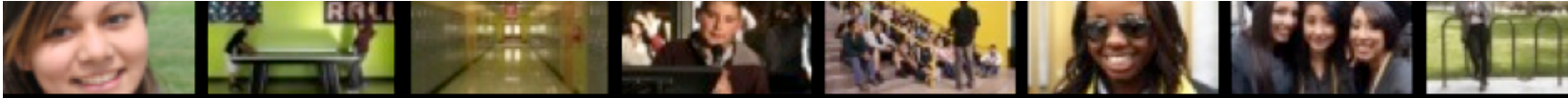


§ 15497. Local Control and Accountability Plan and Annual Update Template.

August 3, 2014

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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

Much of what is reflected in this LCAP is a result of engagement of our school community on Cadres, Adhocs and Workgroups. These Accelerated Schools groups will continue to guide next steps as this LCAP evolves over the next three years.

Additionally, and to reflect the LCAP requirements, Roseland Schools also dedicated additional means to ensure that the school community is aware of and involved in the educational processes and decisions that will affect overall student academic, physical and emotional growth. To that end, in addition to the Accelerated Schools process, proactive steps have been taken to provide staff, parents and community members with opportunities to be engaged in the development of the Local Control and Accountability Plan (LCAP).

All parent committees and groups reflect the demographics of our students which is approximately 90% socioeconomically disadvantaged and 90% English Language learner levels of our kindergarten students. All committee meetings are held in both English and Spanish. All written parent surveys were provided in both languages as well.

Beginning on December 12, 2013 and continuing through February 12, 2014, the Superintendent met twice with the staffs of each of the District's schools: Roseland Elementary Leadership Academy, Roseland Creek Elementary, Sheppard Accelerated Elementary. The Local Control Funding Formula (LCFF) and LCAP was presented in a briskly paced PechaKucha format and then an IGNITE Powerpoint format that informed staff of the basics of these two new state initiatives and how they relate. Staff members were made aware of the requirement to not only meet the educational needs of the entire student population, but to also address the unique learning needs associated with special student populations, i.e. low income students (as defined as those eligible for free/reduced price meals programs), English learners and foster youth. Staff members were further advised that the LCAP would need to show how services or additional funding would be provided to meet the needs of these students.

From the **teacher engagement process**, the following items were added into the LCAP as goals and action steps:

Professional development to support common core implementation in ELA and math was identified by teachers as a priority in the second Survey Monkey, where it was ranked as the third highest need to support common core math and the first highest need to support common core ELA. Additionally, all TK-6 teacher groups at the Lean Coffees identified professional development as a necessity to support common core implementation.

Updated curriculum and materials were also identified as needs in the first Survey Monkey, where less than 40% of teachers stated that students had all of the books and materials needed to do their classwork. According to the second Survey Monkey, teachers' preferred way of dealing with this inadequacy was to provide new, updated curriculum and supplemental resources aligned to the Common Core State Standards. Finally, this need for new curriculum and/or supplemental materials was a priority identified by teachers at both Lean Coffee engagement meetings.

New common core- aligned assessments were identified as top priorities at the teacher engagement Lean Coffee meetings for all grades TK-6 for ELA and 2nd-6th grade for math. Additionally, in the second Survey Monkey, having new common core aligned math assessments was ranked as the second highest need by teachers to support successful CCSS implementation.

Increased access to & integration of technology were mentioned by all teacher groups at the Lean Coffee teacher engagement meetings as needs to include in the LCAP. Various grade level groups identified different challenges that technology can support, including: common core math and ELA implementation, support for students below grade level, and access to a broad curriculum.

Teacher engagement was elicited through two Survey Monkeys, one in January and one February. Teacher response level was strong and priorities and solutions were utilized to form our LCAP priorities for student services.

Additionally, on March 4 and March 7 Lean Coffee Roseland LCAP face-time gatherings took place after school. The Lean Coffee format is a quick-paced system to provide a collaborative approach to brainstorming and forming solutions and actions. Teachers from all elementary campuses and various grade levels attended Lean Coffee Roseland and the results of these meetings are reflected in the LCAP. The process was very successful and added much value to determining the LCAP priority areas.

Furthermore, on April 3 the superintendent consulted with the Roseland Educator's Association (REA) Executive Board in order to review a draft of the LCAP. During this time, REA asked clarifying questions that were addressed at the meeting. Consultation input was received on May 13 from REA.

Beginning on January 28, 2014 and continuing through March 4, each school principal (Roseland Leadership Academy, Roseland Creek Elementary, and Sheppard Accelerated Elementary) met with their respective School Site Councils (SSC) to review LCAP requirements. In March and April 2014, the Superintendent met again with Site Councils to garner input for the LCAP priority areas. Each SSC was informed as to the need to show student growth over time and how this would be measured and revised, as needed, over the initial three years of the LCAP.

Additionally, SSC members agreed to join the District English Learner Advisory Committee (DELAC) to form the Parent Advisory Committee (PAC). The DELAC and SSC members were advised that the collective PAC would act on behalf of the entire district and channel questions, comments and concerns to the Superintendent for consideration in the development of the LCAP. Meetings took place on March 31st and April 28th. The PAC members were encouraged to ask questions and comment on the plan development process and

ELA and math intervention for below grade level students were also prioritized as needs by teachers in second Survey Monkey, as well as the Lean Coffee teacher engagement meetings. In the Survey Monkey, math intervention was ranked as the second highest need to support increased student achievement, and reading intervention was ranked as the third highest need (out of seven possible solutions). At the LCAP teacher engagement meetings, all grade level groups identified intervention and/or extra supports as priorities to help below grade level students.

Ensuring access to a broad curriculum has been identified as a challenge in the district. In the second Survey Monkey, teachers first preferred way of addressing this is through content integration of science and social studies in ELA. Additionally, in the Survey Monkey, science was identified as the subject to first focus on increasing access to (received 80% of votes). At the Lean Coffee teacher meetings, several curricular areas were identified as priorities, including: PE, art, music, science, social studies, and technology, as well as enrichment and extra curricular activities (gardening, robotics, cooking, drama, etc.). Due to this input, content integration into ELA and increased access to hands on science was added to the LCAP. In addition, the development of a plan for increased enrichment opportunities was also included.

From the **parent engagement process**, three top needs were expressed and were added into the LCAP as goals and action steps:

- At the first Parent Advisory Committee meeting, the top priority among parents was to **increase communication between teachers and parents**.
- The second priority was to partner with parents in **preparing students for college** and to include guidance from the school for scholarships, financial aid, and SAT/ACT testing before the senior year of high school.
- Parents also identified the need for **expanded parent**

content. Their input was a unique view and perspective that steered our priorities.

As part of the data collection process, school principals met with their respective school Parent Clubs. At these meetings, conducted between January 31 and February 13, parents were provided with background information on the LCAP and offered the opportunity to complete surveys concerning the perceived needs and strengths of the District. In addition to the parent paper surveys, parents were surveyed through Survey Monkey and BrightBytes.

Additionally classified staff was provided with an opportunity to complete paper surveys regarding strengths and challenges at their schools.

The Superintendent met with the classified bargaining units in February and the certificated unit in April. The same LCAP information and process was provided for these groups in a manner similar to the SSC, school staffs and parent groups. The bargaining units were encouraged to share the LCAP information with their membership and collect any questions, concerns or additional comments.

A community stakeholders meeting that included all stakeholders was held on March 11, 2014. Input from the groups was collected and used to assist with refining and revising the LCAP. Translators and assistants helped all parents in attendance to express, in writing, their recommendations.

The LCAP was presented to the PAC and DELAC on April 29. Questions and suggestions were addressed at the meeting and written into the notes. The LCAP was then revised to include parent input regarding the need for technology-based programs that support learning at school and home. The superintendent then responded in writing regarding parent questions and input that was received at the PAC and DELAC meeting.

On June 3, 2014, the draft LCAP was posted on the Roseland School District

education programs and trainings on how to help support their children at home, including with homework.

<p>website for parent and community review.</p> <p>The updated LCAP draft was presented to the Roseland Board of Education on June 11, 2014 for a public hearing. In addition, the budget that correlates to the LCAP was also presented for a public hearing.</p> <p>The final draft of the LCAP was made available to the community through the various school site councils, the Roseland School District website and at the district office for review prior to the final adoption of the LCAP and budget by the Board of Education on June 18th.</p>	
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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, <u>all</u> 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	
Students need to achieve Proficiency in Common Core State Standards.	Goal #1: Students will achieve proficiency in the Common Core State Standards (CCSS) for ELA/Literacy and math and in California's new ELD standards.	All students	All schools					

<p><i>Identified Metric:</i></p> <p>Our district-wide survey showed that 47% of teachers feel our first focus area to support initial implementation of Common Core should be professional development.</p> <p>In 2013-14, 0% of Roseland District teachers were misassigned.</p> <p>0% of students currently have access to updated district-adopted common core aligned curriculum for mathematics.</p> <p>0% of students currently have</p>	<p><i>Supporting Goal A:</i></p> <ul style="list-style-type: none"> • Ensure that all students are taught by Highly Qualified teachers who have received high quality professional development and ongoing support and coaching <p><i>Supporting Goal B:</i></p> <ul style="list-style-type: none"> • Ensure students have full access to an updated, common core-aligned curriculum: <ul style="list-style-type: none"> ○ For math ○ For ELA and ELD, as well as all necessary supplemental materials, additional supplies and services 				<p>30% or less of teachers will state that professional development is a high need to support initial implementation of Common Core State Standards.</p> <p>Maintain teacher misassignment rate at 0%.</p> <p>10% of students will have access to and pilot specific components of potential math adoptions.</p>	<p>20% or less of teachers will state that professional development is a high need to support initial implementation of Common Core State Standards.</p> <p>Maintain teacher misassignment rate at 0%.</p> <p>100% of students will have access to and will use a district adopted math curriculum adoption.</p>	<p>10% or less of teachers will state that professional development is a high need to support initial implementation of Common Core State Standards.</p> <p>Maintain teacher misassignment rate at 0%.</p> <p>100% of students will have access to and will use a district adopted math curriculum adoption and additional supplemental resources or</p>	<p>Priority 2-Implement State Standards Priority 4-Pupil Achievement</p> <p>Priority 1-Basic Services</p> <p>Priority 1-Basic Services</p>
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<p>access to updated district-adopted common core aligned curriculum and updated supplemental materials for Common Core ELA.</p> <p>In the 2012-13 school year, 0% of students lacked access to district-adopted textbooks and 0 Williams Complaints were received by the district.</p>					<p>100% of students will have access to and use at least 30% of the materials needed to support common core ELA implementation via the purchase of supplemental materials.</p> <p>Maintain rate of students who lack access to district-adopted textbooks and Williams Complaints received at 0%.</p>	<p>100% of students will have access to and use at least 40% of the materials needed to support common core ELA implementation via the purchase of supplemental materials; 10% of students will have access to and pilot specific components of potential ELA adoptions.</p> <p>Maintain rate of students who lack district-adopted textbooks and Williams Complaints received at 0%.</p>	<p>programs.</p> <p>100% of students will have access to and will use a district adopted ELA and ELD curriculum adoption and supplemental materials that provide at least 95% of the materials needed for common core ELA.</p> <p>Maintain rate of students who lack district-adopted textbooks and Williams Complaints received at 0%.</p>	<p>Priority 1- Basic Services</p>
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<p>0% of students are participating in district-adopted common core-aligned assessments; there is no district assessment plan to assess student achievement of CCSS.</p>	<p><i>Supporting Goal C:</i></p> <ul style="list-style-type: none"> • Ensure student progress towards mastering the CCSS is monitored through district-wide, updated common-core aligned benchmark assessments. Also ensure students make ongoing progress on statewide assessments. 				<p>80% of students will participate in teacher generated/selected common core assessments for ELA and math.</p>	<p>90% of students will participate in district adopted common core assessments for ELA and math.</p> <p>Baseline data will be determined for summative assessments in ELA and math.</p>	<p>98% or more of students will participate in district adopted common core assessments for ELA and math.</p> <p>Student proficiency rates on summative assessments for ELA and math will increase by 5%.</p>	<p>Priority 4- Pupil Achievement</p>
<p>In 2012-13, 27% of students whose primary language is not English were classified as Fluent English Proficient.</p>					<p>29% of students whose primary language is not English will be classified as Fluent English Proficient.</p>	<p>31% of students whose primary language is not English will be classified as Fluent English Proficient.</p>	<p>33% of students whose primary language is not English will be classified as Fluent English Proficient.</p>	<p>Priority 4- Pupil Achievement</p>
<p>In 2012-13, 58.6% of English Learners met</p>					<p>60% of English Learners will meet the growth target</p>	<p>62% of English Learners will meet the</p>	<p>64% of English Learners will meet the growth</p>	

<p>the growth target, as set by Title III accountability, on the California English Learner Development Test (CELDT).</p> <p>In 2013, Roseland School District's Growth API was 801.</p> <p>In 2013, 50.2% of district students were proficient/advanced in statewide English Language Arts testing (CST, CMA, and CAPA) and 65% were proficient/advanced in mathematics.</p>					<p>for the CELDT test.</p> <p>Maintain the district API score at the statewide goal of 800 or above.</p> <p>Determine new baseline data for statewide Smarter Balanced testing in English Language Arts and math.</p>	<p>growth target for the CELDT test.</p> <p>Maintain the district API score at the statewide goal of 800 or above.</p> <p>Make 5% growth in the number of students who are proficient/advanced in ELA and math on the Smarter Balanced test.</p>	<p>target for the CELDT test.</p> <p>Maintain the district API score at the statewide goal of 800 or above.</p> <p>Make an additional 5% growth in the number of students who are proficient/advanced in ELA and math on the Smarter Balanced test.</p>	<p>Priority 4- Pupil Achievement</p>
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<p>Percentage of students who have taken Career Technical Education courses not applicable to elementary schools.</p> <p>Percentage of students who have passed an AP exam or passed the EAP exam is not applicable to elementary students.</p> <p>0% of students performing far below grade level in math currently receive intensive math intervention based on a district-wide strategic plan.</p>	<p>Supporting Goal D:</p> <ul style="list-style-type: none"> • Ensure that students who are performing far below grade level in math receive quality intervention services: Research, develop and implement a common core math intervention plan, including: (1) identifying curriculum, instructional strategies, and assessment, (2) identifying & prioritizing students in need of intervention (3) scheduling, and (4) staffing. 				<p>10% of students performing far below grade level in math will receive additional support and will pilot specific components of possible intervention programs.</p>	<p>30% of students performing far below grade level in math will receive intensive intervention based on a district-wide strategic plan.</p>	<p>50% of students performing far below grade level in math will receive intensive intervention based on a district-wide strategic plan.</p>	<p>Priority 4- Pupil Achievement</p>
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<p>0% of students far below grade level who are in reading intervention have access to an updated intervention program, based on a district-wide strategic plan aligned to the Common Core State Standards.</p>	<p>Supporting Goal E:</p> <ul style="list-style-type: none"> • Ensure that students who are performing far below grade level in English language arts receive quality intervention services: Evaluate and revise as needed current reading intervention program; ensure that the following is included in plan: (1) identifying of curriculum, instructional strategies, and assessment, (2) identifying & prioritizing students in need of intervention (3) scheduling, and (4) staffing. 				<p>10% of students in reading intervention will have access to and pilot updated materials that may be adopted as part of an updated district-wide strategic plan aligned to the Common Core State Standards</p>	<p>40% of students in reading intervention will have access to pilot updated materials that may be part of an updated district-wide strategic plan aligned to the Common Core State Standards</p>	<p>100% of students in reading intervention will receive services based on an updated, district-wide strategic plan for reading intervention, which will be aligned to the Common Core State Standards</p>	
<p>Students need access to well-maintained facilities that are conducive to learning.</p> <p><i>Identified Metric:</i></p> <p>In 2013-14, using the Facilities Inspection Tool,</p>	<p>Goal #2: Ensure students are safe and secure on campus, with well- maintained, facilities that are conducive to learning in the 21st century.</p>	<p>All Students</p>	<p>All Schools</p>		<p>Maintain schools in Good or Exemplary repair.</p>	<p>Maintain schools in Good or Exemplary Repair.</p>	<p>Maintain schools in Good or Exemplary Repair.</p>	<p>Priority 1-Basic</p>

<p>all schools were rated as in Good or Exemplary Repair.</p>								
<p>Students need sufficient access to and instruction in technology to support 21st century learning and the development of the technological skills necessary for success with the CCSS and the Smarter Balanced exam.</p> <p>In a district-wide student survey via Bright Bytes, 16% of students reported that foundational technological skills were easy for them to perform.</p> <p>In a district-wide teacher</p>	<p>Goal #3- Ensure students have sufficient access to and instruction in technology to support 21st century learning and the development of technological skills.</p>	<p>All Students</p>	<p>All Schools</p>		<p>20% of students will report that foundational technological skills are easy for them perform.</p>	<p>30% of students will report that foundational technological skills are easy for them perform.</p>	<p>40% of students will report that foundational technological skills are easy for them perform.</p>	<p>Priority 1- Basic</p> <p>Priority 2- Implementation of State Standards</p> <p>Priority 4- Pupil Achievement</p> <p>Priority 8- Other Pupil Outcomes</p>

<p>survey, 51% of teachers stated they had access to computers/devices for students when they need them.</p> <p>In a district-wide survey, 31% percent of students were asked to solve authentic problems using technology at least monthly.</p>					<p>60% of teachers will state that they have access to computers/devices for students when they need them.</p> <p>35% percent of students will be asked to solve authentic problems using technology at least monthly.</p>	<p>70% of teachers will state that they have access to computers/devices for students when they need them.</p> <p>40% percent of students will be asked to solve authentic problems using technology at least monthly.</p>	<p>80% of teachers will state that they have access to computers/devices for students when they need them.</p> <p>50% of students will be asked to solve authentic problems using technology at least monthly.</p>	
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<ul style="list-style-type: none"> • Students need to be prepared for College/Post-Secondary Success <p><i>Identified Metric:</i></p> <p>0% of parents have access to updated, systemic district-wide parent education programs that focus on supporting their children with the following:</p> <ul style="list-style-type: none"> • Mastery of the Common Core State Standards • Developing long term plans for post-secondary education options • Building communication with the 	<p>Goal #4- Upon high school graduation, Roseland District students will be prepared for College/Post Secondary success.</p> <p><i>Supporting Goal A:</i></p> <ul style="list-style-type: none"> • Increase parent education and communication to ensure that they have tools necessary to assist their children in reaching short-term and long-term educational goals. 	<p>All Students</p>	<p>LEA Wide</p>		<p>20% of parents will attend at least one school event that focuses on common core standards and/or college/post-secondary success.</p>	<p>35% of parents will attend at least one school event that focuses on common core standards and/or college/post-secondary success.</p>	<p>50% of parents will attend at least one school event that focuses on common core standards and/or college/post-secondary success.</p>	<p>Priority 3- Parent Involvement</p>
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<p>school system</p> <p>There are currently 0 systemized plans in place in the district to ensure that all students are getting full access to science and social studies, have opportunities for inquiry and hands on science, and opportunities for enrichment.</p> <p>In 2012-13, 41% of 5th graders were rated as Needs Improvement-Health Risk for Body Composition, according to the California Physical Fitness Test</p>	<p><i>Supporting Goal B:</i></p> <ul style="list-style-type: none"> • Increase student access to a broad curriculum through: <ul style="list-style-type: none"> ○ Integration of science and social studies into English language arts ○ Opportunities for inquiry and experimentation based on the Next Generation Science Standards ○ Opportunities for enrichment in areas such as the fine and/or performing arts, P.E. and library 				<p>25% of teachers will report that access to science and social studies has improved.</p> <p>39% of 5th graders will be rated as Needs Improvement-Health Risk for Body Composition</p>	<p>50% of teachers will report that access to science and social studies has improved.</p> <p>36% of 5th graders will be rated as Needs Improvement-Health Risk for Body Composition</p>	<p>75% of teachers will report that access to science and social studies has improved.</p> <p>50% of teachers will respond that access to enrichment has improved.</p> <p>33% of 5th graders will be rated as Needs Improvement-Health Risk for Body Composition</p>	<p>Priority 7- Course Access</p> <p>Priority 1- Basic</p> <p>Priority 4- Pupil Achievement</p> <p>Priority 5- Pupil Engagement</p>
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<p><i>Identified Metric:</i></p> <p>In 2012, 64% of Roseland District graduates were UC/CSU eligible.</p> <p>In the 2011-12 Healthy Kids Survey, 90% of 5th grade students said they plan to pursue a post-secondary education after high school.</p> <p>In 2013-14, 0% of students were expelled.</p> <p>In 2012-13, the district suspension rate was 3.5%.</p> <p>In 2013-14, less than 1% of</p>	<p><i>Supporting Goal C:</i></p> <ul style="list-style-type: none"> • Continue to build strong school cultures and expand programs that support the following: student engagement and motivation; Roseland District’s college-going vision; and emotional, social, and physical wellness for students. 				<p>68% of Roseland District graduates will be UC/CSU eligible.</p> <p>Maintain the percent of students who respond that they plan to pursue a post-secondary education at 90% or higher.</p> <p>Maintain expulsion rate at 0%.</p> <p>Maintain suspension rate 4% or less.</p> <p>Maintain chronically absent</p>	<p>71% of Roseland District graduates will be UC/CSU eligible.</p> <p>Maintain the percent of students who respond that they plan to pursue a post-secondary education at 90% or higher.</p> <p>Maintain expulsion rate at 0%.</p> <p>Maintain suspension rate 4% or less.</p> <p>Maintain chronically</p>	<p>75% of Roseland District students will be UC/CSU eligible.</p> <p>Maintain the percent of students who respond that they plan to pursue a post-secondary education at 90% or higher.</p> <p>Maintain expulsion rate at 0%.</p> <p>Maintain suspension rate 4% or less.</p> <p>Maintain chronically</p>	<p>Priority 4- Pupil Achievement</p> <p>Priority 5- Pupil Engagement</p> <p>Priority 6- School Climate</p>
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<p>students were chronically absent and received a 3rd SARB letter.</p> <p>In 2013-14, the district attendance rate was 96%.</p>					<p>rate at 1% or less.</p> <p>Maintain attendance rate at 96% or above.</p>	<p>absent rate at 1% or less.</p> <p>Maintain attendance rate at 96% or above.</p>	<p>absent rate at 1% or less.</p> <p>Maintain attendance rate at 96% or above.</p>	
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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.

3A. ***All expenditures reflected below include elementary charter students.

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
Goal #1: Students, including those in all subgroups (e.g. Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, etc.), will achieve proficiency in the Common Core State Standards (CCSS) for ELA/Literacy and Math,	Priority 2- Implement State Standards	Provide a high quality teaching staff to all students, including all significant subgroups (e.g. Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, Special Education, etc.)	LEA-wide		Maintain a Highly Qualified Teaching staff. (\$4,607,836 LCFF Base)	Continue to maintain a Highly Qualified Teaching staff. (\$4,793,451 LCFF Base)	Continue to maintain a Highly Qualified Teaching staff. (\$4,973,255 LCFF Base)
	Priority 4- Pupil Achievement	Provide a high quality leadership and support team to support student learning.	LEA-wide		Maintain a high quality district and site leadership team (principals & superintendent). (\$597,738 LCFF Base)	Maintain a high quality district and site leadership team (principals & superintendent). (\$615,680 LCFF Base)	Maintain a high quality district and site leadership team (principals & superintendent). (\$634, 151 LCFF Base)
					Maintain district office staff and school office staff. (\$927,057 LCFF Base)	Maintain district office staff and school office staff. (\$954,869 LCFF Base)	Maintain district office staff and school office staff. (\$983,515 LCFF Base)

<p>as well as all necessary supplemental materials, additional supplies and services</p>		<p>implement CCSS aligned programs in math & ELA</p> <p>Continue to provide school site/classroom budgets for basic services, materials and supplies that support student achievement</p> <p>Continue to provide funds for necessary supplies to support Gifted and Talented Education (GATE) program</p>			<p>materials/program. (\$193,000 LCFF Base)</p> <p>Purchase ELA Springboard consumables for 6th grade. (\$10,000 LCFF Base & Lottery)</p> <p>Provide site/classroom budgets for basic supplies, materials and services. (\$125,796 LCFF Base)</p> <p>Provide funds for GATE supplies. (\$10,000 LCFF Base)</p>	<p>Research and evaluate ELA/ELD programs. Small group will pilot specific components of possible adoptions. Adopt chosen ELA/ELD program(s) based on Ad-Hoc recommendations and teacher input. Purchase materials/program(s). (\$200,000 LCFF Base)</p> <p>Purchase ELA Springboard consumables for 6th grade. (\$10,000 LCFF Base & Lottery)</p> <p>Provide site/classroom budgets for basic supplies, materials and services. (\$132,085 LCFF Base)</p> <p>Provide funds for GATE supplies. (\$10,500 LCFF Base)</p>	<p>Purchase ELA supplemental materials to complement adopted program. (\$30,000 LCFF Base)</p> <p>Purchase ELA Springboard consumables for 6th grade. (\$10,000 LCFF Base & Lottery)</p> <p>Provide site/classroom budgets for basic supplies, materials and services. (\$134,234 LCFF Base)</p> <p>Provide funds for GATE supplies. (\$11,025 LCFF Base)</p>
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<p>C . Ensure student progress towards mastering the CCSS is monitored through district-wide, updated common-core aligned benchmark assessments. Also ensure students make ongoing progress on statewide assessments.</p>		<p>Ensure that student progress towards mastery of the CCSS is monitored via the following:</p> <p>Develop and implement CCSS-aligned assessment and progress monitoring plan</p>			<p>ELA Ad-Hoc, with teacher input, will research, select, and develop a district wide systematic plan for CCSS ELA assessments.</p> <p>Purchase assessment materials and needed technology components.</p> <p>Math Ad-Hoc, with teacher input, will research, select, and develop a district wide systematic plan for CCSS Math assessments.</p> <p>Purchase assessment materials and needed technology components.</p> <p>(\$12,000 for total assessment plan, LCFF Base)</p>	<p>Implement ELA assessment plan. Provide teachers with time for structured data analysis and data driven instructional planning meetings.</p> <p>Implement math assessment plan. Provide teachers with time for structured data analysis and data driven instructional planning meetings.</p> <p>(\$14,000 for total assessment plan, LCFF Base)</p>	<p>Continue to implement ELA assessment plan. Provide teachers with time for structured data analysis and data driven instructional planning meetings.</p> <p>Continue to implement math assessment plan. Provide teachers with time for structured data analysis and data driven instructional planning meetings.</p> <p>(\$16,000 for total assessment plan LCFF Base)</p>
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<p>Goal #2: Ensure students are safe and secure on campus, with well-maintained facilities that are conducive to learning in the 21st century.</p>	<p>Priority 1 – Basic</p>	<p>Ensure that facilities are well maintained and meet the needs of 21st century learners.</p> <p>Ensure students are safe on campus, including during recess and lunch.</p>	<p>LEA-wide</p>		<p>Ensure that facilities are well maintained and meet the needs of 21st century learners. (1. Custodial staff, maintenance director, supplies, repairs & maintenance: \$1,099,416; 2. Utilities: \$412,500 3. Additional repairs- \$15,000 4 Consultants & other outside agency services- \$95,000; (All above four items are LCFF Base).</p> <p>Continue to fund Instructional Assistants/Yard Duties. (\$310, 357 LCFF Base)</p>	<p>Ensure that facilities are well maintained and meet the needs of 21st century learners. (Custodial staff, supplies, repairs & maintenance) (\$1,132,298 LCFF Base) 2. Utilities: \$424,875 3. Additional repairs- \$15,450 4 Consultants & other outside agency services- \$97,850; All above four items are LCFF Base).</p> <p>Continue to fund Instructional Assistants/Yard Duties. (\$319,668 LCFF Base)</p>	<p>Ensure that facilities are well maintained and meet the needs of 21st century learners. (Custodial staff, supplies, repairs & maintenance) (\$1,166,370LCFF Base) 2. Utilities: \$412,500 3. Additional repairs- \$15,000 4 Consultants & other outside agency services- \$100,786 All above four items are LCFF Base).</p> <p>Continue to fund Instructional Assistants/Yard Duties. (\$329, 258 LCFF Base)</p>
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<p>Goal #3: Ensure students have sufficient access to and instruction in technology to support 21st century learning and the development of technological skills.</p>	<p>Priority 1- Basic Priority 4- Pupil Achievement</p>	<p>Provide necessary equipment, software, materials and services to implement the district's technology plan.</p>			<p>Provide software, materials, equipment, and services necessary to implement district technology plan. (\$97,050 LCFF Base) Maintain technology department personnel (technology coordinator, technology assistant, & computer lab assistant). (\$158,271 LCFF Base)</p>	<p>Provide software, materials, equipment, and services necessary to implement district technology plan. (\$52,970 LCFF Base) Maintain technology department personnel (technology coordinator, technology assistant, & computer lab assistant). (\$163,019 LCFF Base)</p>	<p>Provide software, materials, equipment, and services necessary to implement district technology plan. (\$39,970 LCFF Base) Maintain technology department personnel (technology coordinator, technology assistant, & computer lab assistant). (\$167,910 LCFF Base)</p>
<p>Goal #4: Upon high school graduation, Roseland District students will be prepared for College/Post Secondary success, via supporting goal: B. Increase student</p>	<p>Priority 7- Course Access Priority 1- Basic</p>	<p>Develop & implement plan to support integration of science and social studies into ELA.</p>	<p>LEA-wide</p>		<p>Develop plan for science and social studies content integration into ELA. Purchase supplemental materials to support plan. Pilot supplemental materials. (\$12,000 LCFF Base)</p>	<p>Purchase needed materials, provided needed professional development, & implement plan developed in year one. (\$20,000 LCFF Base)</p>	<p>Continue Implementation. (\$5,000 LCFF Base)</p>

<p>access to a broad curriculum through: Integration of science and social studies into English language arts</p>							
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- 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: 20XX-XX
Goal #1: Students will achieve proficiency in the Common Core State Standards (CCSS) for ELA/Literacy and Math, via supporting goals: A. Ensure that all students are taught by Highly Qualified teachers who have received high quality professional development and ongoing support and coaching.	Priority 2- Implement State Standards Priority 4- Pupil Achievement	For: <ul style="list-style-type: none"> English Learners Redesignated English Proficient Socioeconomically Disadvantaged Foster Youth Provide expanded professional development and planning/collaboration meetings for teachers	LEA-wide		Implement expanded professional development opportunities and additional data analysis/planning meetings determined by Accelerated Schools Process, including two additional calendar days, one optional paid day, and three substitute release days. Also provide funds for additional conferences and workshops. (\$192,780 LCFF Supplemental/Concentration)	Implement expanded professional development opportunities and additional data analysis/planning meetings determined by Accelerated Schools Process, including two additional calendar days, one optional paid day, and three substitute release days. Also provide funds for additional conferences and workshops. (\$187,780 LCFF Supplemental/Concentration)	Implement expanded professional development opportunities and additional data analysis/planning meetings determined by Accelerated Schools Process, including two additional calendar days, one optional paid day, and three substitute release days. Also provide funds for additional conferences and workshops. (\$189,780 LCFF Supplemental/Concentration)
		Continue to ensure that students in grades Transitional Kindergarten through Kindergarten benefit from a reduced class size of less than 24 pupils, which will provide increased academic	LEA-wide for TK-3 students	Continue to fund additional TK-3 teachers necessary to support reduced class sizes in the primary grades. (\$792,144 LCFF Supplemental/Concentration)	Continue to fund additional TK-3 teachers necessary to support reduced class sizes in the primary grades. (\$815,908 LCFF Supplemental/Concentration)	Continue to fund additional TK-3 teachers necessary to support reduced class sizes in the primary grades. (\$840,386 LCFF Supplemental/Concentration)	

<p>B. Ensure students have full access to an updated, common core-aligned curriculum:</p> <ul style="list-style-type: none"> • For math • For ELA and ELD <p>as well as all necessary supplemental materials, additional supplies and services</p>		<p>support and individual assistance to these students</p> <p>Continue to provide Highly Qualified instructional assistants to support in classrooms and assist classroom teachers in providing small group and individual academic support to students.</p> <p>Research, select and purchase supplemental materials, resources and supplies, as well as expanded program options for ELA/ELD and math that promote student achievement in the CCSS</p>	<p>LEA-wide</p> <p>LEA-wide</p>		<p>Continue to fund instructional assistant support in classrooms. (\$150,415 LCFF Supplemental/Concentration)</p> <p>Purchase & implement supplemental ELA materials, resources and supplies, including possible internet-based software to support learning at school and home, as determined by the ELA Ad Hoc Action Plan, to support CCSS implementation. (\$25,000 LCFF Supplemental/Concentration)</p>	<p>Continue to fund instructional assistant support in classrooms. (\$154,927 LCFF Supplemental/Concentration)</p> <p>Continue to implement supplemental ELA materials, resources, and supplies purchased the previous year. Purchase additional supplemental materials, resources, and supplies, including technology components, as needed. (\$15,000 LCFF Supplemental/Concentration)</p>	<p>Continue to fund instructional assistant support in classrooms. (\$159,575 LCFF Supplemental/Concentration)</p> <p>Purchase expanded program options/supplemental materials or programs, including possible internet-based software for use at school and home, that support and enhance the newly adopted ELA/ELD program. (\$15,000 LCFF Supplemental/Concentration)</p>
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<p>C. Ensure student progress towards mastering the CCSS is monitored</p>		<p>Provide school sites and classrooms with additional budgets for supplies and services that enrich students' education beyond the basics and help pupils attain academic goals (e.g. field trips, classroom library books, educational games, art supplies, Young Scholar's materials, manipulatives, etc.)</p>	<p>LEA-wide for RFEP students</p>		<p>Provide additional site/classroom budgets to support an enriched education. (\$158,402 LCFF Supplemental/Concentration)</p> <p>Monitor students' progress towards proficiency in the CCSS for ELA for three years. (no additional cost)</p>	<p>Purchase expanded program options/supplemental materials that support and enhance the newly adopted math program, including possible internet-based software for use at school and home. (\$25,000 LCFF Supplemental/Concentration)</p> <p>Provide additional site/classroom budgets to support an enriched education . (\$158,402 LCFF Supplemental/Concentration)</p> <p>Continue to monitor students' progress towards proficiency in the CCSS for ELA for three years. (no additional cost)</p>	<p>Purchase expanded program options/supplemental materials, including technology components, that support and enhance the newly adopted math program. (\$25,000 LCFF Supplemental/Concentration)</p> <p>Provide additional site/classroom budgets to support an enriched education. (\$158,402 LCFF Supplemental/Concentration)</p> <p>Continue to monitor students' progress towards proficiency in the CCSS for ELA for three years. (no additional cost)</p>
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<p>through district-wide, updated common-core aligned benchmark assessments. Also ensure students make ongoing progress on statewide assessments.</p> <p>D. Ensure that students who are performing far below grade level in math receive quality intervention services: Research, develop and implement a common core math intervention plan, including: (1) identifying curriculum, instructional strategies, and</p>		<p>Create and implement a plan to provide math intervention to students performing far below grade level</p>	<p>LEA-wide for identified students</p>		<p>Research and develop a plan for math intervention and include: (1) identification of curriculum, instructional strategies, and assessment, (2) identifying & prioritizing students in need of intervention (3) scheduling, and (4) staffing. (\$4,752 LCFF Supplemental/Concentration)</p>	<p>Pilot chosen curriculum with a sample group of students. (\$11,250 LCFF Supplemental/Concentration)</p>	<p>Implement plan LEA-wide for identified students. (\$18,750 LCFF Supplemental/Concentration)</p>
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<p>assessment, (2) identifying & prioritizing students in need of intervention (3) scheduling, and (4) staffing</p> <p>E. Ensure that students who are performing far below grade level in English language arts receive quality intervention services: Evaluate and revise as needed current reading intervention program; ensure that the following is included in plan: (1) identifying of curriculum, instructional strategies, and assessment,</p>		<p>Evaluate current reading intervention plan and revise plan as needed; Implement reading intervention.</p>	<p>LEA-wide for identified students</p>		<p>Evaluate, revise & implement reading intervention program. Include in updated plan (1) identification of curriculum, instructional strategies, and assessment, (2) identifying & prioritizing students in need of intervention (3) scheduling, and (4) staffing. (\$4,504 LCFF Supplemental/Concentration plus additional funding from federal categorical funding, such as Title 1)</p>	<p>Implement updated reading intervention plan. (\$55,000 LCFF Supplemental/Concentration)</p>	<p>Continue to implement reading intervention plan. (\$55,000 LCFF Supplemental/Concentration)</p>
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<p>(2) identifying & prioritizing students in need of intervention (3) scheduling, and (4) staffing</p> <p>See Goal #1, supporting goals A-D, proficiency in CCSS/student achievement)</p>		<p>Provide the district and school site leadership necessary to increase student achievement, including: planning & delivering professional development, facilitating committee/cadre work that focuses on student achievement and related English Learner topics, monitoring student progress, overseeing intervention services, overseeing implementation of districtwide action plans, and providing in-classroom coaching for teachers.</p>	<p>LEA – wide</p> <p>School-wide at all three sites</p>		<p>Continue to fund three school site Academic Dean positions and one district Curriculum and Assessment Coordinator. (\$223,531 LCFF Supplemental & Concentration)</p>	<p>Continue to fund three school site Academic Dean positions and one district Curriculum and Assessment Coordinator. (\$223,531 LCFF Supplemental & Concentration)</p>	<p>Continue to fund three school site Academic Dean positions and one district Curriculum and Assessment Coordinator. (\$223,531 LCFF Supplemental & Concentration)</p>
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<p>Goal #3: Ensure students have sufficient access to and instruction in technology to support 21st century learning and the development of technological skills.</p>	<p>Priority 1– Basic Priority 2– Implementation of CCSS Priority 4– Pupil Achievement Priority 8– Other Pupil Outcomes</p>	<p>For:</p> <ul style="list-style-type: none"> • English Learners • Redesignated English Proficient • Socioeconomically Disadvantaged • Foster Youth <p>Implement updated District Technology Plan, expand student and teacher access to technology, further develop students and teachers’ technological skills, and use technology to increase student achievement in the CCSS.</p>	<p>LEA-wide</p>		<p>Purchase additional cart of Chromebooks for classroom checkout to be used for whole class technology assignments and Smarter Balanced testing. (\$60,000 LCFF Supplemental/Concentration)</p> <p>Purchase printers for classroom Chromebook sets. (\$15,000 LCFF Supplemental/Concentration)</p> <p>Determine level of leadership needed to successfully coordinate & oversee professional development, and support implementation of the district’s technology plan, which includes the development of foundational and 21st</p>	<p>Replace Chromebooks for school carts as needed. (\$5,000 LCFF Supplemental/Concentration).</p> <p>Replace printers and/or Classroom Chromebooks as needed. (\$15,000 LCFF Supplemental/Concentration)</p> <p>Implement plan developed in year one, including personnel and professional development for staff. (\$60,000 LCFF Supplemental/Concentration)</p>	<p>Replace Chromebooks for school carts as needed. (\$5,000 LCFF Supplemental/Concentration).</p> <p>Replace printers and/or Classroom Chromebooks as needed. (\$15,000 LCFF Supplemental/Concentration)</p> <p>Continue to implement plan and increase use of technology to support common core (e.g. Google Apps, tech components of newly adopted curriculum, online resources, etc.). (\$95,000 LCFF Supplemental/Concentration)</p>
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					<p>century learning skills. Develop a list job duties. (\$1,126 LCFF Supplemental/Concentration)</p>		<p>ation)</p>
						<p>Provide before/after school computer lab personnel and additional personnel to provide technology-related professional development. (\$12,000 LCFF Supplemental/Concentration)</p>	<p>Provide before/after school computer lab personnel and additional personnel to provide technology-related professional development. (\$12,000 LCFF Supplemental/Concentration)</p>
					<p>Provide additional equipment, purchase additional computers/hardware, purchase curriculum and software to support technology integration and student achievement. (\$54,320 LCFF Supplemental/Concentration).</p>	<p>Provide additional equipment, purchase additional computers/hardware, purchase curriculum and software to support technology integration and student achievement. (\$63,300 LCFF Supplemental/Concentration).</p>	<p>Provide additional equipment, purchase additional computers/hardware purchase curriculum and software to support technology integration and student achievement. (\$15,300 LCFF Supplemental/Concentration).</p>

					Provide professional development for teachers in technology to support Common Core State Standards, including chromebook and software training, ethical use, and technology integration. (\$8,000 Common Core)	Provide professional development for teachers in technology to support Common Core State Standards, including chromebook and software training, ethical use, and technology integration. (\$8,000 LCFF Supplementa/Concentration)	Provide professional development for teachers in technology to support Common Core State Standards, including chromebook and software training, ethical use, and technology integration. (\$8,000 LCFF Supplementa/Concentration)
<p>Goal #4: Upon high school graduation, Roseland District students will be prepared for College/Post Secondary success, via supporting goals:</p> <p>A. Increase parent education and communication to ensure that they have tools necessary to assist their</p>	<p>Priority 3- Parent Involvement</p> <p>Priority 7- Course Access</p> <p>Priority 4- Pupil Achievement</p> <p>Priority 5- Pupil Engagement</p>	<p>For:</p> <ul style="list-style-type: none"> English Learners Redesignated English Proficient Socioeconomically Disadvantaged Foster Youth <p>Develop and launch a districtwide plan for parent education and increased parent/school communication.</p>	LEA-wide		<p>Research effective parent education programs and ways to increase parent/school communication.</p> <p>Implement parent education events revolving around Common Core Standards and preparing for post-secondary education (including scholarship information, roadmap to college, ACT/SAT, etc.). (\$2,252 LCFF Supplemental/Concentration)</p>	<p>Implement plan developed in year one. (\$25,000 LCFF Supplemental/Concentration)</p>	<p>Continue implementation. (\$25,000 LCFF Supplemental/Concentration)</p>

<p>children in reaching short-term and long-term educational goals.</p> <p>B. Increase student access to a broad curriculum through:</p> <ul style="list-style-type: none"> Opportunities for inquiry and experimentation based on the Next Generation Science Standards Opportunities for expanded enrichment in areas such as the fine and/or performing arts, P.E. and library 		<p>Develop & implement plan for expanded science opportunities (beyond the basic curriculum adoption) including inquiry, experimentation and hands on science.</p> <p>Research, develop, and implement plan for expanded opportunities for enrichment.</p> <p>Continue to provide Mr. Music program for selected grade levels.</p>	<p>LEA-wide</p>		<p>Develop plan for additional science opportunities, including inquiry, experimentation and hands on science. (\$7,000 LCFF Supplemental/Concentration)</p> <p>Research and begin to develop plan for enrichment opportunities. (\$2,000 LCFF Supplemental/Concentration)</p> <p>Continue to fund Mr. Music program. (\$10,000 LCFF supplemental/Concentration)</p>	<p>Pilot plan at one site. (\$37,500 LCFF Supplemental/Concentration)</p> <p>Continue to develop enrichment plan and pilot specific components. (\$7,000 LCFF Supplemental/Concentration)</p> <p>Continue to fund Mr. Music program. (\$10,000 LCFF supplemental/Concentration)</p>	<p>Implement plan district wide. (\$100,000 LCFF Supplemental/Concentration)</p> <p>Begin to implement enrichment plan. (\$40,000 LCFF Supplemental/Concentration)</p> <p>Continue to fund Mr. Music program. (\$10,000 LCFF supplemental/Concentration)</p>
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<p>C. Continue to build strong school cultures and expand programs that support the following: student engagement and motivation; Roseland District's college-going vision; and emotional, social, and physical wellness for students.</p>	<p>Expand and improve programs that motivate and prepare students to be successful in their post-secondary educational options.</p>	<p>LEA-wide</p>	<p>Send small group of teachers and leadership team members to AVID conference and/or AVID site visits to determine if AVID Elementary and/or AVID strategies are possible future solutions. Ad hoc to take stock of Through College plan (\$14,500 LCFF Supplemental/Concentration)</p>	<p>Reconvene Through College Ad hoc to develop a plan with recommendations to update current Through College Action Plan. (\$3,500 LCFF Supplemental/Concentration)</p>	<p>Implement updated Through College Action Plan. (\$10,000 LCFF Supplemental/Concentration)</p>
	<p>Continue to provide counseling services to students, which include conflict management, friendship groups, motivational support, etc.</p>	<p>LEA-wide</p>	<p>Continue to fund school counselors. (\$243,302 LCFF Supplemental/Concentration)</p>	<p>Continue to fund school counselors. (\$250,601 LCFF Supplemental/Concentration)</p>	<p>Continue to fund school counselors. (\$258,119 LCFF Supplemental/Concentration)</p>
	<p>Continue to provide student service managers, who provide behavior counseling and support, as well as facilitate activities that promote student motivation and school</p>	<p>LEA-wide</p>	<p>Continue to fund student service managers. (\$140,298 LCFF Supplemental/Concentration)</p>	<p>Continue to fund student service managers. (\$144,507 LCFF Supplemental/Concentration)</p>	<p>Continue to fund student service managers. (\$148,842 LCFF Supplemental/Concentration)</p>

		<p>pride (e.g. student of the month, honor roll, special events, rallies and assemblies).</p> <p>Continue to conduct schoolwide events that promote a strong school culture, school pride and increase student and family engagement (e.g. family barbeque).</p>	LEA-wide		<p>Continue to fund schoolwide special events, such as the family barbeque. (\$8,000 LCFF Supplemental/Concentration)</p>	<p>Continue to fund schoolwide special events, such as the family barbeque. (\$8,000 LCFF Supplemental/Concentration)</p>	<p>Continue to fund schoolwide special events, such as the family barbeque. (\$8,000 LCFF Supplemental/Concentration)</p>
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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.)

Roseland School District will be receiving \$2,137,118 in Supplemental and Concentration Grant funds. Because our district demographics include 90% unduplicated students, we provide additional services to all students.

Additional services that we will provide in year one using Supplemental & Concentration Grant Funds on a district-wide basis are:

- Expanded professional development opportunities
- Supplemental ELA materials
- Increased access for students and teachers to technology
- Expanded parent education opportunities
- Increased access for students to hands-on science inquiry & experimentation
- Expanded programs to motivate & prepare students for college success

The remaining funds for supplemental & concentration grant funds will be used for ongoing services to meet the needs of unduplicated pupils, such as:

- Bilingual Instructional Assistants
- English Learner Coordinator
- Ongoing Professional Development and Conferences
- Free transportation
- Counseling
- Student Service Managers

- 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 proportionality percentage for Roseland School District is 20.81%.

The largest efforts around serving our unduplicated students in the coming year will focus on the development of CCSS-aligned instructional strategies that meet the needs of this group of students. All teachers will receive two calendar professional development days to learn and plan for implementation of these strategies. This professional development represents a 200% increase in professional development that focuses on targeted instruction that promotes ongoing opportunities for academic discourse and access to the CCSS. As a result of this professional development, the quality of instruction to students will improve in addition to the increase in services they will receive.

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.