*

Spring Creek Certificated Staff on February 20, 2014	*Improve English Language Development – provide more interventions to decrease gap* *Culturally responsive teaching practices in each classroom* *Involve more families in Latino Family Literacy* *Greater outreach to all families, especially the Latino community*
Whited Staff on February 20, 2014	*Increase organized activities at lunchtime and other recesses* *Teaching social rules is needed* *Increase novel sets for classrooms*
Whited ELAC on March 27, 2014	*Longer summer school, especially for English Learners* *More after school programs* *An anti-bullying program, especially for parents of 6th graders who are worried about middle school*
Superintendent Classified Advisory Council on April 14, 2014	*Direct teaching of life skills*
District English Learner Advisory Council on April 30, 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 12, 2014 – Review of Final LCAP Draft** The question raised was "What are the best ways to monitor and keep track of parent involvement?" It was decided to ask the parent representatives each month during the Superintendent Advisory meetings for the amount of parent involvement at each of their events. We will keep track of this data and use it to set goals for future years. The Superintendent responded in writing to the question. Posted for feedback on our website May 12 – May 20, 2014 **Public Hearing for LCAP at May 13, 2014 Board Meeting.** At the same meeting, there was a public hearing on the budget. **LCAP and Budget on Board Agenda June 10, 2014 for approval**	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Increase Student Achievement DIBELS 72% at or above benchmark

STAR Reading scores 60% at or above benchmark | 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. | *All* | *All* | | DIBELS - 75% at or above benchmark

STAR Reading scores 65% at or above benchmark | DIBELS - 78% at or above benchmark

STAR Reading scores 70% at or above benchmark | DIBELS - 81% at or above benchmark

STAR Reading scores 75% at or above benchmark | A. Conditions of Learning **Implementation of State Standards**

B. Pupil Outcomes **Pupil Achievement** |

STAR Math scores 60% 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	Increase the overall percentage of Grade 1–8 students scoring at or above benchmark, as measured by the RenLearn STAR Math Assessment.				STAR Math scores 65% at or above benchmark N/A	STAR Math scores 70% at or above benchmark N/A	STAR Math scores 75% at or above benchmark N/A	
Improve Conditions of Learning No teacher misassignments Instructional materials are aligned to Common Core Standards	Certify that all teachers are highly qualified. Purchase and use instructional materials which are standards aligned.				Maintain Maintain	Maintain Maintain	Maintain Maintain	A. Conditions of Learning **Basic**
Implement Common Core Standards, including ELD, in all classrooms Classroom observations 60%	Deliver appropriate Common Core training to 100% of instructional staff	All	All		Classroom observations 70%	Classroom observations 80%	Classroom observations 90%	A. Conditions of Learning **Implementation of State Standards**
Increase English Learners fluency in English ***CELDT scores*** 45% gained at least one level 41% moved from "intermediate" to a higher level	Increase the percentage of English Learners who gain at least one language proficiency level, as measured by CELDT Increase the percentage of English Learners who move from	English Learners	All		CELDT scores 50% gained at least one level 45% from "intermediate" to a higher level	CELDT scores 55% gained at least one level 49% from "intermediate" to a higher level	CELDT scores 60% gained at least one level 53% from "intermediate" to a higher level	B. Pupil Outcomes **Pupil Achievement**

30% of students reclassified as RFEP	"intermediate" to a higher level as measured by CELDT Increase the percentage of English Learners who are reclassified as Fluent English Proficient (RFEP) within 5 years of enrolling in our schools.				35% of students reclassified as RFEP	40% of students reclassified as RFEP	45% of students reclassified as RFEP	
Increase student use of technology Bright Bytes Foundational Skills – 13% Online Skills-23%	Increase student skills with technology in grades K-8.	All	All		*Bright Bytes* Foundational Skills – 20% Online Skills-30%	*Bright Bytes* Foundational Skills – 30% Online Skills-40%	*Bright Bytes* Foundational Skills – 40% Online Skills-50%	A. Conditions of Learning **Course Access**
Increase support for social-emotional learning Healthy Kids Survey & student surveys – 60% of students report perceived assets at school	Increase protective school factors on the California Healthy Kids Survey and/or school-based student surveys.	All	All		Healthy Kids Survey & student surveys -65% of students report perceived assets at school	Healthy Kids Survey & student surveys -70% of students report perceived assets at school	Healthy Kids Survey & student surveys -75% of students report perceived assets at school	B. Pupil Outcomes **Other pupil outcomes** C. Engagement **School Climate**
Increase pupil engagement School attendance rates on P2 - 96.4% ADA Chronic absenteeism rates – 4.7% Middle school dropout rates – 0 High school dropout rates N/A High school grad rates – N/A	Increase attendance rates each year – close the gap by 5% Decrease chronic absenteeism rates by 5% each year Maintain low dropout rates each year	All	All		School attendance rates on P2 96.58% ADA Chronic absenteeism rates – 4.5% Maintain N/A N/A	School attendance rates on P2 96.75% ADA Chronic absenteeism rates – 4.2% Maintain N/A N/A	School attendance rates on P2 96.91% ADA Chronic absenteeism rates – 4% Maintain N/A N/A	C. Engagement **Pupil engagement**

Improve school climate Pupil suspension rates – 96 students suspended Expulsion rate - 0	Decrease suspension rates 5% each year Maintain low expulsion rates each year	All	All		Pupil suspension rates – 91 students suspended Maintain	Pupil suspension rates – 86 students suspended Maintain	Pupil suspension rates – 82 students suspended Maintain	C. Engagement **School Climate**
Increase Parent Involvement attendance counts at events and workshops and volunteer hours Baseline numbers will be taken in fall 2014	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.	All	All		Baseline in fall 2014	Increase by 5%	Increase by 5%	C. Engagement **Parent Involvement**

Maintain School Facilities in Good Repair Facilities Inspection Tool -
   "Good Repair" in overall rating
	Maintain school facilities in good repair.
	
	Create construction/renovation schedule for possible bond proceeds.
		All	All		Facilities Inspection Tool – Maintain	Facilities Inspection Tool – Maintain	Facilities Inspection Tool – Maintain	A. Conditions of Learning
								   Basic

Provide access to full range of classes for all students Report card for grades 1-6 - All Class Schedules for grades 7-8 - All	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)	All	All		Maintain Maintain	Maintain Maintain	Maintain Maintain	A. Conditions of Learning **Course Access**
Improve Physical Fitness Physical Fitness Test Grade 5 - 60.9% Grade 7 – 50.5% Met 5/6 Standards	Increase physical fitness of students.	All	All		Physical Fitness Test Grade 5 -65% Grade 7 -55% Met 5/6 Standards	Physical Fitness Test Grade 5 -70% Grade 7 -60% Met 5/6 Standards	Physical Fitness Test Grade 5 -75% Grade 7 -65% Met 5/6 Standards	B. Pupil Outcomes **Other pupil outcomes**

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Increase the overall percentage of K-2 students scoring at or above benchmark in each school and in the district, as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.	A.Conditions of Learning **Implementation of State Standards** A. Conditions of Learning **Basic** B.Pupil Outcomes **Pupil Achievement**	**Assessment** Assess student progress using formative, interim, and summative assessments • DIBELS Assessment Analysis 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 **Instruction** Implement high quality instructional practices • ELA Common Core • PLC meetings focused on developing multidisciplinary units of study	**LEA-wide**		*Kindergarten Assistants salary and benefits LCFF Funding* **$107,730** (*$36,131 is for District expenses; the balance is for charter schools*) *Maintain highly qualified teachers and site staff– salary and benefits LCFF Funding, Federal, local & special education, lottery* **$13,372,809** (*$10,910,942 is for District expenses; the balance is for charter schools*) *District staff salary and benefits LCFF Funding* **$402,465** (*$218,142 is for District Expenses;*	*Kindergarten Assistants salary and benefits LCFF Funding* **$109,454** *Maintain highly qualified teachers and site staff– salary and benefits LCFF Funding* **$13,586,773** *District staff salary and benefits LCFF Funding* **$408,904**	*Kindergarten Assistants salary and benefits LCFF Funding* **$111,205** *Maintain highly qualified teachers and site staff– salary and benefits LCFF Funding* **$13,804,161** *District staff salary and benefits LCFF Funding* **$415,447**

		Develop student, parent, and teacher understanding of the Essential Attributes for Success.			the balance is for charter schools)		
Increase the overall percentage of Grade 1–8 students scoring at or above reading benchmark in each school and in the district, as measured by the RenLearn STAR Reading Assessment.	A. Conditions of Learning **Implementation of State Standards** B.Pupil Outcomes **Pupil Achievement**	**Assessment** Assess student progress using formative, interim, and summative assessments • STAR Reading • Common formative assessments • SBAC resources (formative and interim assessments, as available) Discuss assessment results and develop action plans for instruction and support of students • PLC meetings focused on data analysis • RTI meetings • Monthly "Super Sixty" Data Days **Instruction** Implement high quality instructional practices • ELA Common Core • PLC meetings focused on developing multidisciplinary units of study Develop student, parent, and teacher	**LEA-wide**		*No Additional Costs*	*No Additional Costs*	*No Additional Costs*

		understanding of the Essential Attributes for Success.					
Increase the overall percentage of Grade 1–8 students scoring at or above math benchmark in each school and in the district, as measured by the RenLearn STAR Math Assessment.	A. Conditions of Learning **Implementation of State Standards** B.Pupil Outcomes **Pupil Achievement**	**Assessment** Assess student progress using formative, interim, and summative assessments • STAR Math • Common formative assessments • SBAC resources (formative and interim assessments, as available) Discuss assessment results and develop action plans for instruction and support of students • PLC meetings focused on data analysis • RTI meetings • Monthly "Super Sixty" Data Days Develop student, parent, and teacher understanding of the Essential Attributes for Success. **Instruction** Implement high quality instructional practices • Math Common Core and Math Practices • PLC meetings focused on	LEA-wide		*No Additional Costs*	*No Additional Costs*	*No Additional Costs*

		developing multidisciplinary units of study					
Certify that all teachers are highly qualified.	A. Conditions of Learning **Basic**	Implement personnel folder annual review, and provide professional development as needed to keep all teachers highly qualified.	**LEA-wide**		*No Additional Costs*	*No Additional Costs*	*No Additional Costs*
Purchase and use instructional materials which are standards aligned.	A. Conditions of Learning **Basic**	Review instructional materials to make sure that all are aligned to the Common Core Standards.	**LEA-wide**		*Purchase standards aligned materials LCFF Funding* **$903,501** (*$612,509 is for District expenses; the balance is for charter schools*)	*Purchase standards aligned materials LCFF Funding* **$930,606**	*Purchase standards aligned materials LCFF Funding* **$958,524**
Deliver appropriate Common Core training to 100% of instructional staff	A. Conditions of Learning **Implementation of State Standards**	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**		*Professional development training and workshops LCFF Funding* **$138,119** (*$101,596 is for District expenses; the balance is for charter schools*) This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. *Curriculum Department staff and salaries LCFF Funding* **$226,772**	*Professional development training and workshops LCFF Funding* **$142,262** This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. *Curriculum Department staff and salaries LCFF Funding* **$230,400**	*Professional development training and workshops LCFF Funding* **$146,530** This is in addition to the training provided to staff during the "Buy Back" professional development days, which is covered under teacher salaries. *Curriculum Department staff and salaries LCFF Funding* **$234,087**

Increase student skills with technology in grades K-6.	A.Conditions of Learning **Course Access**	• Allow grade 3-8 students to utilize mobile devices in their classrooms in lieu of one computer lab session each week. • Adjust computer lab schedules to accommodate K-2 students. • Develop K-6 scope and sequence of technology skills and experiences.	**LEA-wide**		*District technology staff salaries and benefits LCFF Funding* **$244,375** (**$**111,267 is for District expenses; the balance is for charter schools**)** *Technology equipment LCFF Funding* **$350,510** (**$**115,668 is for District expenses; the balance is for charter schools**)**	*District technology staff salaries and benefits LCFF Funding* **$248,245** *Technology equipment LCFF Funding* **$356,118**	*District technology staff salaries and benefits LCFF Funding* **$252,258** *Technology equipment LCFF Funding* **$361,816**
Increase positive school factors on the California Healthy Kids Survey and/or school-based student surveys.	B.Pupil Outcomes **Other pupil outcomes**	• Train and support all staff for ongoing use of Toolbox, Playworks, and culturally responsive teaching. • Investigate Social Emotional Learning programs for Grades 5-8. • Implement cybersafety training program for all students K-8. • Provide counseling services at all sites	**LEA-wide**		*Pupil support staff salaries and benefits LCFF Funding* **$205,699** (**$**67,880 is for District expenses; the balance is for charter schools**)** *No Additional costs to LCFF Funding*	*Pupil support staff salaries and benefits LCFF Funding* **$208,990** *No Additional costs to LCFF Funding*	*Pupil support staff salaries and benefits LCFF Funding* **$212,334** *No Additional costs to LCFF Funding*
Increase attendance rates 5% each year Decrease chronic absenteeism rates by 5% each year	C. Engagement **Pupil engagement**	• Implement the SARB process consistently • Implement Recourse Mediation strategies at each site • Communicate with parents regarding the importance of attendance.	**LEA-wide**		*Bussing transportation salaries and benefits LCFF Funding* **$704,483** (**$**232,479 is for District expenses; the balance is for charter schools**)**	*Bussing transportation salaries and benefits LCFF Funding* **$715,755**	*Bussing transportation salaries and benefits LCFF Funding* **$727,207**

Decrease suspension rates 5% each year	C. Engagement **School climate**	• Develop restorative practices to be used in schools and train staff	**LEA-wide**		*No Additional costs to LCFF Funding*	*No Additional costs to LCFF Funding*	*No Additional costs to LCFF Funding*
Encourage parent involvement and participation on school and district advisory councils and in school activities.	C. Engagement **Parent Involvement**	• 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	**LEA-wide**		***No Additional Costs***	***No Additional Costs***	***No Additional Costs***
Encourage parent attendance at parent information evenings, such as Back to School Night, Open House, Latino Family Literacy evenings, and parent training evenings	C.Engagement **Parent Involvement**	• 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**		***No Additional Costs***	***No Additional Costs***	***No Additional Costs***
Maintain school facilities in good repair. Create construction and renovation schedule for possible bond proceeds	A.Conditions of Learning **Basic**	• Continue custodial and maintenance work at all sites. • Discuss needs with site principals to help determine priorities • Gather input from architects to help group projects to generate savings or	**LEA-wide**		*Custodial staff salaries and benefits LCFF Funding* **$1,024,050** *(*$656,960 *is for District expenses; the balance is for charter schools*)*	*Custodial staff salaries and benefits LCFF Funding* **$1,024,050** *District maintenance staff and supervisors salaries and benefits LCFF Funding*	*Custodial staff salaries and benefits LCFF Funding* **$1,024,050** *District maintenance staff and supervisors salaries and benefits LCFF Funding* **$1,007,636**

		other efficiencies • Review and rank projects by District priority as listed in the Master Facility Plan			*District maintenance staff and supervisors salaries and benefits* *LCFF Funding* **$976,149** **(**$322,080 is for District expenses; the balance is for charter schools**)**	**$991,767**	
Increase physical fitness of students.	B. Pupil Outcomes **Other pupil outcomes**	• Provide at least 200 minutes of physical education every 10 school days (1-6)	**LEA-wide**		*No Additional costs to LCFF Funding*	*No Additional costs to LCFF Funding*	*No Additional costs to LCFF Funding*
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)	A. Conditions of Learning **Course Access**	• Review class schedules and student report cards to ensure all students have access to all course offerings	**LEA-wide**		*No Additional costs to LCFF Funding*	*No Additional costs to LCFF Funding*	*No Additional costs to LCFF Funding*

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015--16	Year 3: 2016-17
Increase the overall percentage 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 percentage 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.	A. Conditions of Learning **Implementation of State Standards** A. Conditions of Learning **Basic** B. Pupil Outcomes **Pupil Achievement**	*For low income pupils when additional support is needed:* **Support** 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*		*Provide coordinated intervention services at each site to students who need additional support to achieve grade level standards LCFF – supplemental funding* **$156,500**	*Provide coordinated intervention services at each site to students who need additional support to achieve grade level standards LCFF – supplemental funding* **$161,200**	*Provide coordinated intervention services at each site to students who need additional support to achieve grade level standards LCFF – supplemental funding* **$166,000**

Increase the percentage of English Learners who gain at least one language proficiency level, as measured by CELDT Increase the percentage of English Learners who move from "intermediate" to a higher level as measured by CELDT Increase the percentage of English Learners who are reclassified as Fluent English Proficient (RFEP) within 5 years of enrolling in our schools.	B. <u>Pupil Outcomes</u> **Pupil Achievement**	*For English learners:* **Instruction** Implement high-leverage language practices: • Integrated ELD instruction, including Structured Language Practice • Designated ELD instruction by classroom teacher **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 **Celebrate** • Recognize EL language growth • Recognize RFEP students at a District recognition event	*LEA-wide*		*Provide intervention services to English Learners who need additional support to achieve grade level standards LCFF – supplemental funding* **$119,000**	*Provide intervention services to English Learners who need additional support to achieve grade level standards LCFF – supplemental funding* **$122,634**	*Provide intervention services to English Learners who need additional support to achieve grade level standards LCFF – supplemental funding* **$126,315**

Increase the overall percentage 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 percentage 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.	A. <u>Conditions of Learning</u> **Implementation of State Standards** A. <u>Conditions of Learning</u> **Basic** B. <u>Pupil Outcomes</u> **Pupil Achievement**	***For foster youth when additional support is needed:*** <u>Support</u> 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*		*See services and costs provided to Low-income students*	*See services and costs provided to Low-income students*	*See services and costs provided to Low-income students*
		For redesignated fluent English proficient pupils: <u>Instruction</u> Implement high-leverage language practices: • Integrated ELD instruction <u>Support</u> • Provide a summer school ELD Academy • Integrate support programs for EL students • Provide EL Parent Involvement Trainings	*LEA-wide*		*See services and costs provided to English Learners*	*See services and costs provided to English Learners*	*See services and costs provided to English Learners*

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

The District will be receiving approximately $194,180 in Supplemental Grant Funding in 2014-15 for District students. We have (25.79%) 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.

D. 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). 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). 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.

The Minimum Proportionality Percentage (MPP) for 2014-15 is 2.08%.   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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.