

**Introduction:**

LEA: Roseville City School District Contact (Name, Title, Email, Phone Number): Derk Garcia, Superintendent, dgarcia@rcsdk8.org, 916-771-1600 LCAP Year: 2015 -2018

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>September 2, 2014 District Leadership Team received specific LCAP training and updated information on LCFF funding and requirements of LCAP (School Services of California)</p>	<p>Enhanced knowledge and understanding of the plans for development of the LCAP in conjunction with the district budget(LCFF). District restructured its initial District Advisory Committee meetings to focus more on data analysis and progress on Year 1 initiatives. Provided specific information in regards to the engagement of stakeholders in the development of the LCAP.</p> <p>In the initial plan, the majority of the supplemental funds were directly distributed to school sites. Each site was to work with their constituencies in developing site specific plans that supported the overall plan. Training information highlighted difficulty of measuring district wide progress in a decentralized process.</p>
<p>October 8, 2014 Professional Development Advisory Committee Meeting</p>	<p>Identified the need to develop a three year professional development plan.</p>
<p>October 10, 2014 LCAP Take 2 County Office Training</p>	<p>Ensured parent advisory and EL parent advisory committees were in compliance with statute. Added students as a stakeholder advisory group for 2015-18 LCAP.</p>
<p>October 5,13,20,27 Cabinet Level Meetings Roseville City School District</p>	<p>Underscored the need to centralize services to more accurately measure district wide goals and actions/services. Reinforced the importance of establishing metrics within each goal area. RCSD Cabinet level determination that full LCAP revise would align plan to State requirements and accountability measures.</p>
<p>October 21, 2014 District Leadership Team Meeting</p>	<p>Provided LCAP update and proposed LCAP changes presented at October 10 Placer County Office of Education Curriculum meeting.</p>
<p>October 22, 2014 District Advisory Committee Meeting</p>	<p>Reviewed purpose of advisory group Set timeline for LCAP development 2015-2018.</p>
<p>November 5, 2014</p>	<p>Initiated research on what we wanted to become "great at" as a district.</p>

<p>Professional Development Advisory Committee Meeting</p> <p>December 3, 2014 District Advisory Committee Meeting</p>	<p>Shared information from meeting with Dr. Adria Klein.</p> <p>Identified need to align recently adopted Board Goals to LCAP. Identified achievement gaps in performance for English Language Learners. Initiated discussion of LCAP realignment and rewrite</p>
<p>December 10, 2015 Professional Development Advisory Committee Meeting</p>	<p>Reviewed teacher survey results. Identified professional development needs of teachers.</p>
<p>December 17, 2015 Placer County Office of Education- LCAP Training</p>	<p>Gained understanding of the LCAP changes and new template.</p>
<p>January 9, 2015 Placer County Office of Education - Curriculum and Instruction Meeting</p>	<p>Further practice with activities that align LCAP goals, actions, and metrics.</p>
<p>January 14, 2015 Professional Development Advisory Committee Meeting</p>	<p>Establishment of work team to develop three year PDAC plan.</p>
<p>January 15, 2015 Governor's Budget Workshop - School Services of California</p>	<p>Reinforced need to align LCAP with coherent and measurable goals, actions and metrics.</p>
<p>January 21, 2015 District Advisory Committee Meeting</p>	<p>Introduced overarching District theme and related goals areas that would form the basis of establishing 2015-18 LCAP.</p>
<p>February - April 2015 LCAP Themes and Actions presented to all eighteen (18) schools during staff meetings.</p>	<p>Understanding of LCAP development and suggested areas of focus.</p>
<p>February 3, 2015 LCAP Themes and Actions Meeting with CSEA Bargaining Unit</p>	<p>Professional development for instructional aides.</p>
<p>February 6, 2015 Placer County Office of Education - Curriculum and Instruction Meeting</p>	<p>Reviewed potential metrics for 2015-18 LCAP addition.</p>
<p>February 10, 2015 LCAP Themes and Actions Meeting with RTA Bargaining Unit</p>	<p>Contracting experienced professional development trainers. Targeted professional development plan. Reduction of class sizes in grades 2-3. Maintaining AR program. Development of STEAM/Language/Sport Committee.</p>
<p>February 11, 2015 Professional Development Advisory Committee Meeting</p>	<p>Consensus recommendation for three year professional development plan.</p>
<p>February 18, 2015 LCAP Themes and Actions Meeting with District English Language Advisory Council (DELAC)</p>	<p>Professional development targeting the needs of English Learners. Cultural training on how to engage in effective interactions with EL parents Reduced classroom staffing ratios in specific grade levels. Additional parent liaisons for EL parents. Continued transportation for after-school program and events.</p>
<p>February 2015</p>	<p>Additional opportunities to provide professional development on non-teaching days.</p>

District Parent Survey - LCAP Themes and Actions

February 5, 2015  
 District Parent Focus Groups - Parents of English Language Learners - LCAP Themes and Actions  
 Kaseberg and Woodbridge Elementary Schools

February 11, 2015  
 District Student Focus Groups - LCAP Themes and Actions  
 Cooley and Chilton Middle Schools

February 12, 2015  
 District Student Focus Groups - LCAP Themes and Actions  
 Buljan and Eich Middle Schools

March 16, 2015  
 Roseville Teachers Association Consult

March 16-20  
 Board of Trustees Consult

March 17  
 District Advisory Committee Meeting

March 23  
 Roseville Cabinet

April 2015  
 LCAP Preliminary Review with PCOE  
 Roseville Teachers Association LCAP Consult  
 California School Employees Association Consult  
 District English Language Learners Advisory Council Meeting (April 15)

April 21  
 LCAP Parent Survey Discussion - Leadership Team

May 4  
 RCSD Cabinet review of LCAP

May 20  
 District Advisory review of LCAP

May 26  
 LCAP Study Session

Common core training for teachers.  
 Anti-Bullying focus at sites.  
 Increased counseling services.  
 PBIS supports.  
 Reduction of class sizes in grades 2 and 3.  
 Updated and modern technology.  
 Improved and updated school buildings.  
 Development of STEAM/Language/Sport Committee.

After-school tutoring programs.  
 School counselors.

School counselors.

School counselors.

Initial draft review of 2015 - 18 LCAP. (RTA, Board, DAC, Cabinet).

Initial draft review of 2015 - 18 LCAP (PCOE, RTA,CSEA, District Advisory Committee).

Created a needs list to discuss with Roseville Schools Foundation.

Continued refinement and review of LCAP.

Review and feedback on final draft changes within 15-18 plan.

Provided Board, Community and Stakeholders and opportunity to preview and respond to the proposed 2015-18 plan.

<p>Community and District Stakeholders</p> <p>May 27 Draft LCAP Review - PCOE Checklist</p> <p>May 29 LCAP Focus Group - Warren T. Eich Middle School</p> <p>June 5 CSEA Consult</p>	<p>Ensured Section 1 of Spring/Summer LCAP Review Checklist was updated.</p> <p>In regards to the furniture replacement section, the District may want to consider more "student friendly" furniture arrangements. Student feedback reaffirmed the need to expand middle school counseling program at each site. Students saw benefit from continuing implementation of an after school activity bus at the middle schools.</p> <p>Final Review of LCAP</p>
<p><b>Annual Update:</b></p> <p>October 10, 2014 LCAP Take 2 County Office Training</p> <p>October 21, 2014 District Leadership Team Meeting</p> <p>December 3, 2014 District Advisory Committee Meeting</p> <p>January 15, 2015 Governor's Budget Workshop - School Services of California</p> <p>January 21, 2015 District Advisory Committee Meeting</p> <p>March 6, 2015 LCAP Monitoring Team</p> <p>March 10, 2015 District Leadership Team Meeting</p> <p>March 18, 2015 District Advisory Committee Meeting</p> <p>April 10, 2015 LCAP Monitoring Team</p> <p>April 21, 2015 District Leadership Team</p> <p>May 13, 2015 LCAP Expenditures Meeting</p>	<p><b>Annual Update:</b></p> <p>Clarification of Annual Update requirements.</p> <p>Background information on Annual Update collection requirements.</p> <p>Update on progress in the areas of counselor, at risk liaisons, tech support, assessment system, and extra-curricular transportation.</p> <p>Reinforced need for full rewrite of plan to a better align LCAP to progress monitoring requirements.</p> <p>LCAP Realignment- Lessons Learned presentation. Set foundation for rewrite of plan. Key areas discussed: 1) New plan will have specific and measurable goals utilizing pre identified metrics. 2) New plan will have resources centralized at the district level. 3) New plan will be based on overall theme and targeted goal areas.</p> <p>Annual Update Site Template developed.</p> <p>Annual Update Template requirements reviewed with LCAP stakeholders.</p> <p>Annual Update Template requirements reviewed with LCAP stakeholders.</p> <p>Initial Annual Update data submitted to monitoring team.</p> <p>LCAP data collection discussion with Leadership Team.</p> <p>Meeting to plan end of year expenditures review for LCAP update.</p>

May 21, 2015  
LCAP Annual Update Expenditures Meeting

May 26, 2015  
LCAP Study Session

May 27  
Draft LCAP Review - PCOE Checklist

May 29, 2015  
LCAP Annual Update Review Focus Group - Warren T. Eich Middle School Students

June 5, 2015  
CSEA consult

Follow-up meeting to review district level LCAP expenditures.

Provided Board, Community and Stakeholders and opportunity to preview and respond to the annual update draft.

Ensured Goal 2 of Annual Update reflected explanation of proposed changes in goals, actions, services, & expenditures.

Student feedback reaffirmed the need to expand middle school counseling program at each site.

Students saw benefit from continuing implementation of an after school activity bus at the middle schools.

Final Review of LCAP

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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



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

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

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

**Guiding Questions:**

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

GOAL 1:	Theme- Improve Learning and Close Achievement Gaps Goal #1 - RCSD students will meet or exceed grade level standards. This includes English Language Learners, who will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Identified Need :	Students must demonstrate proficient performance on grade level standards to increase likelihood of college and career readiness.		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	10% increase in CAASPP performance, proficient or above, in ELA (identified measurement area to be determined). 10% increase in CAASPP performance, proficient or above, in Math (identified measurement area to be determined). 100% of English Learners will make adequate yearly progress as measured by established District indicators. 100% of students will meet minimum District scale score benchmarks in reading. 100% of students will meet minimum District scale score benchmarks in mathematics. 10% increase of student passing rates - score of proficient or higher - district assessment benchmarks – Trimester 1, 2, and 3 math. 10% increase of student passing rates - score of proficient or higher - district assessment benchmarks – Trimester 3 Integrated ELA assessment. 100% use of District ELA and Math pacing guides		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Site Intervention Teachers at Title I schools.	Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Three (3.0-.15 F.T.E.) Intervention Teachers Title III \$42,000 Three (3.0- .85 F.T.E.) Intervention Teachers Title I \$238,000
Continue investment in Renaissance Learning Early Literacy, STAR Enterprise and STAR Math for district wide benchmarks to be administered 4 times a year.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Renaissance Learning Supplemental \$60,000
Provide site allocation funding to support site initiatives that will support Goal #1 - RCSD students will meet or exceed grade level standards. This includes English Language Learners, who will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.  1. RCSD students meeting or exceeding grade level standards. English Language Learners, making adequate yearly progress toward language proficiency and being reclassified as fluent English proficient. a) Curriculum and instructional site-based supports	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Per School Site Allocation (no carryover) Estimated 50% of \$395,000 total allocation) Supplemental \$197,500

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	10% increase in CAASPP performance, proficient or above, in ELA (identified measurement area to be determined). 10% increase in CAASPP performance, proficient or above, in Math (identified measurement area to be determined). 100% of English Learners will make adequate yearly progress as measured by established District indicators. 100% of students will meet minimum District scale score benchmarks in reading. 100% of students will meet minimum District scale score benchmarks in mathematics. 10% increase of student passing rates - score of proficient or higher - district assessment benchmarks – Trimester 1, 2, and 3 math. 10% increase of student passing rates - score of proficient or higher - district assessment benchmarks – Trimester 3 Integrated ELA assessment. 100% use of District ELA and Math pacing guides
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Site Intervention Teachers at Title I schools.	Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Three (3.0-.15 F.T.E.) Intervention Teachers Title III \$42,000 Three (3.0- .85 F.T.E.) Intervention Teachers Title I \$238,000
Continue investment in Renaissance Learning Early Literacy, STAR Enterprise and STAR Math for district wide benchmarks to be administered 4 times a year.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Renaissance Learning Supplemental \$60,000
Provide site allocation funding to support site initiatives that will support Goal #1 - RCSD students will meet or exceed grade level standards. This includes English Language Learners, who will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.  1. RCSD students meeting or exceeding grade level standards. English Language Learners, making adequate yearly progress toward language proficiency and being reclassified as fluent English proficient. a) Curriculum and instructional site-based supports	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Per School Site Allocation (no carryover) Estimated 50% of \$395,000 total allocation)  Standards Support (50% of site allocation) Supplemental \$197,500  Supplemental

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	10% increase in CAASPP performance, proficient or above, in ELA (identified measurement area to be determined). 10% increase in CAASPP performance, proficient or above, in Math (identified measurement area to be determined). 100% of English Learners will make adequate yearly progress as measured by established District indicators. 100% of students will meet minimum District scale score benchmarks in reading. 100% of students will meet minimum District scale score benchmarks in mathematics. 10% increase of student passing rates - score of proficient or higher - district assessment benchmarks – Trimester 1, 2, and 3 math. 10% increase of student passing rates - score of proficient or higher - district assessment benchmarks – Trimester 3 Integrated ELA assessment. 100% use of District ELA and Math pacing guides
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Site Intervention Teachers at Title I schools.	Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Three (3.0-.15 F.T.E.) Intervention Teachers Title III \$42,000 Three (3.0- .85 F.T.E.) Intervention Teachers Title I \$238,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue investment in Renaissance Learning Early Literacy, STAR Enterprise and STAR Math for district wide benchmarks to be administered 4 times a year.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Renaissance Learning Supplemental \$60,000
Provide site allocation funding to support site initiatives that will support Goal #1 - RCSD students will meet or exceed grade level standards. This includes English Language Learners, who will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.  1. RCSD students meeting or exceeding grade level standards. English Language Learners, making adequate yearly progress toward language proficiency and being reclassified as fluent English proficient. a) Curriculum and instructional site-based supports	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Per School Site Allocation (no carryover) Estimated 50% of \$395,000 total allocation  Standards Support (50% of site allocation) Supplemental \$197,500

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

GOAL 2:	Theme - Improve Learning and Close Achievement Gaps Goal #2 - RCSD will provide focused professional learning, planning, and collaboration designed to continuously improve learning.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Identified Need :	Establishment and implementation of comprehensive three-year professional development plan.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	100% teacher participation in Year 1 professional learning opportunities. 100% of regular teacher classroom use of new mathematics adoption, based on principal walk-through analysis All formal evaluation principal pre-conferences include discussion of language objectives for the lesson to be observed (pre-conference documentation) 3 or higher average- cumulative survey results on measured items - Teacher Reflection Tool - Year 1 Professional Development - PDAC (5 point scale) 3 or higher average- cumulative survey results on measured items - Teacher Reflection Tool - Year 1 Professional Development- Title I Coordinator Support (5 point scale) 100% BTSA completion rate - Year 1 and Year 2 3 or higher average- cumulative survey results on measured items - Instructional Aide Reflection Tool - Year 1 Professional Development (5 point scale)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Year 1 (2015-16)-Professional Development Focus Areas:  Professional development will shift its focus to the effective implementation of three key standards:  1) Speaking and Listening Anchor Standard #1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  2) Reading Anchor Standard #1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  3) Writing Anchor Standard #10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Training will be supported through four (4) non-student professional learning days.  Instructional assistants and library media specialists will receive professional development to assist with implementation of the above standards.	All	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Four (4) non-student professional learning days - Certificated Staff Supplemental \$960,314 Four (4) non-student professional learning days - Instructional Aides and L.M.S. Staff Supplemental \$65,000 ELD Coordinator Services (.70 F.T.E.) Supplemental \$78,400 ELA Coordinator Services (.43 F.T.E.) Supplemental \$48,200 ELA Coordinator Services (.42 F.T.E.) Title II \$47,040 Math Coordinator Services (.43 F.T.E.) Supplemental \$48,200 Professional Learning Support Expenses (i.e. trainers, additional time) Title I \$90,000 Professional Learning Support Expenses (i.e. contracts, release time, materials) Supplemental \$266,106
In grades Kindergarten - Grade 8, teachers will receive new mathematics curriculum professional development in the following areas:  <ul style="list-style-type: none"> <li>• Content layout and curricular sequence</li> <li>• Instructional practices</li> </ul>	All	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth	Math Coordinator (.42 F.T.E.) Title II \$47,040

<ul style="list-style-type: none"> <li>• Alignment with District Pacing Guide</li> <li>• Alignment with district assessment items</li> <li>• Language development support structures within the adoption</li> </ul>		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional learning support to Title I schools -ELA, ELD, and Mathematics.	Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	ELA Coordinator (.15 F.T.E.) Title I \$16,800 ELD Coordinator (.15 F.T.E.) Title III \$16,800 Math Coordinator (.15 F.T.E.) Title I \$16,800
Provide Beginning Teachers Support and Assessment (BTSA) professional learning program.  BTSA engages preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	BSTA Student Enrollment (30 participants) Title II \$60,000 Base \$48,990
Provide professional development to instructional aides working with special needs populations.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development Base \$10,000
Provide site allocation funding to support site initiatives that will support Goal #2 - RCSD will provide focused professional learning, planning, and collaboration designed to continuously improve learning.  1. Providing focused professional learning, planning, and collaboration designed to continuously improve learning. a) Site based planning, collaboration and site specific professional development	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Learning (25% of \$395,000 total site allocation) Supplemental \$98,750
Provide professional development for para-professionals around ELD/Anchor standards.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Learning Other \$55,000
		All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		All OR: _ Low Income pupils	

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	100% teacher participation in Year 2 professional learning opportunities. 100% of regular teacher classroom use of new mathematics adoption, based on principal walk-through analysis All formal evaluation principal pre-conferences include discussion of language objectives for the lesson to be observed (pre-conference documentation) 3 or higher average- cumulative survey results on measured items - Teacher Reflection Tool - Year 2 Professional Development - PDAC (5 point scale) 3 or higher average- cumulative survey results on measured items - Teacher Reflection Tool - Year 2 Professional Development- Title I Coordinator Support (5 point scale) 100% BTSA completion rate - Year 1 and Year 2 3 or higher average- cumulative survey results on measured items - Instructional Aide Reflection Tool - Year 2 Professional Development (5 point scale)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Year 2 (2016-17)-Professional Development Focus Areas:  TK – Grade 8 (All content areas): <ul style="list-style-type: none"> <li>Using multiple measures to reflect upon progress</li> <li>Understanding the mechanics of text</li> <li>Learning to create text-dependent questions</li> <li>Close-reading – refine lessons and introduce an emphasis on reading complex text</li> <li>ELD Integrated and Designated instructional practices – a deeper look</li> <li>Speaking and Listening-rich classrooms</li> </ul> TK- Grade 3: <ul style="list-style-type: none"> <li>Implement foundational reading skills assessments</li> <li>Focus on analyzing and utilizing data</li> </ul> * ELA Adoption  Instructional assistants and library media specialists will receive professional development to assist with implementation of the above standards.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Four (4) non-student professional learning days - Certificated Staff Supplemental \$980,000 Four (4) non-student professional learning days - Instructional Aides and L.M.S. Staff Supplemental \$65,000 ELD Coordinator Services (.70 F.T.E.) Supplemental \$78,400 ELA Coordinator Services (.43 F.T.E.) Supplemental \$48,200 Math Coordinator Services (.43 F.T.E.) Supplemental \$48,200 Year 2 PD Support - Contracts, Release Time, Materials Supplemental \$200,000
In grades Kindergarten - Grade 8, teachers will receive new ELA/ELD curriculum professional development in the following areas: <ul style="list-style-type: none"> <li>Content layout and curricular sequence</li> </ul>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	ELA/ELD Curriculum Adoption Base \$2,000,000

<ul style="list-style-type: none"> <li>• Instructional practices</li> <li>• Alignment with District Pacing Guide</li> <li>• Alignment with district assessment items</li> </ul>		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide direct professional learning support to Title I schools ELA, ELD, and Mathematics	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELA Coordinator (.15 F.T.E.) Title I \$16,800 ELD Coordinator (.15 F.T.E.) Title III \$16,800 Math Coordinator (.15 F.T.E.) Title I \$16,800
Provide Beginning Teachers Support and Assessment (BTSA) professional learning program.  BTSA engages preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BSTA Student Enrollment (33 participants projected @3846 per participant) Title II \$60,000 Base \$66,918
Provide development to instructional aides working with special needs populations.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development Base \$10,000
Maintain site allocation funding to support site initiatives that will support Goal #2 - RCSD will provide focused professional learning, planning, and collaboration designed to continuously improve learning.  1. Providing focused professional learning, planning, and collaboration designed to continuously improve learning. a) Site based planning, collaboration and site specific professional development	All	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional learning (25% of \$395,000 total site allocation) Supplemental \$98,750
		<input type="checkbox"/> All OR: Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	



LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% teacher participation in Year 3 professional learning opportunities. 100% of regular teacher classroom use of new mathematics adoption, based on principal walk-through analysis All formal evaluation principal pre-conferences include discussion of language objectives for the lesson to be observed (pre-conference documentation) 3 or higher average- cumulative survey results on measured items - Teacher Reflection Tool - Year 3 Professional Development - PDAC (5 point scale) 3 or higher average- cumulative survey results on measured items - Teacher Reflection Tool - Year 3 Professional Development- Title I Coordinator Support (5 point scale) 100% BTSA completion rate - Year 1 and Year 2 3 or higher average- cumulative survey results on measured items - Instructional Aide Reflection Tool - Year 3 Professional Development (5 point scale)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
YEAR 3 (2017-18)-Professional Development Focus Areas:  TK – Grade 8 (all content areas): <ul style="list-style-type: none"> <li>Speaking and listening-rich classrooms</li> <li>Close-reading-write/refine lessons further with an emphasis on students writing with text evidence</li> <li>ELD Integrated and Designated instructional practices – further refined</li> </ul> TK – Grade 3: <ul style="list-style-type: none"> <li>Refine district intervention model</li> </ul> Instructional assistants and library media specialists will receive professional development to assist with implementation of the above standards.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Four (4) non-student professional learning days - Certificated Staff Supplemental \$1,000,000 Four (4) non-student professional learning days - Instructional Aides and L.M.S. Staff Supplemental \$65,000 ELD Coordinator Services (.70 F.T.E.) Supplemental \$78,400 ELA Coordinator Services (.43 F.T.E.) Supplemental \$48,200 Supplemental Year 3 PD Support - Contracts, Release Time, Materials Supplemental \$200,000
In grades Kindergarten - Grade 8, teachers will receive new science curriculum professional development in the following areas:  <ul style="list-style-type: none"> <li>Content layout and curricular sequence</li> <li>Instructional practices</li> <li>Alignment with District Pacing Guide</li> <li>Alignment with district assessment items</li> <li>Language development support structures within the adoption</li> </ul>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Math/Science Coordinator Services (.43 F.T.E.) Supplemental \$48,200 Science Curriculum Base \$1,000,000
Provide direct professional learning support to Title I schools - ELA, ELD, and Mathematics	Cirby, Kaseberg, Woodbridge	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELA Coordinator (.15 F.T.E.) Title I \$16,800 ELD Coordinator (.15 F.T.E.) Title III \$16,800 Math Coordinator (.15 F.T.E.) Title I \$16,800
Provide Beginning Teachers Support and Assessment (BTSA) professional learning program.  BTSA engages preliminary credentialed teachers in a job-embedded formative assessment system of support and professional growth to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BSTA Student Enrollment (16 participants projected at 4131 per participant) Title II \$60,000 Base \$6,096
Provide development to instructional aides working with special needs populations.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional Development Base \$10,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Maintain site allocation funding to support site initiatives that will support Goal #2 - RCSD will provide focused professional learning, planning, and collaboration designed to continuously improve learning.</p> <p>1. Providing focused professional learning, planning, and collaboration designed to continuously improve learning.</p> <p>a) Site based planning, collaboration and site specific professional development</p>		<input type="checkbox"/> All <input type="checkbox"/> OR: Low Income pupils English Learners Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional learning (25% of \$395,000 total site allocation) Supplemental \$98,750

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

GOAL 3:	Theme- Improve Learning and Close Achievement Gaps Goal #3- RCSD will create and maintain safe and positive school cultures.	Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 6 7 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Ensuring best practices are in place that support healthy learning environments.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Increase of direct counseling support services for English Learners, Limited Income Students, and Foster Youth at middle school and Title I schools (Case load analysis) 100% course access audits of incoming 6th grade EL, SES, and Foster Youth. 90% of students receiving counseling services will demonstrate overall improvement as measured by increased attendance rates, improved academic achievement and/or decreased behavior referrals. Establishment of baseline data on Healthy Kids or similar climate survey. 90% of students receiving intervention core learning support will demonstrate improvement as measured by increased attendance rates, improved academic achievement and/or decreased behavior referrals. 100% of At Risk Youth Liaisons will have documented records of regular connections with Foster and Homeless youth under supervision. 100% of Parent Liaisons will have documented records of student and family support. 10% increase of parent involvement activities at Title I elementary schools. All K-8 sites will meet or exceed 97.0% student attendance rate. Maintain current district expulsion rate (no more than 2 students per year). Maintain middle school dropout rate of 0%. Reduce out-of-school suspension by 5%. Reduce in-school suspensions by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire four (4) middle school and three (3) elementary counseling staff. Each middle school and Title I school will have a counselor to support the academic and socio-emotional needs of their students and serve as a resource to parents and staff.  Course access audits of incoming 6th grade EL, SES, and Foster Youth.  (Note: Chilton Middle School enrollment is approximately 40-50% of other middle schools and would receive .50 F.T.E. support. Additional .50 F.T.E. would support Middle School Core Learning Support classes at other three sites.	Chilton, Cooley, Buljan, Eich, Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Middle School Counseling (4.0 F.T.E.) Supplemental \$322,000 Elementary Counseling (3 - .85 F.T.E.) Title I \$187,000 Elementary Counseling (3 - .15 F.T.E.) Title III \$33,000
Hire Director of Student Support Services.  The Director of Student Services will provide leadership and coordination of the following programs: <ul style="list-style-type: none"> <li>• Positive Behavioral Intervention and Supports</li> <li>• Counselors</li> <li>• Safe Schools - anti-bullying focus</li> <li>• Homeless Grant</li> <li>• Foster Youth Services</li> <li>• Prevention and Intervention – (Suspensions and Expulsions)</li> <li>• Program assessment - Evaluation Tool</li> <li>• 504</li> <li>• Attendance/SARB</li> </ul>	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Director of Student Support Services (1.0 F.T.E.) Supplemental \$135,000

<p>Provide site allocation funding to support site initiatives that will support Goal #3- RCSD will create and maintain safe and positive school cultures.</p> <p>1. Creating and maintaining safe and positive school cultures. a) Site school safety, PBIS supports, Parent involvement events, student activities, student programs</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>School Culture (25% of total \$395,000 site allocation) Supplemental \$98,750</p>
<p>Hire three (3) full-time teachers to provide Middle School Core Learning Support - Bridges Program.</p> <p>Each of the identified school sites will support a core learning environment for students who are chronically absent and/or have additional academic or socio-emotional issues that are preventing success in the traditional classroom.</p> <p>Response to Intervention pyramid process is employed prior to referral into this program. Available to all students with primary focus on English Learners, Foster Youth, and Limited Income students.</p>	<p>Buljan, Cooley, Eich Middle Schools</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Three (3.0 F.T.E.) Intervention Core Learning Support Teachers Supplemental \$200,000</p>
<p>Hire additional maintenance personnel to support a well-maintained learning environment for students.</p> <ul style="list-style-type: none"> <li>Painter</li> <li>Maintenance Crew Member (To Be Determined)</li> </ul>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Two (2.0 F.T.E.) Maintenance Staff  Base \$85,000</p>
<p>Provide At Risk Youth Liaisons (stipend position) at all school sites.</p> <p>At Risk Liaisons provided support for Foster Youth and Homeless students to increase success at school and home. Students are monitored on a regular basis and the Liaison serves in the role of advocate to bridge the necessary resources for students under support.</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Eighteen (18) At-Risk Liaison Stipends Supplemental \$13,303</p>
<p>Provide EL site coordinator position (stipend position) at the every school site.</p> <p>EL site coordinators support and lead the site in EL practices and effective strategies for teaching EL students. Coordinators are led by District EL Coordinator.</p>	<p>All</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Eighteen EL Coordinator Stipend Postions Supplemental \$22,000 English Learner District Coordinator - (.15 F.T.E.) Title III \$17,000</p>
<p>Maintain Community Liaison support to bridge school and community</p>	<p>Eich, Sargeant, Crestmont, Cirby, Kaseberg, Woodbridge,</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless</p>	<p>Community Liaison Staff support (1.0 F.T.E.) Supplemental \$28,000 Community Liaison support (3 - partial F.T.E.'s) Supplemental \$25,000</p>
<p>Develop Community Engagement Videos to expand District communication to all stakeholders with an emphasis on outreach to English Learner and Limited Income parent population.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Community Engagement Video Development Supplemental \$25,000</p>

		_ Other Subgroups: (Specify) _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless Youth	
Provide supports to Homeless youth and families as needed.	All	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Homeless Youth	Homeless Transportation and other services Title I \$30,000 Homeless Transportation Supplemental \$46,000
Provide school bus transportation services to limited income students.	All	_ All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	SES Tranportation Services Supplemental \$230,000
Provide targeted opportunities for parental involvement at Title I schools.	Cirby, Kaseberg, Woodbridge	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent Involvement Activities Title I \$10,000
	All	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Increase of direct counseling support services for English Learners, Limited Income Students, and Foster Youth at middle school and Title I schools (Case load analysis)</p> <p>90% of students receiving counseling services will demonstrate overall improvement as measured by increased attendance rates, improved academic achievement and/or decreased behavior referrals.</p> <p>90% of students receiving intervention core learning support will demonstrate improvement as measured by increased attendance rates, improved academic achievement and/or decreased behavior referrals.</p> <p>100% course access audits of incoming 6th grade EL, SES, and Foster Youth.</p> <p>5% improvement from baseline data on Healthy Kids or similar climate survey.</p> <p>100% of At Risk Youth Liaisons will have documented records of regular connections with Foster and Homeless youth under supervision.</p> <p>100% of Parent Liaisons will have documented records of student and family support.</p> <p>10% increase of parent involvement activities at Title I elementary schools.</p> <p>All K-8 sites will meet or exceed 97.0% student attendance rate.</p> <p>Maintain current district expulsion rate (no more than 2 students per year).</p> <p>Maintain middle school dropout rate of 0%.</p> <p>Reduce out-of-school suspension by 5%.</p> <p>Reduce in-school suspensions by 5%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain four (4) middle school and three (3) elementary counseling staff. Each middle school and Title I school will have a counselor to support the academic and socio-emotional needs of their students and serve as a resource to parents and staff.</p> <p>(Note: Chilton Middle School enrollment is approximately 40-50% of other middle schools and would receive .50 F.T.E. support. Additional .50 F.T.E. would support Middle School Core Learning Support classes at other three sites.</p>	Chilton, Cooley, Buljan, Eich, Cirby, Kaseberg, Woodbridge	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Middle School Counseling (4.0 F.T.E.) Supplemental \$322,000</p> <p>Elementary Counseling (3 - .85 F.T.E.) Title I \$187,000</p> <p>Elementary Counseling (3 - .15 F.T.E.) Title III \$33,000</p>
<p>Maintain Director of Student Support Services.</p> <p>The Director of Student Services will provide leadership and coordination of the following programs:</p> <ul style="list-style-type: none"> <li>• Positive Behavioral Intervention and Supports</li> <li>• Counselors</li> <li>• Safe Schools - anti-bullying focus</li> <li>• Homeless Grant</li> <li>• Foster Youth Services</li> <li>• Prevention and Intervention – (Suspensions and Expulsions)</li> <li>• Program assessment - Evaluation Tool</li> <li>• 504</li> <li>• Attendance/SARB</li> </ul>	ALL	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Director of Student Support Services (1.0 F.T.E.) Supplemental \$135,000
<p>Maintain site allocation funding to support site initiatives that will support Goal #3- RCSD will create and maintain safe and positive school cultures.</p> <p>1. Creating and maintaining safe and positive school cultures.</p> <p>a) Site school safety, PBIS supports, Parent involvement events, student activities, student programs</p>	All	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	School Culture (25% of total \$395,000 site allocation) Supplemental \$98,750
<p>Maintain three (3) full-time teachers to provide Middle School Core Learning Support - Bridges Program.</p> <p>Each of the identified school sites will support a core learning environment for students who are chronically absent and/or have additional academic or socio-emotional issues that are preventing success in the traditional classroom.</p> <p>Response to Intervention pyramid process is employed prior to referral into this program.</p>	Buljan, Cooley, Eich Middle Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Three (3.0 F.T.E.) Intervention Core Learning Support Teachers Supplemental \$200,000

<p>Available to all students with primary focus on English Learners, Foster Youth, and Limited Income students.</p>			
<p>Maintain additional maintenance personnel to support a well-maintained learning environment for students.</p> <ul style="list-style-type: none"> <li>Painter</li> <li>Maintenance Crew Member (To Be Determined)</li> </ul>	<p>All</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Two (2.0 F.T.E.) Maintenance Staff   Base \$85,000</p>
<p>Provide At Risk Youth Liaisons (stipend position) at all school sites.</p> <p>At Risk Liaisons provided support for Foster Youth and Homeless students to increase success at school and home. Students are monitored on a regular basis and the Liaison serves in the role of advocate to bridge the necessary resources for students under support.</p>	<p>All</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Eighteen (18) At-Risk Liaison Stipends Supplemental \$13,303</p>
<p>Provide EL site coordinator position (stipend position) at the every school site.</p> <p>EL site coordinators support and lead the site in EL practices and effective strategies for teaching EL students. Coordinators are led by District EL Coordinator.</p>	<p>All</p>	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Eighteen EL Coordinator Stipend Postions Supplemental \$22,000  English Learner District Coordinator - (.15 F.T.E.) Title III \$17,000</p>
<p>Maintain Community Liaison support to bridge school and community</p>	<p>Eich, Sargeant, Crestmont, Cirby, Kaseberg, Woodbridge,</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  Homeless</p>	<p>Community Liaison Staff support (1.0 F.T.E.) Supplemental \$28,000  Community Liaison support (3 - partial F.T.E.'s) Supplemental \$25,000</p>
<p>Provide supports to Homeless youth and families as needed.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Homeless Transportation and other services Title I \$30,000  Homeless Transportation Supplemental \$46,000</p>
<p>Provide school bus transportation services to limited income students.</p>	<p>All</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>SES Tranportation Services Supplemental \$230,000</p>

		<input type="checkbox"/> Other Subgroups: (Specify)	
Provide targeted opportunities for parental involvement at Title I schools.	Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Involvement Activities Title I \$10,000
	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Increase of direct counseling support services for English Learners, Limited Income Students, and Foster Youth at middle school and Title I schools (Case load analysis) 90% of students receiving counseling services will demonstrate overall improvement on student health and wellness self-assessment survey 100% course access audits of incoming 6th grade EL, SES, and Foster Youth. 10% improvement from baseline data on Healthy Kids or similar climate survey. 90% of students receiving counseling services will demonstrate overall improvement as measured by increased attendance rates, improved academic achievement and/or decreased behavior referrals. 100% of At Risk Youth Liaisons will have documented records of regular connections with Foster and Homeless youth under supervision. 100% of Parent Liaisons will have documented records of student and family support. 10% increase of parent involvement activities at Title I elementary schools. All K-8 sites will meet or exceed 97.0% student attendance rate. Maintain current district expulsion rate (no more than 2 students per year). Maintain middle school dropout rate of 0%. Reduce out-of-school suspension by 5%. Reduce in-school suspensions by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain four (4) middle school and three (3) elementary counseling staff. Each middle school and Title I school will have a counselor to support the academic and socio-emotional needs of their students and serve as a resource to parents and staff.  (Note: Chilton Middle School enrollment is approximately 40-50% of other middle schools and would receive .50 F.T.E. support. Additional .50 F.T.E. would support Middle School	Chilton, Cooley, Buljan, Eich, Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Middle School Counseling (4.0 F.T.E.) Supplemental \$322,000 Elementary Counseling (3 - .85 F.T.E.) Title I \$187,000 Elementary Counseling (3 - .15 F.T.E.) Title III \$33,000



<p>Core Learning Support classes at other three sites.</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Hire Director of Student Support Services.</p> <p>The Director of Student Services will provide leadership and coordination of the following programs:</p> <ul style="list-style-type: none"> <li>• Positive Behavioral Intervention and Supports</li> <li>• Counselors</li> <li>• Safe Schools - anti-bullying focus</li> <li>• Homeless Grant</li> <li>• Foster Youth Services</li> <li>• Prevention and Intervention – (Suspensions and Expulsions)</li> <li>• Program assessment - Evaluation Tool</li> <li>• 504</li> <li>• Attendance/SARB</li> </ul>	<p>ALL</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Director of Student Support Services (1.0 F.T.E.) Supplemental \$135,000</p>
<p>Maintain site allocation funding to support site initiatives that will support Goal #3- RCSD will create and maintain safe and positive school cultures.</p> <p>1. Creating and maintaining safe and positive school cultures.                  a) Site school safety, PBIS supports, Parent involvement events, student activities, student programs</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>School Culture (25% of total \$395,000 site allocation) Supplemental \$98.750</p>
<p>Maintain three (3) full-time teachers to provide Middle School Core Learning Support - Bridges Program.</p> <p>Each of the identified school sites will support a core learning environment for students who are chronically absent and/or have additional academic or socio-emotional issues that are preventing success in the traditional classroom.</p> <p>Response to Intervention pyramid process is employed prior to referral into this program. Available to all students with primary focus on English Learners, Foster Youth, and Limited Income students.</p>	<p>Buljan, Cooley, Eich Middle Schools</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Three (3.0 F.T.E.) Intervention Core Learning Support Teachers Supplemental \$200,000</p>
<p>Maintain additional maintenance personnel to support a well-maintained learning environment for students.</p> <ul style="list-style-type: none"> <li>• Painter</li> <li>• Maintenance Crew Member (To Be Determined)</li> </ul>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Two (2.0 F.T.E.) Maintenance Staff  Base \$85,000</p>
<p>Provide At Risk Youth Liaisons (stipend position) at all school sites.</p> <p>At Risk Liaisons provided support for Foster Youth and Homeless students to increase success at school and home. Students are monitored on a regular basis and the Liaison serves in the role of advocate to bridge the necessary resources for students under support.</p>	<p>All</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Eighteen (18) At-Risk Liaison Stipends Supplemental \$13,303</p>
<p>Provide EL site coordinator position (stipend position) at the every school site.</p> <p>EL site coordinators support and lead the site in EL practices and effective strategies for teaching EL students. Coordinators are led by District EL Coordinator.</p>	<p>All</p>	<p>All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>Eighteen EL Coordinator Stipend Postions Supplemental \$22,000                  English Learner District Coordinator - (.15 F.T.E.) Title III \$17,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain Community Liaison support to bridge school and community	Eich, Sargeant, Crestmont, Cirby, Kaseberg, Woodbridge,	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless	Community Liaison Staff support (1.0 F.T.E.) 2000-2999: Classified Personnel Salaries Supplemental \$28,000 Community Liaison support (3 - partial F.T.E.'s) Supplemental \$25,000
Update Community Engagement Videos to expand District communication to all stakeholders with an emphasis on outreach to English Learner and Limited Income parent population.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Community Engagement Video Update Supplemental \$25,000
Provide supports to Homeless youth and families as needed.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Youth	Homeless Transportation and other services Title I \$30,000 Homeless Transportation Supplemental \$46,000
Provide school bus transportation services to limited income students.	All	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SES Transportation Services Supplemental \$230,000
Provide targeted opportunities for parental involvement at Title I schools.	Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Involvement Activities Title I \$10,000
	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		<input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 4:	Theme- Improve Learning and Close Achievement Gaps Goal #4- Ensure that district operations are appropriately staffed and managed in order to provide a high level of support to all students, staff and community.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Identified Need :	Reduce K-3 class sizes to 24:1 average. Improvement of the teaching and learning environment by providing reduced student contacts. Early intervention at Title 1 schools. Additional support intervention available to students after school at schools with significant achievement gaps. Additional coordination and leadership supports to direct district goals.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Measurable class size reduction in reflect 24:1 K-3 class size average. 100% improvement of overall class cumulative scaled score average- ELA – STAR Early Literacy Measurement Tool. (versus 2014-15 baseline data) Documented evidence of CAL TEACH classroom instructional support above and beyond assigned classroom teacher. Maintain 99.5% or higher fully and appropriately credentialed staffing percentage.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire seven (7) elementary teachers for reduction of class size - Grades 2 and 3.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Seven elementary teachers (7.0 F.T.E.) Base \$435,000
Add Transitional Kindergarten to all Title I Schools. Reduced class size for school sites to support targeted instruction.  Consistent findings within early childhood education research supports early intervention for students, particularly those that come from areas of lower socio-economic demographics.	Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Three (3.0 F.T.E.) teaching positions. Supplemental \$195,000  Other
Provide SES after school tutoring opportunities in ELA and math for qualifying schools.	Cirby, Woodbridge	All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	SES Tutoring Title I \$90,000 SES Tutoring Supplemental \$90,000
Maintain current Director of Educational Services position and add one director level position to coordinate support for: <ul style="list-style-type: none"> <li>• Common Core Math Roll-out and ELA adoption</li> <li>• Assessment and data collection</li> <li>• Targeted services for Title I schools</li> <li>• Implementation of Professional Development Advisory Committee Three Year Professional Development Plan</li> </ul> Maintain administrative support through administrative assistant.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Director of Educational Services (2 - .35 F.T.E.) Title I \$94,500 Director of Educational Services (2 - .15 F.T.E.) Title II \$40,500 Director of Educational Services (2 - .50 F.T.E.) Supplemental \$135,000 Administrative Assistant - Educational Services (.35 F.T.E.) Title I \$21,000 Administrative Assistant - Educational Services (.22 F.T.E.) Supplemental \$13,200 Administrative Assistant - Educational Services (.43 F.T.E.) Base \$25,800

<p>Develop CAL TEACH program to:</p> <ul style="list-style-type: none"> <li>• Ensure additional instructional services are provided to underserved student population</li> <li>• Provide extended summer learning opportunity to at risk students</li> <li>• Increase District access to potential future teacher candidates</li> </ul>	Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CAL TEACH Title I \$35,000
<p>Provide fully credentialed teachers, and administrators throughout the District. Provide and ensure all classified staff meet job position requirements.</p>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Staff Base \$54,844,898 Classified Staff Base \$13,142,788
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Measurable class size reduction in reflect 24:1 K-3 class size average.                  100% improvement of overall class cumulative scaled score average- ELA – STAR Early Literacy Measurement Tool. (versus 2014-15 baseline data)                  Documented evidence of CAL TEACH classroom instructional support above and beyond assigned classroom teacher.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain seven (7) elementary teachers for reduction of class size - Grades 2 and 3.</p>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Seven elementary teachers (7.0 F.T.E.)  Base \$435,000
<p>Maintain Transitional Kindergarten to all Title I Schools. Reduced class size for school sites to support targeted instruction.</p> <p>Consistent findings within early childhood education research supports early intervention for students, particularly those that come from areas of lower socio-economic demographics.</p>	Cirby, Kaseberg, Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Three (3.0 F.T.E.) teaching positions.  Supplemental \$195,000
<p>Provide SES after school tutoring opportunities in ELA and math for qualifying schools.</p>	Cirby, Woodbridge	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	SES Tutoring Hours Title I \$90,000 SES Tutoring Supplemental \$90,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain current Director of Educational Services position and add one director level position to coordinate support for: <ul style="list-style-type: none"> <li>• Common Core Math Roll-out and ELA adoption</li> <li>• Assessment and data collection</li> <li>• Targeted services for Title I schools</li> <li>• Implementation of Professional Development Advisory Committee Three Year Professional Development Plan</li> </ul> Maintain administrative support through administrative assistant.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Director of Educational Services (2 - .35 F.T.E.) Title I \$94,500 Director of Educational Services (2 - .15 F.T.E.) Title II \$40,500 Director of Educational Services (2 - .50 F.T.E.) Supplemental \$135,000 Administrative Assistant - Educational Services (.35 F.T.E. Title I \$21,000 Administrative Assistant - Educational Services (.22 F.T.E.) Supplemental \$13,200 Administrative Assistant - Educational Services (.43 F.T.E.) Base \$25,800
Maintain CAL TEACH program to: <ul style="list-style-type: none"> <li>• Ensure additional instructional services are provided to underserved student population</li> <li>• Provide extended summer learning opportunity to at risk students</li> <li>• Increase District access to potential future teacher candidates</li> </ul>	Woodbridge	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CAL TEACH Title I \$35,000
Provide fully credentialed teachers, and administrators throughout the District. Provide and ensure all classified staff meet job position requirements.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Staff Base \$57,134,793 Classified Staff Base \$13,699,200
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Measurable class size reduction in reflect 24:1 K-3 class size average. 100% improvement of overall class cumulative scaled score average- ELA – STAR Early Literacy Measurement Tool. (versus 2014-15 baseline data) Documented evidence of CAL TEACH classroom instructional support above and beyond assigned classroom teacher.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain seven (7) elementary teachers for reduction of class size - Grades 2 and 3.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Seven elementary teachers (7.0 F.T.E.)  Base \$435,000

<p>Maintain Transitional Kindergarten to all Title I Schools. Reduced class size for school sites to support targeted instruction.</p> <p>Consistent findings within early childhood education research supports early intervention for students, particularly those that come from areas of lower socio-economic demographics.</p>	<p>Cirby, Kaseberg, Woodbridge</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Three (3.0 F.T.E.) teaching positions.                  Supplemental \$195,000</p>
<p>Provide SES after school tutoring opportunities in ELA and math for qualifying schools.</p>	<p>Cirby, Woodbridge</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>SES Tutoring Hours Title I \$90,000                  SES Tutoring Supplemental \$90,000</p>
<p>Maintain current Director of Educational Services position and add one director level position to coordinate support for:</p> <ul style="list-style-type: none"> <li>• Common Core Math Roll-out and ELA adoption</li> <li>• Assessment and data collection</li> <li>• Targeted services for Title I schools</li> <li>• Implementation of Professional Development Advisory Committee Three Year Professional Development Plan</li> </ul> <p>Maintain administrative support through administrative assistant.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Director of Educational Services (2 - .35 F.T.E.) Title I \$94,500                  Director of Educational Services (2 - .15 F.T.E.) Title II \$40,500                  Director of Educational Services (2 - .50 F.T.E.) Supplemental \$135,000                  Administrative Assistant - Educational Services (.35 F.T.E. Title I \$21,000                  Administrative Assistant - Educational Services (.22 F.T.E.) Supplemental \$13,200                  Administrative Assistant - Educational Services (.43 F.T.E.) Base \$25,800</p>
<p>Maintain CAL TEACH program to:</p> <ul style="list-style-type: none"> <li>• Ensure additional instructional services are provided to underserved student population</li> <li>• Provide extended summer learning opportunity to at risk students</li> <li>• Increase District access to potential future teacher candidates</li> </ul>	<p>Woodbridge</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>CAL TEACH Title I \$35,000</p>
<p>Provide fully credentialed teachers, and administrators throughout the District. Provide and ensure all classified staff meet job position requirements.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Certificated Staff Base \$59,412,905                  Classified Staff Base \$14,193,680</p>
	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Based on 2016-17 needs analysis, provide additional FTE support.</p>	<p>Buljan, Chilton, Cooley, Eich</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>Four (4) FTE support Supplemental \$363,000</p>

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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



GOAL 5:	Theme- Improve Learning and Close Achievement Gaps Goal #5 - RCSD will modernize the infrastructure to support student learning.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Ensure physically safe learning and working environments for all stakeholders, this includes all district facilities, operations and support services. Ensure necessary learning resources are available for teaching and learning.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	Maintain FIT (Facility Inspection Tool) score of Exemplary throughout the district. Summer "Walk-around" Maintenance Upgrade Report 90% Good or better score on parent survey questions related to infrastructure supports. 90% Good or better score on teacher survey questions related to infrastructure supports. 100% pupil access to board approved, standards-aligned core curriculum.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Select K-8 ELA/ELD curriculum.  (Note: Purchase will be made under 2016-17 budget)	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Adoption Pilot Resources  Base \$10,000
Replace two non-compliant busses	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Bus purchase (2) Base \$310,188
Replace aging phone system  Purchase software enabling technology staff to provide remote service to site computers.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Phone System Base \$375,000 Remote Service Software Base \$80,000
Research and selection of integrated student information/assessment/data management system.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Integrated student information/assessment/data management system. Base \$280,000

Classroom Furniture Replacement	Two Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classroom furniture replacement Base \$450,000
Provide standards aligned instructional materials and resources to maintain on-going curricular adoptions.  Ensure that bridging material is available for ELA and ELD Standards	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials Maintenance Base \$182,500 Bridging Material ELA/ELD Supplemental \$135,000
Adopt 5 and 10 year Facilities Use Master Plan	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Master Planning Base \$24,000
Install of "Cool roofs" and lighting upgrades.	Cirby and Crestmont	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	"Cool roofs" and lighting upgrades (Proposition 39 monies) Base \$200,000
Complete "Walk-around Maintenance List" for summer projects.		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer Project List Base \$40,000
Restore 3% Routine Restricted Maintenance Fund.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance Fund Restoration Base \$163,450
Maintain internal Williams audit procedures to ensure pupil access to standards-aligned materials.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expenses built into current administrative positions.
Apply indirect costs to improve and maintain facilities.	All	<input checked="" type="checkbox"/> All	Indirect costs for facilities improvements (3% of \$3,725,163) Supplemental \$111,754

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
	LEA WIDE	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Maintain FIT (Facility Inspection Tool) score of Exemplary throughout the district. 100% district and school site use of integrated student information/assessment/data management system. Summer "Walk-around" Maintenance Upgrade Report 90% Good or better score on parent survey questions related to infrastructure supports. 90% Good or better score on teacher survey questions related to infrastructure supports. 100% pupil access to board approved, standards-aligned core curriculum.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Select K-8 History-Social Studies curriculum.  (Note: Purchase will be made under 2017-18 budget)	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Adoption Pilot Resources  Base \$10,000
Purchase and implement ELA/ELD K-8 Adoption Curriculum	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	ELA/ELD K-8 Adoption Curriculum Base \$2,000,000
Utilize Integrated student information/assessment/data management system.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development support Base \$25,000
Create needs analysis report- Equipment replacement fund.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Costs associated with this item built into salaries

Classroom Furniture Replacement	Two Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classroom furniture replacement Base \$450,000
Provide standards aligned instructional materials and resources to maintain on-going curricular adoptions.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Materials Maintenance 4000-4999: Books And Supplies Base \$182,500
Maintain internal Williams audit procedures to ensure pupil access to standards-aligned materials.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expenses built into current administrative positions.
Apply indirect costs to improve and maintain facilities.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Indirect costs for facilities improvements (3% of \$4,249,866) Supplemental \$127,495
Maintain 3% Routine Restricted Maintenance Fund	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance Fund Restoration Base \$232,514
Maintain software enabling technology staff to provide remote service to site computers.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Remote Software Support Base \$12,000
	LEA WIDE	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

## LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Maintain FIT (Facility Inspection Tool) score of Exemplary throughout the district. 100% district and school site use of integrated student information/assessment/data management system. Summer "Walk-around" Maintenance Upgrade Report 90% Good or better score on parent survey questions related to infrastructure supports. 90% Good or better score on teacher survey questions related to infrastructure supports. 100% pupil access to board approved, standards-aligned core curriculum.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Purchase and implement K-8 History-Social Science Curriculum.	ALL	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	K-8 History-Social Science Curriculum  4000-4999: Books And Supplies Base \$1,000,000	
Pilot and Select K-8 Science Adoption. (Purchase in 2018-19)	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	K-8 Science Adoption Pilot 4000-4999: Books And Supplies Base \$10,000	
Complete summer "Walk-around" maintenance upgrades.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Summer "Walk-around" maintenance 6000-6999: Capital Outlay Base \$40,000	
Support Integrated student information/assessment/data management system.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Integrated student information/assessment/data management system.  Base \$25,000	
Classroom Furniture Replacement	Two Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classroom furniture replacement Base \$40,000	
Provide standards aligned instructional materials and resources to maintain on-going curricular adoptions.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Instructional Materials Maintenance Base \$182,500	

		<input type="checkbox"/> Other Subgroups: (Specify)	
Maintain 3% Routine Restricted Maintenance Fund	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance Fund Restoration Base \$256,416
Review and update 5 and 10 year Facilities Use Master Plan	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase classroom wif-fi access.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Classroom wif-fi access Base \$250,000 Remote Software Support Base \$12,000
Maintain software enabling technology staff to provide remote service to site computers.			
Implementation of needs analysis report and equipment replacement fund.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain internal Williams audit procedures to ensure pupil access to standards-aligned materials.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Expenses will be built into current administrative positions.
Apply indirect costs to improve and maintain facilities.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Indirect costs for facilities improvements (3% of \$4,658,792) Supplemental \$139,763
	LEA WIDE	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

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

GOAL 6:	Theme- Improve Learning and Close Achievement Gaps Goal #6 - RCSD will create and maintain high-interest student programs with increased access to all students.	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 7 8  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Increase and/maintain access and opportunities for students and families to be actively connected to the schools and community.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	3 or higher average- cumulative survey results on measured items - Teacher Reflection Tool - Year 1 Professional Development - Instructional Technology (5 point scale). Development of Academic/Enrichment Committee recommendations. 10% improvement of activity bus transportation use, middle school after school activities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Educational Technology Coordinator.  The Educational Technology Coordinator leads the professional development and advancement of technology into the classroom and community. With an emphasis on tools for both teacher, student, and parent use, the coordinator helps to develop new avenues for learning and connectedness to the District.  Technology coordinator will focus efforts in four areas: <ul style="list-style-type: none"> <li>• Increase parent access to student performance</li> <li>• Increased student use of teacher and student classroom technology use</li> <li>• Support teacher professional learning with technology</li> <li>• Research, selection and development of integrated student information, data management, and assessment system</li> </ul>	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Educational Technology Coordinator (1.0 F.T.E) Supplemental \$112,000
	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Enhance the opportunities for students to participate in extra curricular activities.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide after school activity bus for students to increase the access and participation in extra curricular activities. Supplemental \$6,000
Establishment of Academic/Enrichment Committee.	All	<input checked="" type="checkbox"/> All OR:	No costs associated with this action.



<p>Academic/Enrichment Committee would be tasked to review teacher, student, and parent survey data that has been gathered on the following survey question:</p> <p>What high-interest student programs need to be developed in RCSD?</p> <p>The committee would generate a recommendation for LCAP review as part of the development of the 2016-19 LCAP.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
	All	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>3 or higher average- cumulative survey results on measured items - Teacher Reflection Tool - Year 2 Professional Development - Instructional Technology (5 point scale).                  Implementation of phase #1 (2 year) Academic/Enrichment Committee Recommendation.                  10% improvement of activity bus transportation use, middle school after school activities.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain Educational Technology Coordinator.</p> <p>The Educational Technology Coordinator leads the professional development and advancement of technology into the classroom and community. With an emphasis on tools for both teacher, student, and parent use, the coordinator helps to develop new avenues for learning and connectedness to the District.</p> <p>Technology coordinator will focus efforts in four areas:</p> <ul style="list-style-type: none"> <li>• Increase parent access to student performance</li> <li>• Increased student use of teacher and student classroom technology use</li> <li>• Support teacher professional learning with technology</li> <li>• Research, selection and development of integrated student information, data management, and assessment system</li> </ul>	All	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	Educational Technology Coordinator (1.0 F.T.E) Supplemental \$112,000

Enhance the opportunities for students to participate in extra curricular activities.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide after school activity bus for students to increase the access and participation in extra curricular activities. Supplemental \$6,000
Implementation of phase #1 (2 year) Academic/Enrichment Committee Recommendation.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Phase #1 implementation - (Budget TBD based on recommendation from 2015-16)
	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	7000-7439: Other Outgo Other 5000-5999: Services And Other Operating Expenditures Other
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	3 or higher average- cumulative survey results on measured items - Teacher Reflection Tool - Year 3 Professional Development - Instructional Technology (5 point scale). Implementation of phase #1 (2 year) Academic/Enrichment Committee Recommendation. 10% improvement of activity bus transportation use, middle school after school activities.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Educational Technology Coordinator.  The Educational Technology Coordinator leads the professional development and advancement of technology into the classroom and community. With an emphasis on tools	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Educational Technology Coordinator (1.0 F.T.E) Supplemental \$112,000

<p>for both teacher, student, and parent use, the coordinator helps to develop new avenues for learning and connectedness to the District.</p> <p>Technology coordinator will focus efforts in four areas:</p> <ul style="list-style-type: none"> <li>• Increase parent access to student performance</li> <li>• Increased student use of teacher and student classroom technology use</li> <li>• Support teacher professional learning with technology</li> <li>• Research, selection and development of integrated student information, data management, and assessment system</li> </ul>		<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
	All	<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Enhance the opportunities for students to participate in extra curricular activities.</p>		<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide after school activity bus for students to increase the access and participation in extra curricular activities. Supplemental \$6,000</p>
<p>Implementation of phase #1 (2 year) Academic/Enrichment Committee Recommendation.</p>	All	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Phase #1 Implementation - (Budget TBD based on implementation from 2016-17)</p>
	All	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
		<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	

		_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 2: 2016-17</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>LCAP Year 3: 2017-18</b>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

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



## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Goal #1 RCSD will provide all students with dynamic, relevant and increasingly challenging learning experiences that will help all students meet or exceed grade level standards and be prepared for High School.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: LEA Wide	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Student achievement will be enhanced as a result of uniquely designed instruction that focuses on needs of students. Provide opportunities for enrichment, practice and remediation. Emphasize and focus on high interest topics.	Actual Annual Measurable Outcomes:	Qualitative improvements to the instructional delivery throughout the school district. Many areas difficult to measure to due to lack on identifiable metrics.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
1A Implement and refine effective first instruction methodologies and provide supports to all staff on effective first instruction teaching strategies	<p>*Investment in professional development for staff on effective first instruction strategies in ELA and Math provided by RCSD coaches and PCOE professionals. (Title 1 - \$20,000)</p> <p>*Continue with District First Instruction Coaches (Title 1- \$198,212)</p> <p>*Conduct needs assessment of areas within CCSS that staff would benefit from receiving training and coaching support. (\$0)</p>	<p>1. Each site (18) were provided a professional development coach to support direct coaching and feedback around classroom first instruction.</p> <p>2. All teachers were provided opportunity to engage in a pre-conference, observation, post-conference coaching process.</p> <p>3. All new certificated staff (25) were trained in Focused Adaptable Structured Teaching model.</p> <p>4. Two needs assessment surveys were conducted for certificated staff. The first survey (August) determined that a more detailed survey needed to be developed from our Professional Development Advisory Committee. In November a second survey was conducted with over 48% of staff responding. Survey results have been compiled and used to develop 2015-18 professional development plan.</p> <p>5. District First Instruction Coaches were determined to be expenditures more appropriately aligned to Title II and Supplemental funding.</p>	<p>T.O.S.A. Coaching Support (2 f.t.e @ .5) - Multi-funded Title I 39,507</p> <p>T.O.S.A. Coaching Support (2 f.t.e @ .5)-Multi-funded Title II 49,387</p> <p>T.O.S.A. Coaching Support (2 f.t.e @ .5) - Multi-funded Title III 9,876</p>
Scope of Service	LEA WIDE	Scope of Service	LEA WIDE
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
1B. Provide district wide benchmarks and common assessments for ELA and Math that teachers can utilize to	*Utilize district common assessments in ELA and Math to support effective teaching of state standards.	1. District developed ELA and Math assessments have been implemented this year in the following areas:	<p>Expenses listed in 3C - District Assessments</p> <p>Expenses listed in 1D - Site Professional Development</p>

<p>help guide instruction to meet the needs of all students.</p>	<p>*Introduce K -8 ELA and Math trimester pacing guides.</p> <p>*Provide District wide trimester "cut scores" for ELA and Math scaled scores.</p> <p>*Calibrate District common assessment scoring and creation of ELA and Math anchor papers.</p> <p>*Field testing and scoring of ELA and Math common assessments.</p> <p>(BASE \$10,000)</p>	<p>a) English -Writing -Trimester 1,2,3  b) English - Integrated performance exam - Trimester 3  c) Mathematics (Trimester 1, 2, 3).</p> <p>2. District supported ELA and math assessment have been implemented this year in the following areas:</p> <p>a) English - Reading - Trimester 1,2,3 - STAR Reading/STAR Early Literacy  b) Mathematics - Trimester 1,2,3 STAR Math</p> <p>3. District "cut scores" were provided for ELA and Math through STAR Reading and STAR Math. District writing rubrics were calibrated and established. Overall, students should progressive gains in student growth under STAR Reading and STAR math metrics (Appendix 1 B - Assessment Data).</p> <p>4. Pacing Guides were introduced in both subjects at all grade spans.</p> <p>5. Anchor paper calibration was completed in May and June for ELA and Math.</p> <p>6. Data for Field Test Scoring of ELA and Math Common Assessments is provided in Appendix 1B - Assessment Data. Baseline scores were established for each grade level in mathematics and English.</p> <p>7. Writing prompts, rubrics, sequence recommendations, and anchor papers accessible to teachers on District Google Site for all three trimesters writing genres in grades K-8.</p>	
<p>Scope of Service: LEA WIDE</p> <p>X All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA WIDE</p> <p>X All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify)</p>	
<p>1C Implement a district wide integrated student information and data system.</p>	<p>*Realign middle school report card to State Standards.</p> <p>*Implement standards based elementary report card and scoring system.</p> <p>(BASE: \$15,000)</p>	<p>1. Middle school report card was realigned to reflect Common Core Standards.</p> <p>2. Elementary standards based report card and scoring system fully implemented in fall of 2014.</p>	<p>Elementary and Middle School Report Card (licenses and development - Global Scholar and Q) Base 58,916</p>
<p>Scope of Service: LEA WIDE</p> <p>X All  OR:  _ Low Income pupils</p>		<p>Scope of Service: LEA WIDE</p> <p>X All  OR:  _ Low Income pupils</p>	

<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1D Implement instructional practices within and across content area as the foundation of teaching and learning based on the state standards.</p>	<p>Provide professional development that focuses on instructional practices that support the state standards.          * Reading Strategies          *Assessment of Proficient Scales          * Math Strategies          *Writing strategies          * ELD standards introduction and effective strategies           (BASE: \$20,000)</p>	<p>1. District wide, approximately 535 teachers and 18 site administrators received training in the following areas:           a) English Language Development - An Introduction to the New Standards - 1/2 day session           b) Proficiency Scales Revisited &amp; The New ELA Assessments - 1/4 day session           c) Proficiency Scales Revisited &amp; The New Math Assessments- 1/4 day session           2. District provided follow-up training (Full day session) at the beginning of Trimester 1, 2 and 3 for grade level teaching teams wanted to plan and align trimester pacing plans to site based assessments. Participant numbers were as follows:          Trimester 1 training: Approximately 230 staff          Trimester 2 training: Approximately 110 staff          Trimester 3 training: Approximately 164 staff           3. District Leadership Team (District and Site Administrators) completed initial book study of ELA/ELD Framework in spring 2015.           4.. Sites provided a wide array of professional development that supported instructional growth within and across content areas. (See Appendix 1D - Site Professional Development)</p>	<p>Site led Professional Development Supplemental 194,382          PCOE Consultant Contracts Base 11,900          Substitute Teachers - Teacher Professional Learning Days Supplemental 35,632          TOSA Support - .25 f.t.e. Title III 26,894          T.O.S.A. Support (2 f.t.e @ .5) - Multi-funded Title I 39,507          T.O.S.A. Coaching Support (2 f.t.e @ .5) - Multi-funded Title II 49,387          T.O.S.A. Coaching Support (2 f.t.e @ .5) - Multi-funded Title III 9,876</p>
<p>Scope of Service LEA WIDE</p> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <p><input checked="" type="checkbox"/> All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1E Collaboration with Roseville Joint Union High School District and neighboring TK-8 districts to ensure that students are fully prepared for the opportunities available to them as they transition from Roseville City School District to their secondary educational pursuits.</p>	<p>*Allocate resources and funds to support RCSD staff in collaborative studies and professional development with RJUHSD and neighboring district staff.           *Allocate resources to ensure that ongoing communication continues and that resources are aligned in grades TK-8 and grades 9-12 instructional setting to ensure smooth transition to the secondary courses.           *Provide transition meetings for families making the transition to secondary education RJUHSD from RCSD.</p>	<p>1. Collaboration with Roseville High School District - Carnegie Learning math implementation. Shared training and PLC days.           2. Monthly meetings with RHSD, EUSD, and DCUSD to discuss curriculum and instruction issues.           3. District alignment of math curriculum to the high school curriculum and course sequence - Spring approval of Carnegie Learning Course 1,2 and 3 as 6-8 adoption.</p>	<p>Carnegie Pilot Implementation (i.e. subs) Base 1599</p>

		(Title II: \$1000)			
Scope of Service	LEA WIDE		Scope of Service	LEA WIDE	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
1F Provide resources and support for Foster Youth, English Language Learners and Low Socioeconomic students to increase success at school and home.		*Provide funding to ensure that Foster Youth, SES and Low Socioeconomic students are provided with access to appropriate resources at school and in the home. (refer to Table B & C)  *Provide a stipend at each school site for a Foster Liaison to support the Foster Youth in having a successful transition to the school. (SUPPLEMENTAL: \$10,031)  *Initiate monthly check in's with the Foster Liaison at each school site - monitoring the resources and needs of the individual students. (\$0)  *Provide funding to school sites for the use of providing students supports needed to reach grade level and increased academic achievement. (SUPPLEMENTAL: \$1,441,515 TO SITES)  *Continue to provide a stipend position (EL Coordinator) at the school site which support and lead the site in EL practices and effective strategies for teaching EL students. (SUPPLEMENTAL: \$ 21,142)  *All schools will provide RTI to meet the students needs and increase academic achievement. (refer to Table B & C)	1. District provided a site level approach to providing services in this action area. Appendix 1F - Site Supported Resources and Support. This appendix lists details and desired outcomes initiated at each site to support English Learners, Limited Income, and Foster Youth to; a) Increase success at school and home b) Reach grade level standards and increase student achievement  This area proved to be difficult to measure without pre-identified metrics. We elected to use the year to obtain baseline metric data for RCSD Writing, STAR Reading, STAR Math, and RCSD Math assessments.  2. Foster Youth Liaisons are in place at each site and providing services to Foster Youth.  3. EL Coordinators are in place at each site. They are active site leaders in the roll-out of ELA/ELD standards.  4. Each school site provided a variety of RTI services to students. (See Appendix 1F- Site Supported Resources and Support)	Site Resources - Non-Curriculum (i.e. intervention, student/parent services) Supplemental 268,408 At Risk Youth Stipends (18) Supplemental 14,697 EL Coordinators Stipends (18) Supplemental 22,077 T.O.S.A. Support (1 f.t.e. @ .75) Title III 80,685	
Scope of Service	LEA WIDE		Scope of Service	LEA WIDE	
_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
1G All English Language Learners will become active users of academic English.		Allocate resources to support the purchase of ELD materials to increase language proficiency and academic language.(refer to Table B & C)	1. ELD materials were purchased this year at a site level. Emphasis on students having tools that facilitate immediate feedback on instruction.	Expenses listed in 2G	
Scope of Service	LEA Wide		Scope of Service	LEA Wide	

<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1H Implement and refine effective first instruction methodologies and provide supports to all staff on effective first instruction teaching strategies</p>	<p>Release time for teacher and coaches to support effective first instruction in the classroom. (refer to Table B &amp; C)</p>	<p>1) Coaching release time provided at all site. Identified schools received release support through District Teachers on Assignment and other schools received coaching support from site identified coaches.</p>	<p>Expenses listed in 1A</p>
<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1I Provide district wide benchmarks and common assessments for ELA and Math that teachers can utilize to help guide instruction to meet the needs of all students.</p>	<p>Investment in Renaissance Learning Early Literacy, STAR Enterprise and STAR Math for district wide benchmarks to be administered 4 times a year.                  (TITLE I: \$44,000)                  SUPPLEMENTAL: \$27,831)</p>	<p>1) Baseline scores in District reading, writing, and math have been collected (see Appendix 1B - District wide benchmarks and Common Assessment Data)</p>	<p>District Renaissance Learning Supports Title I 39,452                  District Renaissance Learning Supports Base 10,153                  District Renaissance Learning Supports Supplemental 10,504</p>
<p>Scope of Service LEA WIDE</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1J Implement a district wide integrated student information and data system.</p>	<p>*Identify and purchase an integrated data system.                  (SUPPLEMENTAL: \$80,000)                   *Invest in Coordinator of Educational Technology position to support the implementation of technology in the district.                  (SUPPLEMENTAL: \$100,023)</p>	<p>1) We did not complete this action for 2014-15 and moved it back to 2015-16. Rationale is shared in changes of actions section below.</p>	<p>Coordinator of Instructional Technology Supplemental 112,813</p>
<p>Scope of Service LEA WIDE</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Expected Annual Measurable Outcomes</p> <p>Expected Annual Measurable Outcomes need to be driven by more quantitative and clear metrics. This will be reflected in 2015-18 plan.</p> <p>Action 1A :</p> <p>Professional development will shift its focus to the effective implementation of three key standards:</p> <p>1) Speaking and Listening Anchor Standard #1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2) Reading Anchor Standard #1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>3) Writing Anchor Standard #10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Actions 1B:</p> <p>1) District developed assessment items in math need to be aligned to the new math adoptions for K-5 and 6-8 2) District developed assessment items need to be streamlined/pared down to be more manageable and accessible 3) District K-8 writing rubrics need to measure the same writing indicators for each Trimester writing submission 4) Pacing guides need to be realigned to better reflect current understanding of the new standards after one full year of implementation.</p> <p>Actions 1C:</p> <p>No significant changes needed. Middle school may be realigning to a new reporting system as their grade book has changed vendors and service delivery.</p> <p>Actions 1D:</p> <p>The professional development shift will be the following:</p> <p>1) Speaking and Listening Anchor Standard #1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>2) Reading Anchor Standard #1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>3) Writing Anchor Standard #10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Year 1 (2015-16)-Professional Development Focus Areas</p> <p>2) The District is centralizing professional development services around the above focus areas. While the intent of distributing 75% of supplemental funding to the site was a noble one, monitoring accountable actions and performances proved to be difficult.</p> <p>Actions 1E:</p> <p>1) District is implementing Carnegie Course 1,2, &amp; 3 for the 2015-16 school year.</p> <p>2) District will be looking for opportunities to co-fund Carnegie training with neighbor school district who adopted program in 14-15.</p> <p>Actions 1F:</p>
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	<p>1) Metrics need to be built into 2015-16 plan to compare performance for students on RCSD and STAR (Ren Learn) assessments from 2014-15 to 2015-16.</p> <p>Actions 1G:</p> <p>1) The District began a process of centralizing services and support for English Language Learners. A three year professional development plan (see Actions 1D above) were designed to ensure a systemic implementation of best practices throughout the District. This plan will be reflected in 2015-18 LCAP.</p> <p>Actions 1H:</p> <p>1) District coaching initiated the shift away from a set program (F.A.S.T. Framework) to targeted anchor standards.</p> <p>2) With the onset of a new grading and reporting system, a majority of our teachers wanted to receive coaching support on assessment development, design, and measurement. District T.O.S.A.s modified coaching support to meet these needs.</p> <p>Actions 1I:</p> <p>1) District calibration of scoring needs to be made a priority area.</p> <p>2) The District needs to purchase a robust data mining system to assist in data management</p> <p>3) Educational services needs to work with District PLC teams to streamline district performance assessment items. In some grade levels, the number of assessment items provided proved to be difficult to implement.</p> <p>Actions 1J:</p> <p>1) Departmental shifts in technology and the lack of an updated District Technology Plan led us to postpone the decision on this item for 2014-15. The updated LCAP will reflect that 2015-16 will be the year we select an integrated student information system and prepare for a roll-out in 2016-17.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.



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

Original GOAL 2 from prior year LCAP:	Goal #2 RCSD will fully implement new State Academic Standards to instructionally challenge and meet the needs of all students district wide.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA Wide	
Expected Annual Measurable Outcomes:	<p>Students will benefit from effective first instruction in all TK-8 classrooms, focused on state standards and specific lesson design centered around new CCSS. Students in grades TK-8 will provided instructional materials aligned to CCSS to support the academic learning of all students.</p> <p>Classroom instruction will include activities to support and improve skills, raise depth of knowledge and overall understanding of State standards in all areas of the curriculum. Student will be given the opportunity to learn complex topics that interrelate subjects and will be provided opportunities to challenge and explore learning in unique project based situations. Students will directly benefit from teachers and support staff's participation in professional development activities.</p> <p>Trimester Benchmark assessment data will be analyzed three times a year to measure the effectiveness of CCSS implementation.</p>	Actual Annual Measurable Outcomes:	<p>Qualitative improvements to the instructional delivery throughout the school district. Many areas difficult to measure to do lack on identifiable metric.</p> <p>Baseline Benchmark assessment data collected this year for reading, writing, and mathematics. This data will be used to establish metrics for 2015-18.</p>
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2A Adapt, refine and implement the state standards with fidelity and provide resources to support materials and instructional resources that support student learning and achievement.	<p>*Pilot and Adopt K-8 Math materials and determine which materials align most appropriately with the state standards, district pacing guides and students needs.</p> <p>*Revise K -8 ELA and Math pacing guides as needed.</p> <p>(BASE: \$1,000,000)</p>	<p>1. Mathematics pilot conducted district wide. Professional development on piloted materials provided prior to pilot. Elementary school recommended Expressions for K-5 adoption. Middle school recommended Carnegie Learning for 6-8 adoption.</p> <p>2. K-8 ELA and Math pacing guides revised with cohort teachers in May. Pacing guides now reflect understanding of standards progression and mathematics has been matched to the new adoption.</p>	<p>K-5 Math Adoption - Expressions Base \$1,358,175</p> <p>6-8 Math Adoption - Carnegie Base \$210,655</p>
<p>Scope of Service</p> <p>LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
2B Provide professional development for effective implementation of state standards.	<p>Provide parents information and training on the CCSS and RCSD grading system.</p> <p>(BASE :\$3,000)</p>	<p>1. All parents notified of the opportunity to learn more about the RCSD standards-based grading system in one of the following venues:</p> <p>a) School site evening presentation by principal and staff. All school sites provided a minimum of one evening event in August and/or September.</p> <p>b) District Office evening presentation. All parents were</p>	<p>Expenses listed in 5G</p>

		<p>contacted via School Messenger and invited to receive grading system information at one of two evening events in late September.</p>	
<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2C Align Elementary Report Card to state standards.</p>	<p>*Provide release time for teams of teachers to work on alignment of district elementary Report Card with pacing of new State Standards.</p> <p>*Provide K-5 site level professional development on new report card and grading structure.</p> <p>Provide release time for teachers to develop common assessments that align with RCSD pacing guide and CCSS.</p> <p>(BASE: \$25,000)</p>	<p>1. School sites provided release time each trimester to assist teachers in the alignment of district elementary report card with pacing of new standards.</p> <p>2. District provided one release day for all elementary teachers in October and November for standards alignment to report card.</p> <p>3. District wide, all teachers and administrators received District led training in the following areas:</p> <p>a) Proficiency Scales Revisited &amp; The New ELA Assessments - 1/4 day session</p> <p>b) Proficiency Scales Revisited &amp; The New Math Assessments- 1/4 day session</p> <p>4. District provided follow-up training (Full day session) at the beginning of Trimester 1, 2 and 3 for grade level teaching teams wanted to plan and align trimester pacing plans to site based assessments. Participant numbers were as follows:          Trimester 1 training: Approximately 230 staff          Trimester 2 training: Approximately 110 staff          Trimester 3 training: Approximately 164 staff</p>	<p>District paid release time to plan for report cards, common assessments, and general professional development. Base \$74,328</p>
<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2D Pilot Adopt, purchase and provide resources to support full implementation aligned Mathematics materials for students and teachers in grades TK-8, with staff training and full district implementation during the 2014 -15 school year.</p>	<p>Allocate funds for full math adoption and purchase of mathematics materials for all students and staff. (Refer to Goal 2,action 1)</p>	<p>1. Mathematics pilot conducted district wide. Professional development on piloted materials provided prior to pilot. Elementary school recommended Expressions for K-5 adoption. Middle school recommended Carnegie Learning for 6-8 adoption. Adoptions Board Approved on 4/16/15 &amp; 5/23/15 respectively.</p>	<p>Expenditures Listed in 2A K-5 pilot sub costs listed in 2C</p>

<p>Scope of Service</p> <p>LEA WIDE</p>		<p>Scope of Service</p> <p>LEA WIDE</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2E Inclusion of parents as partners in the new state standards implementation through ongoing parent education meetings and trainings.</p>	<p>Create a district produced webinar that school sites can use at parent meetings and staff meetings to educate stakeholders about the new State Academic standards. (\$0)</p>	<p>1. A webinar was not completed for parent meetings and it was determined that it would be best to communicate with parents directly. Parents were provided a PPT presentation and teachers were provided a Google Video on trimester scoring and reporting.</p>	
<p>Scope of Service</p> <p>LEA WIDE</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA WIDE</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2F Provide resources and support for Foster Youth, English Language Learners and Low Socioeconomic students to increase success at school and home.</p>	<p>Provide funding to ensure that Foster Youth, English Language Learners, and Low Socioeconomic students are provided with access to appropriate resources at school and in the home. (refer to TABLE B &amp; C)</p> <p>*Provide a stipend at each school site for a Foster Liaison to support the Foster Youth in having a successful transition to the school. (refer to Goal 1, action 1)</p> <p>*Initiate monthly check in's with the Foster Liaison at each school site - monitoring the resources and needs of the individual students.</p> <p>*Provide funding to school sites for the use of providing students supports needed to reach grade level and increased academic achievement. (refer to TABLE B &amp; C)</p> <p>*Continue to provide a stipend position (EL Coordinator) at the school site which support and lead the site in EL practices and effective strategies for teaching EL students. (refer to Goal 1 action 1)</p>	<p>1. District provided a site level approach to providing services in this action area. Appendix 1F - Site Supported Resources and Support. This appendix lists details and desired outcomes initiated at each site to support English Learners, Limited Income, and Foster Youth to;</p> <p>a) Increase success at school and home</p> <p>b) Reach grade level standards and increase student achievement</p> <p>This area proved to be difficult to measure without pre-identified metrics. We elected to use the year to obtain baseline metric data for RCSD Writing, STAR Reading, STAR Math, and RCSD Math assessments. Metrics have been established and our listed in Appendix 1B.</p> <p>2. Foster Youth Liaisons are in place at each site and providing services to Foster Youth.</p> <p>3. EL Coordinators are in place at each site. They are active site leaders in the roll-out of ELA/ELD standards.</p>	<p>Expenses listed in 1F</p>
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>2G Adapt, refine and implement the state standards with fidelity and provide resources to support materials and instructional resources that support student learning and achievement.</p>	<p>*Invest in needed CCSS Gap materials which could include: instructional equipment, supplies, and learning environment enhancements to ensure full standards implementation. (refer to TABLE B &amp; C)</p> <p>*Enhance school site budgets to enable decision making on the part of site staffs to enhance standards implementation for all students. SEE TABLE B for Site Plan Goals (refer to TABLE B &amp; C)</p> <p>**Determine supports and needs to further implement a successful roll-out of state academic standards.(\$0)</p>	<p>1. CCSS Gap materials expenditures were conducted at the site level. Appendix 2G Gap Resources highlights gap materials selected to support and implement state standards.</p>	<p>Site Gap Materials Expenses (including technology) Supplemental \$787,993</p>
<p>Scope of Service LEA WIDE</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service LEA WIDE</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>2H Provide professional development for effective implementation of state standards.</p>	<p>*Provide professional development in the areas of Assessment and Proficiency Scales, Reading Strategies, Math Strategies, and ELD standards and 21st century learning and technologies. (refer to TABLE B &amp; C)</p> <p>*Professional Development and trainings for all staff and parents in areas of differentiated instruction and state standards. (TITLE II: \$12,000)</p>	<p>1. District led professional development provided in the following areas:          a) Assessment and Proficiency Scales          b) Reading Strategies          c) Math Strategies          d) ELD Standards          e) "Team Think" 21st century learning</p> <p>2. Site driven professional development is listed in Appendix 1D - Site Professional Development</p>	<p>" Team Think" - Computer Literacy Material Base 1,481</p>
<p>Scope of Service LEA WIDE</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service LEA WIDE</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>2I Provide resources to support full implementation aligned Mathematics materials for students and teachers in grades TK-8, with staff training and full district implementation during the 2014 -15 school year.</p>	<p>Allocation of funds to support the purchase of instructional materials which could included technology devices and online subscriptions and resources as needed to efficiently implement state standards at high levels of proficiency. (refer to TABLE B &amp; C)</p>	<p>1. District allocated funding for alignment of mathematics materials to the sites for 2014-15. Programs implemented to support alignment are listed in Appendix 2G- Gap resources.</p>	<p>Expenses listed in 2G.</p>

<p>Scope of Service LEA WIDE</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2J Inclusion of parents as partners in the new state standards implementation through ongoing parent education meetings and trainings.</p>	<p>Allocate resources to provide parent education and training opportunities at the site level to inform and educate parents of the new state standards, and new reporting systems. Education focusing on the different reporting tools that will be implemented. CAASPP, Early Literacy, STAR Enterprise, STAR Math, and district report card. (SUPPLEMENTAL: \$3000)</p>	<p>1. All parents notified of the opportunity to learn more about the RCSD standards-based grading system in one of the following venues: a) School site evening presentation by principal and staff. All school sites provided a minimum of one evening event in August and/or September. b) District Office evening presentation. All parents were contacted via School Messenger and invited to receive grading system information at one of two evening events in late September.</p>	<p>Expenses listed in 5D</p>
<p>Scope of Service LEA WIDE</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>2A: As a District, we will be shifting our focus for instructional materials on the roll-out of the math adoption and related professional development. We will also begin analysis of ELA/ELD materials in 2015-16. We underestimated the initial cost of mathematics materials in our 14-15 initial plan. Had we purchased Envision Mathematics (K-5), the figure would have been close to accurate. In addition, are expenses rose due to the fact our accelerated math students need 1 1/2 texts per year as we have compacted a three year curriculum into two years.</p> <p>2B: Parent presentations is 2015-16 will focus on the new math curriculum and its related components.</p> <p>2C: 2015-16 professional development will roll-out year 1 of three year plan.</p> <p>2D: Math pilot will have identified professional development support in 2015-16.</p> <p>2F: (Foster Youth Resource)</p> <p>2G: The District will begin to centralize services for supplemental supports beginning in 2016-17 and beyond.</p> <p>2I: This resource will be eliminated from 2015/16 - 2017/18 plan.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Goal #3 All staff will be highly trained to support student academic, social, and emotional progress for all students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools: LEA Wide Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will benefit from directly receiving high quality instruction provided by teachers and staff. They will receive additional supports from support services that are implemented throughout the district and will not only be learning in the classroom environment from the teacher but all staff will be a support and partner in the child's education. Students will be able to receive additional support and resources to help them not only academically but emotionally and socially as well. Foster youth will continued to be supported and enrolled immediately at the school site and the school liaison will monitor and communicate with child on a regular basis.  Increase in student attendance district wide. Reduction of school suspensions and expulsions.	Actual Annual Measurable Outcomes:	The expected annual measurable outcomes are not specific enough nor include identified metrics to measure, other than in the areas of attendance and suspensions/expulsions. In addition, the actions themselves are not aligned to the established metrics of attendance and suspension/expulsion reductions. Thus, baseline data was gathered and will be utilized to build a more measurable plan for 2015-2018. We will also be looking at culture and climate data that may more accurately reflect social and emotional progress in the district and at each site.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3A Provide support services for students to assist them in reaching high levels of proficiency in all areas in school.	Provide training to staff on effective strategies to meet the needs of students.  (Refer to Goal 1, action 4)	1. This training did not occur.	
Scope of Service: LEA WIDE		Scope of Service: LEA WIDE	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3B Provide Professional Development opportunities for substitute teachers to ensure effective first instruction methods are being utilized even when the regular staff are not in attendance.	Provide training opportunities for substitute teachers who are working within RCSD -in effective first instruction strategies, Positive Behavior Intervention Strategies and student engagement. (\$0)	1. Substitute teacher strategies was postponed until implementation of District wide professional development plan.	
Scope of Service: LEA WIDE		Scope of Service: LEA WIDE	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>3C Provide school structures that support the needs of schools and will increase academic success for students.</p>	<p>Current:          Teachers &amp; Administrators          (BASE: \$49,493,588)</p> <p>Instructional Assistants          (BASE: \$2,985,185)</p> <p>Instructional Materials, Licensing and Printing          (BASE: \$605,000)</p>	<p>1. All teachers in District are appropriately licensed for position held.</p> <p>2. All classrooms meet William Act compliance</p>	<p>Certificated Salaries and Benefits - Teachers and Administrators Base 49,497,674</p> <p>Instructional Assistants Base 3,215,400</p> <p>Instructional Materials, Licensing and Printing Base 400,500</p> <p>Instructional Materials, Licensing and Printing Title II 60,300</p>
<p>Scope of Service: LEA WIDE</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service: LEA WIDE</p> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>3D Provide resources and support to teachers to educate them on effective strategies for meeting the needs of Foster Youth, English Language Learners and Low Socioeconomic students to increase success at school and home.</p>	<p>Provide resources to the school site Foster Liaison to support the Foster Youth in having a successful transition to the school and maintaining a positive learning experience. (refer to TABLE B &amp; C)</p> <p>*Initiate monthly check in's with the Foster Liaison at each school site - monitoring the resources and needs of the individual students. (\$0).</p> <p>*Provide funding to school sites for the use of providing students supports needed to reach grade level and increased academic achievement. (refer to TABLE B &amp; C)</p> <p>*Continue to provide a stipend position (EL Coordinator) at the school site which support and lead the site in EL practices and effective strategies for teaching EL students. (refer GOAL 1, action 1)</p> <p>*Provide professional development for ELD standards and effective strategies for Implementing ELD standards to increase English Language Proficiency. (this is year 1 of a 3 year professional development series). refer Goal 1, action 1)</p> <p>*Research and evaluate the need for targeted positions to provide discrete ELD instruction. (\$0)</p>	<p>1. District provided a site level approach to providing services in this action area. Appendix 1F - Site Supported Resources and Support. This appendix lists details and desired outcomes initiated at each site to support English Learners, Limited Income, and Foster Youth to;</p> <p>a) Increase success at school and home          b) Reach grade level standards and increase student achievement</p> <p>This area proved to be difficult to measure without pre-identified metrics. We elected to use the year to obtain baseline metric data for RCSD Writing, STAR Reading, STAR Math, and RCSD Math assessments.</p> <p>2. Youth Advocate Liaisons (18) are in place at each site and providing services to Foster Youth and other at risk youth.</p> <p>3. EL Coordinators (18) are in place at each site. They are active site leaders in the roll-out of ELA/ELD standards.</p> <p>4. District wide, all teachers and administrators received training in the following areas:</p> <p>a) English Language Development - An Introduction to the New Standards - 1/2 day session</p> <p>5. District Leadership Team completed book study of ELA/ELD Framework in late winter/spring 2015.</p> <p>6. Staff researched and evaluated the need for targeted</p>	<p>Expenses listed in 1F</p>

		<p>positions to provide discrete ELD instruction. Staff determined that further training on integrated vs. designated was needed as a first step. This will be reflected in 2015/16-2017/18 plan.</p>	
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3E Provide support services for students to assist them in reaching high levels of proficiency in all areas in school.</p>	<p>*Invest in a middle school counselor to provide supports for students to be successful. (SUPPLEMENTAL: \$79,643)</p> <p>*Invest funds to support professional development and specific trainings for certificated and support staff in areas that support academics, social awareness, behavioral strategies, and student success. (refer to TABLE B &amp; C)</p> <p>*Provide additional school sites funds that will enhance overall students success which include, but are not limited to, Positive School Behavioral Interventions and Supports(PBIS). (refer to TABLE B &amp; C)</p> <p>*Utilize interns to help support and make connections with students. (\$0)</p>	<p>1. Middle school counselor was hired with a focus on English Learners, Limited Income students, and Foster Youth. Working with the social work interns, they have handled a case load of 265 students (Chilton: 33, Eich: 59, Cooley: 67, Buljan: 74, TJ: 20, Kaseberg: 12) this year and work with students in the following areas:</p> <ul style="list-style-type: none"> <li>a) Individual and small group support</li> <li>b) Home visits</li> <li>c) Facilitation of "Why Try" groups</li> <li>d) Liaison between RCSD and RHSD</li> <li>e) Collaboration with Speech Therapists and School Psychologists for students with social skills deficits</li> <li>f) Conflict resolution</li> <li>g) Appropriate classroom placement</li> </ul> <p>Six Social Work Interns from CSUS have supported social work services and are under the guidance of the middle school counselor (certified M.S.W, LCSW).</p> <p>2. School sites were provided site level funding to support academics, culture, and climate initiatives. Please see Appendix 1F- Site Supported Resources and Support and 4E - Attendance Supports and Recognition Programss</p>	<p>Middle School Counselor Supplemental 91,792</p> <p>Expenses listed in 1F</p>
<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3F Provide school structures that support the needs of schools and will increase academic success for students.</p>	<p>Educational Services Director (TITLE I: 39,212) (TITLE II: \$69,786) (SUPPLEMENTAL: 28,106)</p> <p>Ed. Services Admin Assistant</p>	<p>1. Educational Services Director has developed and/or participated in the development of a variety of structures aimed towards supporting the needs of students. The most significant areas are as follows:</p> <ul style="list-style-type: none"> <li>a) Design and implementation plan for three year professional development sequence - much of this plan focuses on the</li> </ul>	<p>Educational Services Director (1 f.t.e - Multi-funded) Supplemental 24,915</p> <p>Educational Services Director (1 f.t.e - Multi-funded) Title I 34,760</p> <p>Educational Services Director (1 f.t.e - Multi-funded) Title II</p>



	(TITLE I: \$18,908) (BASE: \$24,416) (SUPPLEMENTAL: \$13,457)	relationship of ELD with the content standards and how RCSD with be integrating these areas b) Asset realignment to Board Goals and LCAP c) Alignment of school site plans to LCAP and Board Goals	61,864 Educational Services Administrative Assistant - (1f.t.e. multi-funded) Supplemental 13,457 Educational Services Administrative Assistant - (1f.t.e. multi-funded) Base 24,415 Educational Services Administrative Assistant - (1f.t.e. multi-funded) Title I 18,908
Scope of Service: LEA WIDE  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: LEA WIDE  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Action 3A: No needs analysis has been conducted to date with the students nor has an infrastructure been in place to support this initiative. What we found in Actions 3D and 3E was that a targeted use of counseling services can be extremely effective in improving student performance and school climate (for both the student, staff, and fellow learners). To that end, RCSD is making a commitment at both the secondary and elementary levels to increase counseling presence at school sites. This will be addressed in the 2015-18 LCAP.  Action 3B: The action was more a victim of limited resources than anything else. Moreover, as the District redefined core instruction focus areas, we felt it important to focus on implementation with permanent staff prior to engaging with substitute staff.		

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

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

Original GOAL 4 from prior year LCAP:	Goal #4 RCSD will maintain and support district facilities and response systems at high levels in order to provide environments where all stakeholders feel safe, supported, informed, and valued.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA Wide ----- Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students will experience and benefit from safe environments district wide through the ongoing commitment to implement the Comprehensive School Site safety Plan and Emergency procedures requiring the participation of students, employees and community members.  Students will benefit directly from enhanced operations and support services that will be available to them throughout the district.  Maintain FIT (Facility Inspection Tool) score of Exemplary throughout the district.	Actual Annual Measurable Outcomes:	All 18 schools updated school safety plans. Metrics need to be established within school safety plan framework. Eleven out of eighteen (61%) of school sites scored "Exemplary" in the Facility Inspection Tool assessment. The remaining seven sites scored "Good."
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
4A . Ensure that all school facility and safety needs are addressed through the Comprehensive School Site Safety Plans.	Budgeted Expenditures Maintain facilities throughout the district. (Base: \$2,611,100)	Estimated Actual Annual Expenditures Facilities Budget Base 2,514,405  1. School safety planning meetings took place at each school as part of school safety development. All school site councils participated in school safety plan updates.  2. School site were evaluated with a facilities inspection tool (FIT). Areas requiring additional servicing were identified. FIT analyzes the following areas: a) Systems b) Interior c) Cleanliness d) Electrical e) Restrooms/Fountain f) Safety g) Structural h) External  All schools scored a "Good" or higher in all categories. Areas requiring servicing were identified at Brown, Chilton, Cooley, Diamond Creek, Junction, and Thomas Jefferson,	
Scope of Service LEA WIDE  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA WIDE  X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>4B. Continue to support the ongoing partnerships with local agencies in Placer County to ensure safety at schools throughout the district.</p>	<p>Continue collaboration with county agencies to promote and provide support or training throughout the district. (\$0)</p>	<p>1. We are active in the county and local consortium for homeless and foster youth.                  2. We are involved closely with PCOE curriculum and instruction council.                  3. PBIS continues to grow within the district. This year we added 4 additional schools to the program and we work closely with the PCOE coordinator on this initiative.                  Currently we have the following years of participation                  Yet to participate: 6 schools with Crestmont, Fiddymont and Gates scheduled for Year 1.                  Year 1 participants: 4 schools                  Year 2 participants: 1 school                  Year 3 participants: 2 schools                  Year 4 participants: 3 schools                  Year 5 participants: 2 schools                  4. Roseville Police Department provided a school safety update training for Leadership Team in February, 2015.                  5. Individual sites have invited both police and fire departments to site to discuss safety issues.                  6. School sites work closely with Julia Khashchuk- Safe Routes to School Coordinator- on the City of Roseville Bike/Walk Ambassador Program</p>	<p>Expenses listed in Appendix 5D</p>
<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <hr/> <p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4C. Ensure that district operations are appropriately staffed and managed in order to provide a high level of support to all students, staff and community in RCSD.</p>	<p>Continue use of School Messenger as means of communication and safety notification.                  (BASE: \$27,000)</p>	<p>1. School messenger usage data is as follows:</p> <ul style="list-style-type: none"> <li>Year to date total</li> </ul> <p>Phone: 313,311                  ? Emergency: 338                  ? General: 286,031                  ? Attendance: 26,942</p> <p>Email: 812,128                  ? Emergency: 1,520                  ? General: 785,131                  ? Attendance: 23,949                  ? Teacher: 1,528</p> <p>SMS: 207                  ? General: 207</p> <ul style="list-style-type: none"> <li>Monthly Average</li> </ul> <p>Phone: 26,110                  ? Emergency: 29                  ? General: 23,835                  ? Attendance: 2,245</p>	<p>School Messenger Base 21,684</p>

		<p>Email: 67,678          ? Emergency: 127          ? General: 65,427          ? Attendance: 1,996          ? Teacher: 128</p> <p>SMS: 18          ? General: 18</p>	
<p>Scope of Service LEA WIDE</p> <hr/> <p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p>X All          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4D. Provide resource and support for Foster Youth , English Language Learners, and Low Socioeconomic students and families.</p>	<p>*Provide funding to ensure that Foster Youth, EL Learners and Low Socioeconomic students are provided information and support in appropriate languages and formats to meet their needs. (refer to TABLE B &amp; C)</p> <p>* Provide funding to school sites for the use of providing students supports needed to reach grade level and increased academic achievement. (refer to TABLE B &amp; C)</p> <p>*Provide funding to ensure transportation is available and provided to all Low Socioeconomic and Foster Youth in need of being transported from Home to School and School to Home.</p> <p>(SUPPLEMENTAL: \$276,220)</p>	<p>1. Each school site has been provided a Youth Advocate Liaison to support Foster and other at risk youth on site.</p> <p>2. District provided a site level approach to providing services in this action area. Appendix 1F - Resources and Support. This appendix lists details and desired outcomes initiated at each site to support English Learners, Limited Income, and Foster Youth to;</p> <p>a) Increase success at school and home          b) Reach grade level standards and increase student achievement</p> <p>3. District transportation was provided to identified youth in need of home to school and school to home transportation.</p>	<p>Expenses listed in 1F</p>
<p>Scope of Service LEA WIDE</p> <hr/> <p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA WIDE</p> <hr/> <p><input type="checkbox"/> All          OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4E. Improved Student Attendance</p>	<p>Provide positive recognition and incentives for students for improving attendance. (refer to TABLE B &amp; C)</p>	<p>1. School sites build into allocated site funds methods to be used to provide positive recognition/incentives for improving attendance. Actions and services provided are listed in Appendix 4E - Attendance Supports and Recognition Programs.</p> <p>2. Baseline data was collected and will be used for future assessment measurements.          For the entire district during the 14-15 school year, district attendance percentages were as follows:          Grade K - 95.56</p>	<p>Expenses listed in 5D</p>

		<p>Grade 1 - 96.57                  Grade 2 - 96.62                  Grade 3 - 96.83                  Grade 4 - 96.90                  Grade 5 - 96.89                  Grade 6 - 97.04                  Grade 7 - 96.40                  Grade 8 - 96.60</p> <p>K-2 Average: 96.25                  3-5 Average: 96.87                  6-8 Average: 96.68</p>	
<p>Scope of Service</p> <p>LEA WIDE</p>		<p>Scope of Service</p> <p>LEA WIDE</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4F. Ensure that low socioeconomic and foster youth are provided with appropriate transportation.</p>	<p>*Provide funds to accommodate the needs of transporting low SES and foster youth with home to school and school to home transportation. (refer to GOAL 4, action 1)</p> <p>*Continue collaboration with county wide resources and staff to ensure support for foster youth.(\$0)</p>	<p>1. Fifty-one (51) students accomodated with home to school transportation.</p>	<p>Home to School transportation Supplemental 230,124</p>
<p>Scope of Service</p> <p>LEA WIDE</p>		<p>Scope of Service</p> <p>LEA WIDE</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4G. Ensure that all school facility and safety needs are addressed through the Comprehensive School Site Safety Plans.</p>	<p>Provide funding for the purpose of maintaining and addressing needs at the school sites.                  (SUPPLEMENTAL: \$30,000)</p>	<p>1. School safety plans have been updated and approved by RCSD Board.</p>	<p>Site School Safety expenses Supplemental 5,880</p>
<p>Scope of Service</p> <p>LEA WIDE</p>		<p>Scope of Service</p> <p>LEA WIDE</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

4H. Ensure that district operations are appropriately staffed and managed in order to provide a high level of support to all students, staff and community in RCSD.		Provide funds to support necessary professional development and training as needed to ensure operations and supports district wide. (refer to GOAL 1, action 4)	1. Survey and focus group data collected for teachers, parents, students, DELAC, RTA, CSEA, and DAC reviewed staffing and support needs moving into the 2015-16 school year.  Professional development plan has been developed for certificated staff, instructional aides, and library technicians.	Expenses listed in 3C
Scope of Service	LEA WIDE		Scope of Service	LEA WIDE
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		4A- School safety plan will undergo significant revisions and will be a centralized. 4C - The District needs to review school messenger and find out why SMS function is being underutilized. 4D - Achievement metrics by subgroup need to be in place to adequately measure student progress. 4D: District resources and support for academic achievement will be consolidated and centralized for next year. 4E - Baseline attendance, suspension and expulsion data was needed for each school site and this process will be added to the updated LCAP 4H- Action is too vague and needs to be rewritten in LCAP so it can be adequately measured.		

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

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

Original GOAL 5 from prior year LCAP:	Goal #5 All stakeholders will be positive and engaged contributors to the school culture and climate in RCSD.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA Wide	
Expected Annual Measurable Outcomes:	<p>Students will demonstrate resiliency in making appropriate decisions through quality instruction that relies upon a positive learning environment. . Students will demonstrate their strong connectedness to their school through the increased participation in programs and activities available at the schools and throughout the district.</p> <p>Students will experience greater levels of engagement at schools because of the positive learning opportunities that will be available and provided.</p> <p>We will increase the opportunities for parents to receive district wide training on Common Core Standards and Reporting system.</p> <p>Increase the percentage of individuals participating in school and district events.</p>	Actual Annual Measurable Outcomes:	<p>Difficult to measure in the absence of pre-identified quantitative and qualitative measurements. These will need to be added to next year's LCAP.</p> <p>Although metrics were not identified, we have data to support increased opportunities for parents to receive district wide training on the Common Core: 1) Approximate % of elementary parents to attending Common Core Grading Events</p>
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
5A. Provide support services to students to ensure positive engagement and connectedness to the school on a daily basis.	Continue to support research based programs that support student resiliency- PBIS, or Life Skills (\$0)	1. Specific survey measurement tools were identified this year to establish baseline data. The Healthy Kids Survey will be used in future years to establish a baseline measurement tool.	Expenses listed in 5D
Scope of Service	LEA WIDE	Scope of Service	LEA WIDE
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5B. Provide resource and support for Foster Youth , English Language Learners, and Low socioeconomic students and families.	<p>*Provide resources to ensure Foster Youth, EL Learners, and Low Socioeconomic students are immediately enrolled in programs and given all available resources per students and families needs. (refer to TABLE B &amp; C)</p> <p>*Continue to fund community Liaison to help build relationship with EL families and provide open lines of communication with families. (SUPPLEMENTAL: \$26,021)</p> <p>*Initiate monthly check in's with the Foster Liaison at each school site - monitoring the resources and needs of the individual students. (refer GOAL 1, action 1)</p> <p>*Allocate funds for academic supports and remediations:</p>	<p>1. Student and Family resources support was provided on a site by site basis. Appendix 1F lists specific site supports provided for students and families of Foster Youth, EL and Low Socioeconomic students.</p> <p>2. Community Liaison work currently takes place at six school sites. The liaisons are native Spanish speakers who works closely with approximately 158 families to increase lines of communication between home and school.</p> <p>3. Currently, At Risk Liaisons work with 61 foster youth at 18 separate school sites. Monthly checkins have been instituted at each site.</p> <p>4. Extracurricular transportation was offered at the middle</p>	<p>Expenses listed in 1F</p> <p>Supplemental 26,113</p> <p>Extracurricular Transportation Supplemental 0</p> <p>Translation Services Title III 8,817</p> <p>Cirby Counselor Title I 58,519</p>

	<p>transportation: costs and fees associated with extra curricular programs and events. (refer GOAL 4, action 1)</p> <p>*Provide translation for EL families to ensure open communication between school and home. (TITLE III: \$20,000)</p>	<p>school, but received limited participation numbers.</p> <p>5. Translation services have been provided this year for over 175 families and 279 parent teacher conferences.</p>	
<p>Scope of Service</p> <p>LEA WIDE</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA WIDE</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5C. Parents will understand how to support their child's education.</p>	<p>Provide parent classes, informational meetings, and learning experiences to help EL, Low Socioeconomic and Foster parents in understanding the school system and encourage their participation as partners in their child's education. (refer to GOAL 1, action 4)</p>	<p>1. New parent report cards and trimester reading assessment information are provided in Spanish throughout the District.</p> <p>2. Parent classes were provided in the following areas:</p> <ul style="list-style-type: none"> <li>a) Latino Family Council Parenting Project</li> <li>b) Incredible Years Parenting Class in Spanish</li> <li>c) Read a Book Parent Workshop (K-1 parents)</li> <li>d) Sami's Circuit Family Night on Exercise and Nutrition</li> <li>e) Latino parent group Wednesday morning meeting- parent led with speakers from throughout the community address student self-esteem, mental health, navigating the school culture, academic success and gang prevention.</li> <li>f) Recipe for Success with the Yolo Public Library, Placer Food Bank, Kids First and Woodbridge Teachers</li> <li>g) Common Core Workshop</li> <li>h) Introduction to PBIS</li> <li>i) Summer literacy workshop</li> </ul>	<p>Expenses listed in 1C.</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA WIDE</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5D. Provide support services to students to ensure positive engagement and connectedness to the school on a daily basis.</p>	<p>Provide funding at the school site level to support and enhance students overall engagement and belonging.</p> <ul style="list-style-type: none"> <li>*Family Nights</li> <li>* Subject or Content Specific Events</li> <li>* School Plays</li> <li>* Musicals</li> </ul> <p>(refer to TABLE B &amp; C)</p>	<p>1. District provided a site level approach to providing services in this action area. Appendix 5D - Overall engagement. This appendix lists details and desired outcomes initiated at each site to support and enhance student overall engagement and belonging</p>	<p>Site Expenditure - Overall student and parent engagement Supplemental 80,617</p>



<p>Scope of Service: LEA WIDE</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA WIDE</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5E. Provide parent/ community events that promote and enhance the partnership with the schools.</p>	<p>Provide opportunities for students, families, and communities members to come to campus learn about the subjects, topics and events that are taking place at the schools. (refer to TABLE B &amp; C)</p>	<p>District provided a site level approach to providing services in this action area. Appendix 5D - Overall engagement. This appendix lists details and desired outcomes initiated at each site to support and enhance student overall engagement and belonging</p>	<p>Expenses listed in 5D</p>
<p>Scope of Service: LEA WIDE</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: LEA WIDE</p> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5F. Enhance the opportunities for students to participate in extra curricular activities</p>	<p>Provide an after school activity bus for middle school students to increase the access and participation in extra curricular activities.  (SUPPLEMENTAL: \$6,006)</p>	<p>1. Extracurricular bus routes were provided for students participating in middle school athletics. Limited participation requires a review of practices and procedures.</p>	<p>Expenses listed in 5B</p>
<p>Scope of Service: Chilton, Cooley, Buljan, and Eich Middle School</p> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Chilton, Cooley, Buljan, and Eich Middle School</p> <p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>5B: Actions and services are redundant in various sections and need to be streamlined. The extracurricular transportation is an initiative that we will reformat and try again next year. We did not get the response anticipated, but it is an area of interest for student and parent subgroups.  5D/5E: Actions and services are redundant in various sections and need to be streamlined.</p>		

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

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

Original GOAL 6 from prior year LCAP:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 8 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,725,163</u>
Goal #1	
1) Renaissance Learning Support - This service has a district wide benefit but expands literacy assessment for transitional kindergarten, kindergarten, 1st grade, and non-English speakers. Specifically, funding is provided to maintain STAR Early Literacy to every site. Established in 2014-15, Early Literacy is the first common electronic literacy assessment provided district wide. The District believes common assessment data will improve horizontal collaboration and professional learning community work.	
2) Per Site Allocation - Goal #1 Initiatives - Each school site has been provided site funding to bridge District resources with site needs. By targeting the resources to a specific need, Low Income, Foster Youth, and English Learners can receive enhanced services to support the ultimate goal of proficiency for all targeted students and acceleration towards reclassification for English Learners. Each school site single plan for student achievement must list specifically how the school will be implementing services and supports to meet the targeted population (LI, EL, Foster).	
Goal #2	
1) Four (4) non-student teacher days - Teacher professional learning days form the core professional development days in Year 1 roll-out of the Professional Development plan. The District is aiming to minimize teacher pull-out of class for professional development by maximizing non-student professional development time. Research consistently finds that effective professional development requires a significant amount of teacher time (Darling-Hammond et al., 2009; Yoon et al., 2007). This is largely due to the fact that the learning curve for teachers is greatest at the implementation stage, when teachers need the most support as they practice new teaching methodologies over an extended time period.	
2) Four (4) non-student professional learning days - Instructional Aides and Library Media Specialists - In order to provide enhanced services to students and support the Year 1 roll-out of the Professional Development plan, staff who work specifically with youth in a classroom setting need to receive professional development that will integrate with the work of the teachers.	
3) Coordinators serve an important role that currently does not exist. They will administratively lead the professional development on discipline specific skills that the District has established as priority areas. Several research studies have shown that professional development that addresses discipline-specific concepts and skills has been shown to both improve teacher practice, as well as student learning (Blank, de las Alas & Smith, 2007; Carpenter et al., 1989; Cohen & Hill, 2001; Lieberman & Wood, 2001; Merek & Methven, 1991; Saxe, Gearhart, & Nasir, 2001; Wenglinisky, 200; McGill-Franzen et al., 1999). Teachers themselves report that their top priority for professional development is learning more about the content they teach, giving high marks to training that is content-specific (Darling Hammond et al., 2009). The RCSD Coordinators serve as the linchpin in our professional development efforts.	
‡ ELA (.43 F.T.E.) - Direct support of how to incorporate ELD into the ELA program will begin next year with Year 1 roll-out of the Professional Development plan. Both the ELA and ELD coordinators will team in this effort.	
‡ Math (.43 F.T.E.) - Direct support of how to incorporate ELD strategies into the adopted mathematics programs will begin next year with Year 1 roll-out of the Professional Development plan.	
‡ EL (.70 F.T.E.) - Direct support of how to incorporate ELD into the ELA program will begin next year with Year 1 roll-out of the Professional Development plan. Both the ELA and ELD coordinators will team in this effort.	
4) Per Site Allocation - Goal #2 Initiatives - Each school site has dedicated time to build upon District wide professional development and bring best practices into the school and classroom setting. Utilizing the Professional Learning Community model, site grade level teams meet on an on-going basis to monitor student progress and discuss best instructional practices.	
Goal #3	
1) Middle School Counselors (4.0 F.T.E.) - Middle school counselors will be led by the Director of Student Support Services. Each counselor will have comprehensive site lists of students (low income, foster youth, and English learners). These students will receive priority one services at each middle school. There will be instances when crisis management and/or Tier II and III intervention support will be needed school wide for other students. This support will be more conditional and differ from ongoing support provided for the three primary subgroups. Middle school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. A study on the effects of counseling on classroom performance found that the underachieving students who received counseling improved significantly on the Self-Rating Scale of Classroom Behavior and in mathematics and language arts grades (Gerler, E. R., Kinney, J., & Anderson, R. F. 1985). With limited income and EL populations comprising two of our lowest performing subgroups, the District has determined that early intervention of academic and/or behavioral issues will minimize student performance dips and increase school success. Moreover, we want our underrepresented students to have an advocate to ensure they are receiving access to rigorous course work and class offerings. Peterson, Long, and Billips research showed that counselor-led career interventions influenced the educational choices of eighth grade students as they prepared for high school (Peterson, G.W., Long, K.L., & Billups, A. - 1999. The effect of three career interventions on educational choices of eighth grade students. Professional School Counseling, 3:1, 34-42)	
2) Director of Student Support Services (1.0 F.T.E.) - This is a new position and will essentially assume tasks that are not currently served. Specifically, we will be adding seven counselors to the school district. Our counselors will need to have a leader directing targeted services to three focus subgroups. Without an individual monitoring the program, we run the risk of each site servicing students in a manner inconsistent with the support required. This individual will also oversee conditional services that may need to be provided on a short term basis to other sites. School counselors incorporate organizational assessments. The Director of Student Support Services would follow the American School Counseling Association (ASCA) model to ensure counseling support is effectively managed. The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement. Some of the areas that require oversight, include the following:	

- ‡ School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities
- ‡ Use-of-time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students
- ‡ Annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- ‡ Advisory councils made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- ‡ Use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates college and career-ready
- ‡ Curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance

3) Per Site Allocation - Goal #3 Initiatives - Each school site has been allocated resources to further assist meeting the district wide metrics established in goal #3. These actions will be listed in each site's school plan for student achievement.

4) Bridges Middle School Program (3.0 F.T.E.) - Bridges is a school wide alternative educational setting that will provide enhanced services to at risk youth. Alternative setting middle school programs provide challenging curriculum and individual instructional strategies to meet the students' learning abilities and modalities. Bridges curriculum will include school-to-career and other "real world" connections. The program will integrate development of social skills, emotional development, and resiliency. Due to the intensive nature of the service, it is anticipated that Bridges will maintain a lower student-to-teacher ratio than traditional classes. Research shows that students benefit from learning support services that include a triage of services from teachers, school counselors, school psychologists, pupil behavioral support personnel, and site administration. The District believes that the addition of school counselors, integration of curriculum between Bridges and non-Bridges classrooms, and a District coordinated approach will raise student achievement and ensure consistent services at each of the three Bridges sites.

5) At Risk Youth Stipends - One support stipend is provided to each site to staff responsible for monitoring the academic and socio-emotional progress of foster youth and homeless students. Liaisons serve as a extra pair of "eyes and ears" and are responsible for notifying administration or counseling of any potential issues requiring intervention. The Student Mental Health Program ([cccstudentmentalhealth.org](http://cccstudentmentalhealth.org)) recommends a relational approach to comprehensive support services. The intensive approach to comprehensive support services can allow youth to build trust with a consistent, caring adult who is knowledgeable about their needs and interests. Support providers should strive to achieve and sustain such a relationship. That is our goal with At Risk Youth Liaisons.

6) EL Site Coordinators - Site coordinators play a critical role of ensuring that EL practices, procedures, and processes are being utilized at the site level. They serve as the district liaison between the teachers and coordinators/directors.

7) Community Liaisons - In addition to one district liaison, each Title 1 school has a community liaison responsible for serving limited income and Spanish speaking parents. The Harvard Family Research Project (2005) highlights the importance of schools adopting strategies to enhance parental engagement in their children's schooling. Given the substantial influence of parental involvement, educators should consistently encourage parents to become more involved in their children's schooling. Along with counselor, community liaisons help to fill this role that was previously under served. Arias, M. B. & Morillo-Campbell, M. research article titled "Promoting ELL parental involvement: Challenges in contested times" (1998 - Boulder, CO: National Education Policy Center) . highlights while many systemic inequalities in the US require correction at the national and state policy levels, some key improvements can be made locally. The education of ELL students could be significantly enhanced by school-based efforts to strengthen parental involvement in the child's education. Under typical circumstances, ELL parents are ill-equipped for effective engagement with the school due to their own limited facility in English, lack off a normal education and education in US schools, unfamiliarity with the norms of US schooling, and limited time and ability to attend meetings and events – all exacerbated by school-home cultural differences.

They describe best practices whereby schools can help foster educationally supportive parenting skills, establish two-way communications, recruit families as volunteers and audiences, involve families with homework, include families in school governance, and collaborate with community organizations. Arias and Morillo-Campbell further suggest that working with parents to increase their understanding of the school community, with the aim of increasing parental efficacy, as well as effective parental advocacy.

8) Community Engagement Videos - Joyce Epstein of Johns Hopkins University developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships," says Epstein. "The main reason to create such partnerships is to help all youngsters succeed in school and in later life." Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers. One area supporting parent engagement is increasing the background knowledge of each family around the school their child attends, the programs and services available, the names of key school leaders, and the source of pride that exists within the school community. Our goals, through the use of community engagement videos, is to bring all parents, but specifically EL, foster, and limited income families, one step closer to their school community.

10) Homeless Transportation - We need to ensure targeted transportation support is available for homeless students.

11) SES Home to School - We need to ensure targeted transportation support is available for limited income students.

#### Goal #4

1) Transitional Kindergarten at Title I Sites (3.0 F.T.E.) - Transitional kindergarten bridges the path between preschool and kindergarten and gives students a head start that yield huge payoffs in future academic success. TK provides the gift of time that will help students build a strong foundation for success in elementary school. Research shows that the return on early investments in education is substantial. According to Deborah Stipek, professor at the Stanford University School of Education, "the cost is paid back many times over in reduced grade retentions, special education services and in lower expenditures for incarceration. Returns also come in the form of the increased productivity that results from higher levels of academic achievement and high school completion rates." The District believes adding transitional kindergarten to our schools with the highest limited income and EL population helps to level the playing field for students entering kindergarten. These classes will be capped smaller than the traditional class average and run, regardless of class size .

2) SES Tutoring - We need to ensure targeted academic support is available for limited income students. Students who receive targeted instructional assistance typically reach effect size gains in achievement that are higher than most forms of intervention.

3) Director of Educational Services (2 - .50 F.T.E./ Administrative Assistant .22 F.T.E.) - Both director positions in educational services will assume responsibility for advancements in professional learning, support, and academic achievement for English learners, foster youth, and limited income students. Because or limited income and EL populations are 2 out of our 3 lowest performing subgroups (special ed being the 3rd), professional development and support initiatives are being designed through the lens of these subgroups.

Julie March's research on district support for teaching and learning (Research Brief. Washington DC: The National Clearinghouse for Comprehensive School Reform, 2001) is a research brief summary of literature on school districts' relationships with state education agencies, schools, and communities. The summary is based on the author's review of 13 studies that examined over eighty school districts. Districts are described as active change agents. The human, social, and physical capital of a district impact its "ability to bring about positive change." The organization and culture of the district influence the commitment and attitudes of teachers. School district authority and school autonomy are balanced in successful districts with a mix of loose and tight control. Schools need flexibility, but schools also



follow district level direction for consistency. The National Clearinghouse for Comprehensive School Reform recommends the following:

- “Create a culture of high quality teaching by expecting all levels of the district to focus on and support instruction.
- Emphasize professionalism among all staff members.
- Foster a collective identity by developing shared goals and values, creating opportunities for collaboration and building key norms into professional development programs.
- Structure time for ongoing professional development in which all staff members, including leaders, can participate.
- Assure the purchase and appropriate use of high quality materials.
- Establish clear expectations, but give schools responsibility and autonomy for meeting those expectations.

The Director positions are responsible for leading the district instructional focus, support activities, professional expectations, collaboration opportunities, professional development plan, materials selection and implementation, and district wide expectations.

#### Goal #5

1) Bridge Material ELA/ELD - There currently exists a curriculum gap between currently adopted ELA/ELD material and the new standards. Bridge materials fill that gap for one more year pending a new ELA/ELD adoption.

2) Improve and maintain facilities - Utilizing the same practice implemented with the EIA funding, 3% of the total Supplemental funding was set aside to support the improvement and maintenance of facilities. Data measuring the impact of facilities on student achievement are significant:

a) A study of the District of Columbia school system found, after controlling for other variables such as a student's socioeconomic status, that students' standardized achievement scores were lower in schools with poor building conditions. Students in school buildings in poor condition had achievement that was 6% below schools in fair condition and 11% below schools in excellent condition. (Edwards, 1991)

b) Cash (1993) examined the relationship between building condition and student achievement in small, rural Virginia high schools. Student scores on achievement tests, adjusted for socioeconomic status, was found to be up to 5 percentile points lower in buildings with lower quality ratings. Achievement also appeared to be more directly related to cosmetic factors than to structural ones. Poorer achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy external environments.

c) Similarly, Hines' (1996) study of large, urban high schools in Virginia also found a relationship between building condition and student achievement. Indeed, Hines found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above-standard buildings.

d) A study of North Dakota high schools, a state selected in part because of its relatively homogeneous, rural population, also found a positive relationship between school condition (as measured by principals' survey responses) and both student achievement and student behavior. (Earthman, 1995)

e) McGuffey (1982) concluded that heating and air conditioning systems appeared to be very important, along with special instructional facilities (i.e., science laboratories or equipment) and color and interior painting, in contributing to student achievement. Proper building maintenance was also found to be related to better attitudes and fewer disciplinary problems in one cited study.

f) Research indicates that the quality of air inside public school facilities may significantly affect students' ability to concentrate. The evidence suggests that youth, especially those under ten years of age, are more vulnerable than adults to the types of contaminants (asbestos, radon, and formaldehyde) found in some school facilities (Andrews and Neuroth, 1988).

#### Goal #6

1) Coordinator Support Ed Tech (1.0 F.T.E.) - We have a substantial need to bridge the implementation gap that exists between the quantity of student technology available in classrooms throughout the District and the quality of support provided to each school to ensure full implementation of available tools. Pilot program this year at Cirby demonstrated that teachers and students need an instructional technology "sandbox" to play in. Lessons were developed to support this initiative. Next year, we will roll lessons out district wide, with initial emphasis being in classrooms with limited income and English learners. It is these classrooms that the gap is the widest between student knowledge and tool capability. Professors Linda Darling-Hammond and Shelley Goldman at the Stanford Graduate School of Education and doctoral student Molly B. Zielezinski, issued a report, based on a review of more than 70 recent research studies and provided concrete examples of classroom environments in which technology has made a positive difference in the learning outcomes of students at risk of failing courses and dropping out. Specifically, it identifies three important components to successfully using technology with at-risk students: interactive learning, use of technology to explore and create rather than to “drill and kill,” and the right blend of teachers and technology. Our goal in RCS is to teach teachers and students how to access technology "beyond the \$1,000 pencil". This action is consistent with Darling Hammond's findings.

2) Extracurricular activity bus - According to the national center of educational statistics, research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993). Accordingly, to Roseville City School District parents and the District English Language Learners Advisory Council, an activity bus provides kids who typically take a bus immediately after school with the opportunity to participate in the myriad of extracurricular options available to the remainder of the student population. Significant middle school bus ridership is made up of English Learners and Low Income students.

[Empty box for response]

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

4.89	%
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The proportionality percentage is most visibly met in a number of key areas that directly impact services for low income, foster youth and English learners:

- 1) Middle School Counseling - Direct case management and counseling support for low income pupils, foster youth, and English learners at four school sites does not current exist, but will be available in 2015-16. The Counseling program will be coordinated by an Educational Services Director to ensure three subgroups receive enhanced services.
- 2) Transitional Kindergarten at schools with the highest limited income and EL population does not currently exist, but will be available in 2015-16. Reduced class sizes in this program will provided greater ability for formative feedback on student progress. Community liaisons will be providing outreach services to foster youth, English learner, and Limited Income families to ensure students access this important opportunity.
- 3) Transportation, translations, and tutoring services for limited income students and English learners.
- 4) Bridges Middle School program
- 5) ELD focused professional development (4 non-student days)

Our goal is that our teachers receive enhanced professional development training on English Learner instructional needs as they further implement all content areas changes. EL, Limited Income, and Foster Youth need their cases individually managed at the middle school level to ensure appropriate access to needed services and support. Providing a targeted TK program focused on accelerated language development would support a successful kindergarten experience. Operating an alternative program at the middle school level (Bridges) that is integrated with Middle School Counseling supports enhances the learning experience for low income, foster youth, and English Learners.

**Section 4: Expenditure Summary**

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	0.00	59,908,428.00	75,660,571.00	80,891,923.00	81,829,211.75	238,381,705.75
Base	0.00	57,401,285.00	70,707,614.00	76,368,725.00	76,984,397.00	224,060,736.00
Other	0.00	0.00	55,000.00	0.00	0.00	55,000.00
Supplemental	0.00	1,919,404.00	3,765,477.00	3,574,798.00	3,896,414.75	11,236,689.75
Title I	0.00	230,653.00	829,100.00	739,100.00	739,100.00	2,307,300.00
Title II	0.00	220,938.00	194,580.00	100,500.00	100,500.00	395,580.00
Title III	0.00	136,148.00	108,800.00	108,800.00	108,800.00	326,400.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	0.00	0.00	74,960,261.00	80,519,914.00	81,421,032.75	236,901,207.75
	0.00	0.00	74,960,261.00	80,337,414.00	80,343,032.75	235,640,707.75
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	28,000.00	28,000.00
4000-4999: Books And Supplies	0.00	0.00	0.00	182,500.00	1,010,000.00	1,192,500.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	40,000.00	40,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	0.00	0.00	74,960,261.00	80,519,914.00	81,421,032.75	236,901,207.75
	Base	0.00	0.00	70,520,164.00	75,941,711.00	75,665,981.00	222,127,856.00
	Other	0.00	0.00	55,000.00	0.00	0.00	55,000.00
	Supplemental	0.00	0.00	3,252,617.00	3,447,303.00	3,728,651.75	10,428,571.75
	Title I	0.00	0.00	829,100.00	739,100.00	739,100.00	2,307,300.00
	Title II	0.00	0.00	194,580.00	100,500.00	100,500.00	395,580.00
	Title III	0.00	0.00	108,800.00	108,800.00	108,800.00	326,400.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	28,000.00	28,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	182,500.00	1,010,000.00	1,192,500.00
6000-6999: Capital Outlay	Base	0.00	0.00	0.00	0.00	40,000.00	40,000.00

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

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

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

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

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