

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

Introduction:

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LCAP Year: 2014-15 LCAP URL: <http://www.romoland.k12.ca.us>

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents,

education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p><u>RomoVision Steering Committee Meetings (Dec 11, Jan 22, Feb 27, March 20, April 30)</u> RomoVision Steering Committee served as a vehicle to inform, educate, and gather input from parents, students, certificated staff, classified staff, Romoland Teachers Association (RTA), California School Employees Association (CSEA), Administration, and community.</p> <p>RomoVision Meeting (December 11, 2013) The Chief Business Official provided an overview of the Local Control Funding Formula (LCFF) and the Assistant Superintendent provided an overview of the Local Control Accountability Plan, the Eight State Priority areas, and examples to consider within each area. The timeline for future meetings, the topics of each meeting, and LCAP completion were also presented to the group. 100% of our school sites were represented.</p>	<p>This RomoVision Steering Committee asked clarifying questions regarding LCFF and LCAP to gain a better understanding of each. The calendar of future meetings for the group was confirmed and members committed to being active participants in the process.</p>

RomoVision Meeting (January 22, 2014)

RomoVision Steering Committee focused on “Pupil Outcomes” in the areas of Pupil Achievement and Other Student Outcomes. The group was broken into four smaller working groups and was provided handouts containing longitudinal student performance data in the recommended areas. Each group analyzed data, provided feedback and suggestions on poster paper, and verbally shared out their recommendations to the group.

RomoVision Meeting (February 27, 2014)

RomoVision Steering Committee focused on “Engagement” in the areas of Parent Involvement, Pupil Engagement, and School Climate. The group was broken into four smaller working groups and was provided handouts containing information and data related the above mentioned areas. Each group analyzed data in the recommended areas, reviewed current opportunities for parent involvement within our schools and district, and reviewed findings from our Healthy Kids Survey and our parent survey of English Learners. The working groups then provided feedback and suggestions on poster paper, and verbally shared out their recommendations to the group to improve our outcomes in each of these areas.

RomoVision Meeting (March 20, 2014)

RomoVision Steering Committee focused on “Conditions of Learning” in the areas of Basic Services, Implementation of Common Core Standards, and Course Access. Information was shared with the group regarding some facilities improvement money and technology infrastructure improvements that were approved by our Board of Trustees at the previous Board Meeting. The Assistant Superintendent explained how non-LCAP dollars are being used within the District to address some of the eight priority areas identified by the State. The group was then broken into four smaller working groups and given a presentation/handouts containing State recommended strategies for Common Core Standards implementation. The presentation outlined items for Common Core Standards implementation the District had already done and the working groups provided feedback and suggestions on poster paper, and verbally shared out their recommendations to the group to improve our outcomes in each of these areas.

The RomoVision Steering Committee made recommendations to increase student achievement by aligning our curriculum and benchmark exams to Common Core State Standards; providing instructional coaches to assist teachers with the instructional shifts associated with CCSS, providing intervention materials and supports for at risk students, and reducing class sizes for students.

The RomoVision Steering Committee made recommendations to increase elective options for students at school, provide an after school athletics program for students, increasing access to and use of technology by students and staff, continue the implementation of PBIS at school sites, look for new methods to engage parents in our schools, and to revisit and strengthen our bullying protocols and procedures.

The RomoVision Steering Committee made recommendations to provide curricular materials aligned with CCSS, provide supplemental materials to support the student access to informational text, and utilizing technology to close the “digital divide” for underserved populations of students.

RomoVision Meeting (April 30, 2014)

Focused on presenting the DRAFT LCAP to the RomoVision Steering Committee to gather stakeholder feedback and answer any questions.

School Site Engagement (Jan 23, Jan 28, Jan 30, Feb 5, Feb 7, Feb 13, Feb 27-March 31)

Romoland School District conducted a series of meetings designed to seek input from the staff and parents of each of our schools contained with the district.

Parent Meetings (January 23, 2014 at Boulder Ridge; January 28, 2014 at Harvest Valley; January 30, 2014 at Romoland; February 7, 2014 at Mesa View; and February 13, 2014 at Ethan A. Chase)

The Assistant Superintendent and Chief Business Official conducted parent/community meetings at each of the five school sites within the Romoland School District. A brief overview of the Local Control Funding Formula (LCFF) was provided as well as an overview of the Local Control Accountability Plan (LCAP) and the eight state priority areas. Parents were asked to consider the eight priority areas when providing feedback on ways the district could improve the learning experience for students within our district. In addition, parents were informed of the opportunity to participate in a district survey should they want to provide more specific or additional feedback at a later date.

Staff Meetings (February 5, 2014)

School site staff meetings were divided among cabinet members and staff was provided an overview of the Local Control Funding Formula (LCFF), the Local Control Accountability Plan, and the eight state priority areas. Staff was informed of three ways to provide feedback on the development of the LCAP; talk to their site certificated or classified representative that was participating on the RomoVision Steering Committee, participate in the district survey, or talk with their site level administrator that is serving on the RomoVision Steering Committee.

The RomoVision Steering Committee reviewed a draft plan on services provided within the LCAP and the associated cost for each service. The groups compared the services to the feedback received via the online parent/student survey. Groups created a prioritized list of services to be eliminated should the need arise.

Each parent in attendance at the meetings was asked to write suggestions about how the LCAP could support the improvement of learning experiences for their child. Parent feedback indicated a desire for improvement in the areas of technology, facilities maintenance, grade span adjustments, online parent portal to access grades, and school safety.

Staff members indicated a strong desire to improve technology within the district, reduce class size, and increase access to Common Core aligned instructional materials.

<p>LCAP Survey (February 27, 2014 - March 31, 2014) The district deployed an online survey, English and Spanish, in an effort to provide an additional method of obtaining feedback from our stakeholders. Information was gathered in the eight state priority areas with additional opportunities to provide feedback in an open-ended text boxes. Hard copies of the survey were also made available at each of our school sites upon request.</p> <p>District Advisory Groups (Jan 28, May 13, May 15, May 27) Parental Advisory Groups were provided updates on the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). DRAFT proposals were presented to groups for feedback.</p> <p>District English Language Advisory Committee (January 28, 2014) Assistant Superintendent provided DELAC representatives with an overview of Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP).</p> <p>District English Language Advisory Committee (May 13, 2014) - The Assistant Superintendent presented the District English Language Advisory Committee (DELAC) with a DRAFT LCAP Plan and solicited feedback and input from stakeholders.</p> <p>Parent Advisory Committee (May 15, 2014) - The Assistant Superintendent presented the Parent Advisory Committee (PAC) with a DRAFT LCAP Plan and solicited feedback and input from stakeholders.</p> <p>LCAP Draft Public Review (May 27, 2014) - The DRAFT LCAP was posted on the district website in order to gather feedback from all stakeholders. Feedback and questions about the DRAFT LCAP will be responded to in writing and posted on the district website.</p>	<p>The results of our LCAP survey directly impacted the goals that were ultimately created by the district. College and Career readiness indicators came back as one of the most important factors in the academic achievement of students, access to technology for students and staff was deemed as very important in preparing students for success in the 21st Century, and providing well-rounded educational opportunities for students within our schools.</p> <p>DELAC committee members indicated a desire for new English Language Development materials for our students and assistance for students in completing homework.</p> <p>DELAC committee members reviewed the LCAP plan and expressed appreciation for the increased services being provided to English learner students.</p> <p>Parent Advisory Committee reinforced the services contained within the LCAP. No new input was provided as many had served on RomoVision Steering Committee and had provided input via the online survey.</p> <p>Superintendent response to inquiries and questions related to Local Control Accountability Plans</p>
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Romoland School District Board of Trustees (Dec 10, Jan 14 , Feb 11 , March 11 , April 8 , May 13, June 10, June 24)

The Assistant Superintendent provided informational items and updates to the Board of Trustees at monthly intervals beginning in December 2013.

Board Update-(December 10 ,2013)

The Board of Trustees were provided with an overview of the Local Control Funding Formula (LCFF) by the Chief Business Official and an overview of the Local Control Accountability Plan (LCAP) development process by the Assistant Superintendent. The Board of Trustees were also provided with a timeline of future meetings and deadlines for steps to complete the LCAP by our June 24, 2014 Special Board Meeting.

Board Update (January 14, 2014- March 11, 2014)

Monthly updates were provided to the Board of Trustees regarding site level parent meetings, stakeholder participation and input, and general progress toward completion of the LCAP.

Board Update (April 8, 2014)

The Assistant Superintendent provided the Board of Trustees with the results of our online survey and which areas were most valued within the eight state priority areas by our stakeholders.

Board Update (May 13, 2014)- Local Control Accountability Plan (LCAP) DRAFT provided to Board of Trustees for review and feedback.

Board Update (June 10, 2014)- Responses to DRAFT LCAP and updates to the 2014-15 budget from the May Revise will be instrumental in developing revisions to the DRAFT LCAP and completion of our final LCAP.

Board of Trustees was provided an overview of the plan and indicated they looked forward to updates and hearing the input from various stakeholder groups.

Updates were provided on our progress and the changes we were making based on information received from the county.

Board of Trustees asked for the percentage breakdown of the various stakeholder groups that participated in the survey and emphasized that they would like to see how the services provided in our LCAP align with the priorities emphasized by our stakeholders.

Board of Trustees indicated that they would like us to examine the need for assistant principals for the 2014-15 school year at the elementary level and for additional counseling services in the 2015-16 school year.

Budget proposal and alignment with LCAP. Board of Trustees asked for specific budget information in relation to music and physical education.

<p>Board Approval (June 24, 2014) Board of Trustees LCAP approval along with district 2014-15 budget.</p>	<p>Board of Trustees approve Local Control Accountability Plan.</p>
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Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: All students will have a strong foundation to meet the demands of College and Career Readiness</p> <p>Metric: Smarter Balanced/Cal MAPP- ELA</p> <p>Smarter Balanced/Cal MAPP- Math</p> <p>Academic Performance Index (API)</p>	<p>Goal 1 Cont Increase the percentage of students making progress toward or achieving at grade level</p>	All Students	LEA Wide	N/A				<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p>
		All Students Grades 3-8	LEA Wide	Establish baseline proficiency data in ELA	Increase percentage of students performing at grade level in ELA by 3%	Increase percentage of students performing at grade level in ELA by 3%		
		All Students Grades 3-8	LEA Wide	Establish baseline proficiency data in math	Increase percentage of students performing at grade level in Math by 3%	Increase percentage of students performing at grade level in Math by 3%		
		All Students Grades 3-8	LEA Wide	N/A in 2014-15	Establish baseline API in 2016	Meet state growth targets for API		

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: All students will have a strong foundation to meet the demands of College and Career Readiness</p> <p>Metric: District Math Benchmark Exams</p> <p>Rate of Teacher Mis-Assignment 0%</p> <p>Standards Aligned Instructional Materials</p>	<p>Goal 1 Con't Increase the percentage of students making progress toward or achieving at grade level</p>	<p>All Students</p> <p>All Students</p>	<p>LEA Wide</p> <p>LEA Wide</p>	<p>N/A</p>	<p>Establish baseline proficiency data on district benchmark exams</p> <p>Maintain and monitor our low mis-assignment rate</p> <p>Maintain and monitor 100% access to standards aligned instructional material</p>	<p>Increase percentage of students performing at grade level in math by 3%</p> <p>Maintain and monitor our low mis-assignment rate</p> <p>Maintain and monitor 100% access to standards aligned instructional material</p>	<p>Increase percentage of students performing at grade level in math by 3%</p> <p>Maintain and monitor our low mis-assignment rate</p> <p>Maintain and monitor 100% access to standards aligned instructional material</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: All students will have access to a safe and engaging 21st Century learning environment</p> <p>Metric: Suspension rates</p> <p>Expulsion Rate- 0%</p> <p>Truancy Rates</p> <p>Attendance Rates</p>	<p>Goal 2 Provide a physically and emotionally safe learning environment that engages students</p>	All Students	LEA Wide	N/A				<p>Student Engagement</p> <p>School Climate</p> <p>Basic Services</p>
		All Students	LEA Wide		Decrease suspension rate of students by .5%	Decrease suspension rate of students by .5%	Decrease suspension rate of students by .5%	
		All Students	LEA Wide		Maintain and monitor our low expulsion rate as a district	Maintain and monitor our low expulsion rate as a district	Maintain and monitor our low expulsion rate as a district	
		All Students	LEA Wide		Decrease the truancy rate of district by 2%	Decrease the truancy rate of district by 2%	Decrease the truancy rate of district by 2%	
		All Students	LEA Wide		Increase the positive attendance rate by .5%	Increase the positive attendance rate by .5%	Increase the positive attendance rate by .5%	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: All students will have access to a safe and engaging 21st Century learning environment</p> <p>Metric: Middle school dropout rate is at 0%</p> <p>Chronic Absenteeism Rate</p> <p>Healthy Kids Survey</p>	<p>Goal 2 Con't Provide a physically and emotionally safe learning environment that engages students</p>	All Students	LEA Wide	N/A				<p>Student Engagement</p> <p>School Climate</p> <p>Basic Services</p>
		All Student	LEA Wide	Maintain and monitor our low dropout rate as a district	Maintain and monitor our low dropout rate as a district	Maintain and monitor our low dropout rate as a district		
		All Students	LEA Wide	Decrease chronic absenteeism rate by .5%	Decrease chronic absenteeism rate by .5%	Decrease chronic absenteeism rate by .5%		
		All Students	LEA Wide	Establish baseline using Key Data Healthy Kids Survey	Increase percentage of students that feel safe and supported in school by 2%	Increase percentage of students that feel safe and supported in school by 2%		

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: All students will have access to a safe and engaging 21st Century learning environment</p> <p>Metric: Student to device ratio</p> <p>Facilities Improvements</p>	<p>Goal 2 Con't Provide a physically and emotionally safe learning environment that engages students</p>	<p>All Students</p> <p>All Students</p> <p>All Students</p>	<p>LEA Wide</p> <p>Middle School</p> <p>Elementary School</p>	<p>N/A</p>	<p>All students will have a personal computing device as part of a 1:1 initiative</p> <p>Students will have daily access to computing device as part of a 3:1 initiative</p> <p>Monitor percentage used of \$5.3 million approved for school improvements</p>	<p>Maintain 1:1 computing device initiative at the middle school</p> <p>Maintain 3:1 computing device ratio at the elementary schools</p> <p>Increase percentage used of \$5.3 million from previous year</p>	<p>Maintain 1:1 computing device initiative at the middle school</p> <p>Maintain 3:1 computing device ratio at the elementary schools</p> <p>Increase percentage used of \$5.3 million from previous year</p>	<p>Student Engagement</p> <p>School Climate</p> <p>Basic Services</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: All students will have access to a safe and engaging 21st Century learning environment</p> <p>Metric: Student access and enrollment in all required areas of study</p> <p><i>*High school metrics not used in k-8 setting</i></p>	<p>Goal 2 Con't Provide a physically and emotionally safe learning environment that engages students</p>	<p>All Students</p>	<p>LEA Wide</p>	<p>N/A</p>	<p>Maintain and monitor 100% access and enrollment into all required areas of study</p>	<p>Maintain and monitor 100% access and enrollment into all required areas of study</p>	<p>Maintain and monitor 100% access and enrollment into all required areas of study</p>	<p>Student Engagement</p> <p>School Climate</p> <p>Basic Services</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Parents, family, and community stakeholders will become more fully engaged as partners in education</p> <p>Metric: Parent Surveys</p> <p>Parent Portal participation</p> <p>Social Media participation</p>	<p>Goal 3 Bring to scale successful the stakeholder engagement strategies used by sites across the district</p>	All Students	LEA Wide	N/A				Parent Involvement
		All Students	LEA Wide		Establish baseline for parent participation in providing feedback via school surveys	Increase parent participation in school/district surveys by 5%	Increase parent participation in school/district surveys by 5%	
		All Students	LEA Wide		Establish baseline percentage for Parent Portal participation	Increase parent use of the Parent Portal by 5%	Increase parent use of the Parent Portal by 5%	
		All Students	LEA Wide		Establish baseline percentage for Social Media participation	Increase parent participation by 5% in use of Social Media to access school information	Increase parent participation by 5% in use of Social Media to access school information	

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Parents, family, and community stakeholders will become more fully engaged as partners in education</p> <p>Metric: Parent Involvement Opportunities</p>	<p>Goal 3 Con't Bring to scale successful the stakeholder engagement strategies used by sites across the district</p>	<p>All Students</p>	<p>LEA Wide</p>	<p>N/A</p>	<p>Establish district standard for parent groups across school sites</p> <p>Establish baseline participation for established parent groups</p>	<p>Maintain and/or revise district standard for parent groups across the district</p> <p>Increase parent participation rates in existing parent groups by 3%</p>	<p>Maintain and/or revise district standard for parent groups across the district</p> <p>Increase parent participation rates in existing parent groups by 3%</p>	<p>Parent Involvement</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s)	School(s) Affected		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Parents, family, and community stakeholders will become more fully engaged as partners in education</p> <p>Metric: Parent Involvement Opportunities Con't</p> <p><i>*High school metrics not used in k-8 setting</i></p>	<p>Goal 3 Con't Bring to scale successful the stakeholder engagement strategies used by sites across the district</p>	All Students	LEA Wide	N/A				Parent Involvement
		All Students	LEA Wide		Establish district standard for family events across school sites	Maintain and/or revise district standard for family events across the district	Maintain and/or revise district standard for family events across the district	
		All Students	LEA Wide		Establish baseline participation for established family events	Increase participation rates in family events by 3%	Increase participation rates in family events by 3%	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase percentage of students making progress toward or achieving at grade level	Student Achievement	Develop and implement Common Core and Next Generation Science Standards aligned Units of Study and Benchmark Exams	LEA wide	N/A	Begin implementation CCSS aligned Units of Study and Benchmark Exams in ELA and Math (No Cost)	Refine CCSS Units of Study and Benchmark Exams based on teacher feedback and student performance (No Cost)	Refine CCSS Units of Study and Benchmark Exams based on teacher feedback and student performance (No Cost)
	Other Student Outcomes		LEA wide		Finish development of CCSS Units of Study and Benchmark Exams in ELA and Math (C.C.- \$100,000)	Next Generation Science Standards curriculum alignment (LCFF- \$50,000)	Refine Next Generation Science Standards curriculum alignment (LCFF- \$25,000)
	Basic Services	Provide CCSS and Next Generation Science Standards aligned instructional materials to ensure quality CCSS implementation			CCSS Math adoption (Lottery- \$300,000) (C.C.- \$100,000) (Base/GF- TBD)	Next Generation Science Standards Supplemental Science Materials (LCFF- \$50,000)	Next Generation Science Standards Supplemental Science Materials (LCFF- \$25,000)
	Implementation of State Standards	Splash Transitional Kindergarten Curriculum (LCFF- \$25,000)	Splash Transitional Kindergarten Curriculum (LCFF- \$25,000)		Splash Transitional Kindergarten Curriculum (LCFF- \$25,000)		
Course Access			Scholastic Resource (LCFF- \$20,000)	Scholastic Resource (LCFF- \$20,000)	Scholastic Resource (LCFF- \$20,000)		

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1, Con't: Increase percentage of students making progress toward or achieving at grade level	Student Achievement	Provide CCSS and Next Generation Science Standards aligned instructional materials to ensure quality CCSS implementation- Con't	LEA wide	N/A	Student Consumables (LCFF- \$120,000)	Student Consumables (LCFF- \$120,000)	Student Consumables (LCFF- \$120,000)
	Other Student Outcomes						
	Basic Services	Offer ongoing CCSS and Next Generation Science Standards aligned professional learning opportunities that include district trainings, site trainings, and on-site collaboration.	LEA wide		3 Instructional Coaches (Title I 40%- \$96,000) (LCFF 60%-\$165,600)	3 Instructional Coaches (Title 1 40%- \$97,900) (LCFF 60%-\$168,900)	3 Instructional Coaches (Title 1 40%- \$99,900) (LCFF 60%-\$172,300)
	Implementation of State Standards				PLC Certificated Salaries (Title I 50%- \$126,100) (LCFF 50%- \$126,100)	PLC Certificated Salaries (Title 1 50%- \$130,150) (LCFF 50%- \$128,600)	PLC Certificated Salaries (Title 1 50%- \$132,750) (LCFF 50%- \$131,200)
Course Access				Conferences/Training (Title II- \$50,000)	Conferences/Training (Title II- \$50,000)	Conferences/Training (Title II- \$50,000)	
		Provide an improved data and assessment system (Illuminate DnA) for district, school, and teacher use	LEA wide		Contract for Services Illuminate DnA (LCFF- \$11,000)	Contract for Services Illuminate DnA (LCFF- \$11,000)	Contract for Services Illuminate DnA (LCFF- \$11,000)

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Provide a physically and emotionally safe learning environment that engages students	Student Engagement	Develop and implement a robust and cohesive student support and progressive discipline plan	LEA-wide	N/A	Establish and/or revise bullying awareness, curriculum, and response protocols (In-House/No Cost)	Revise bullying awareness, curriculum, and response protocols as needed (In-House/No Cost)	Revise bullying awareness, curriculum, and response protocols as needed (In-House/No Cost)
	School Climate		Middle School		Contract for Services Interquest K-9 Detection Services at middle school (TUPE-\$1,200)	Contract for Services Interquest Detection Services at middle school (TUPE-\$1,200)	Contract for Services Interquest Detection Services at middle school (TUPE-\$1,200)
	Basic Services	Develop engaging courses based on student interest and College and Career Readiness				Increase services to students by moving from Health Clerks to LVN's (LCFF \$78,800)	Increase services to students by moving from Health Clerks to LVN's (LCFF \$80,400)
					Develop and implement a robust and engaging elective program that prepares for students for College and Career (LCFF \$100,000) <i>-see appendix 1</i>	Continue to develop a robust and engaging elective program that prepares for students for College and Career (LCFF- \$50,000)	Continue to develop a robust and engaging elective program that prepares for students for College and Career (LCFF- \$50,000)

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2, Con't: Provide a physically and emotionally safe learning environment that engages students	Student Engagement	Increase in services to facilities maintenance	LEA wide	N/A	Increase services in custodial support (Base/GF- \$64,000)	Maintain services in custodial support (Base/GF- \$65,280)	Maintain services in custodial support (Base/GF- \$66,500)
	School Climate	Develop and implement co-curricular and/or extra-curricular opportunities for students	LEA wide		Increase services in maintenance and operations (Base/GF- \$34,000)	Maintain services in maintenance and operations (Base/GF- \$34,700)	Maintain services in maintenance and operations (Base/GF- \$35,400)
	Basic Services				Elementary music teacher and classes for students (Cost calculated in PLC Model)	Development of co-curricular opportunities at the elementary level (LCFF \$50,000)	Development of co-curricular opportunities at the elementary level (LCFF \$50,000)
					Develop and implement an after school athletics program at the middle school (LCFF \$20,000)	Develop and implement an after school athletics program at the middle school (LCFF \$20,000)	Develop and implement an after school athletics program at the middle school (LCFF \$20,000)
		Develop systems that encourage student participation in academic competitions and community sponsored academic events (LCFF \$5,000)	Increase student participation in academic competitions and community sponsored academic events (LCFF \$5,000)	Increase student participation in academic competitions and community sponsored academic events (LCFF \$5,000)			
		Develop and implement a plan for facilities improvements	LEA wide	Facilities Improvements Plan being developed (Facilities- \$5.3 million over 3 years)	Facilities Improvements Plan being developed (Facilities- \$5.3 million over 3 years)	Facilities Improvements Plan being developed (Facilities- \$5.3million over 3 years)	

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 3: Bring to scale successful the stakeholder engagement strategies used by sites across the district</p>	Parent Engagement	Develop systems that enable parent engagement and outreach through the use of technology	LEA wide	N/A	<p>Provide a “Parent Portal” through the use of our new student information system that enables parent access to grades, attendance, etc... (Cost included with Student Information System)</p> <p>Bring to scale the use of social media by our school sites to communicate with our communities ((In-House/No Cost)</p> <p>Establish minimum expectations for website appearance, information and messaging (In-House/No Cost)</p> <p>Maintain the ability to send auto-dialer messages to parents homes via phone and email (LCFF- \$10,000)</p>	<p>Develop systems and messaging to increase parent use of Parent Portal (In-House/No Cost)</p> <p>Refine and continue to engage our stakeholders through the use of social media (In-House/No Cost)</p> <p>Refine websites as a meaningful resource for information to our stakeholders (In-House/No Cost)</p> <p>Increase communication capabilities to include text messaging to our parents (Illuminate). (LCFF\$10,000)</p>	<p>Develop systems and messaging to increase parent use of Parent Portal (In-House/No Cost)</p> <p>Refine and continue to engage our stakeholders through the use of social media (In-House/No Cost)</p> <p>Refine websites as a meaningful resource for information to our stakeholders (In-House/No Cost)</p> <p>Maintain communication capabilities to include text messaging to our parents (Illuminate). (LCFF \$10,000)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3, Con't: Bring to scale successful the stakeholder engagement strategies used by sites across the district	Parent Engagement	Provide opportunities for parent participation and engagement on our school sites	LEA-wide	N/A	Develop a minimum standard of parent information groups / meetings across all schools (No Cost) Develop/implement after school family activities (Title I- \$10,000) LCFF- \$15,000) Implement parent recognition ceremony for volunteer hours (Title I- \$2,000) (LCFF - \$3,000)	Provide parent support classes through the use of Parent Institute for Quality Education (PIQE) Title I- \$10,000 (LCFF- \$15,000) Maintain/implement after school family activities (Title I- \$10,000) LCFF- \$15,000) Implement parent recognition ceremony for volunteer hours (Title I- \$2,000) (LCFF - \$3,000)	Maintain parent support classes through the use of Parent Institute for Quality Education (PIQE) Title I- \$10,000 (LCFF- \$15,000) Maintain/implement after school family activities (Title I- \$10,000) LCFF- \$15,000) Implement parent recognition ceremony for volunteer hours (Title I- \$2,000) (LCFF - \$3,000)

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

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1: Increase percentage of students making progress toward or achieving at grade level</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p>	<p>Low income pupils: Develop and implement a robust early literacy program for K-5 at risk students</p> <p>Increase instructional support to meet the needs of at risk students</p>	<p>All Elementary Schools</p> <p>LEA wide</p>	<p>N/A</p>	<p>Passport Reading Intervention Materials- (LCFF- \$46,000)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF \$160,000) <i>-see appendix 2</i></p> <p>Increase sections of AVID at Middle School Level (LCFF- \$100,000)</p> <p>Explore AVID Elementary at elementary level (No Cost)</p> <p>Increase number of Technology / Library Technicians at schools- (LCFF- \$93,500)</p>	<p>Passport Reading Intervention Materials (LCFF- \$30,000)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF \$160,000)</p> <p>Maintain sections of AVID at Middle School (LCFF- \$100,000)</p> <p>Implement AVID Elementary at select schools (LCFF- \$10,000)</p> <p>Maintain number of Technology / Library Technicians at schools- (LCFF - \$95,370)</p>	<p>Passport Reading Intervention Materials (LCFF- \$30,000)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF \$160,000)</p> <p>Maintain sections of AVID at Middle School (LCFF- \$100,000)</p> <p>Implement AVID Elementary at remaining schools (LCFF- \$10,000)</p> <p>Maintain number of Technology / Library Technicians at schools- (LCFF - \$97,300)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1, Con't: Increase percentage of students making progress toward or achieving at grade level</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p>	<p>Low income pupils: Increase instructional support to meet the needs of at risk students- con't</p>	<p>LEA wide</p>	<p>N/A</p>	<p>K-3 Grade Span Adjustment (Grade Span Adjustment-\$831,419)</p> <p>Addition of two Assistant Principals (Base/GF- \$215,000)</p>	<p>K-3 Grade Span Adjustment (Grade Span Adjustment \$841,443)</p> <p>Maintain two Assistant Principals (Base/GF - \$219,300)</p>	<p>K-3 Grade Span Adjustment (Grade Span Adjustment \$845,526)</p> <p>Maintain two Assistant Principals (Base/GF - \$223,700)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2: Provide a physically and emotionally safe learning environment that engages students</p>	<p>Student Engagement School Climate Basic Services</p>	<p>Low income pupils: Close the “Digital Divide” by providing increased access to information and resources through the use of technology to meet the demands of CCSS and develop 21st century skills in at risk students.</p>	<p>LEA wide</p>	<p>N/A</p>	<p>Technology Infrastructure Upgrades (LCFF- 26,000) (Microsoft- \$69,000) (QZAB- \$65,000) (C.C.- \$14,700) (Facilities- \$49,800)</p> <p>Implement a classroom technology standard across district (LCFF- \$37, 800) (C.C.- \$30,350) (Facilities- \$126,952)</p> <p>Implement a 1:1 device initiative at the middle school level (QZAB- \$180,000) (C.C. - \$195,200)</p> <p>Implement a 3:1 device ratio at the elementary level (LCFF- \$252,200) (Base/GF- \$151,000)</p>	<p>Implement a classroom technology standard across district (LCFF- \$184,000)</p> <p>Student device replacement (LCFF- \$60,000)</p>	<p>Implement a classroom technology standard across district (Base/GF- \$202,400)</p> <p>Student device replacement (LCFF- \$60,000)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2, Con't: Provide a physically and emotionally safe learning environment that engages students</p>	<p>Student Engagement School Climate Basic Services</p>	<p>Low income pupils: Close the “Digital Divide” by providing increased access to information and resources through the use of technology to meet the demands of CCSS and develop 21st century skills in at risk students- con't</p>	<p>LEA wide</p>	<p>N/A</p>	<p>Annual technology allocation for proper support and maintenance of instructional technology and infrastructure (LCFF- \$350,000)</p>	<p>Annual technology allocation for proper support and maintenance of instructional technology and infrastructure (LCFF- \$350,000)</p>	<p>Annual technology allocation for proper support and maintenance of instructional technology and infrastructure (LCFF- \$350,000)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2, Con't: Provide a physically and emotionally safe learning environment that engages students</p>	<p>Student Engagement</p> <p>School Climate</p> <p>Basic Services</p>	<p>Low income pupils: Develop and implement a robust, culturally responsive student support and progressive discipline plan</p>	<p>LEA wide</p>	<p>N/A</p>	<p>PBIS Intervention Staff (LCFF- \$189,600)</p> <p>PBIS Site Level Implementation Plan and staff training (In-House/No Cost)</p> <p>Align progressive discipline matrix with Positive Behavior Intervention Supports strategies (In-House/No Cost)</p>	<p>PBIS Intervention Staff (LCFF- \$193,400)</p> <p>PBIS Site Level Implementation Plan and staff training (In-House/No Cost)</p> <p>Monitor and adjust discipline matrix with Positive Behavior Intervention Supports strategies (In-House/No Cost)</p>	<p>PBIS Intervention Staff (LCFF- \$197,300)</p> <p>PBIS Site Level Implementation Plan and staff training (In-House/No Cost)</p> <p>Monitor and adjust discipline matrix with Positive Behavior Intervention Supports strategies (In-House/No Cost)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1: Increase percentage of students making progress toward or achieving at grade level</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p>	<p>English Learners: Increase instructional support to meet the needs of at risk students</p>	<p>LEA wide</p>	<p>N/A</p>	<p>Passport Reading Intervention Materials- (LCFF- Cost contained in Low Income Section)</p> <p>Increase sections of AVID at Middle School Level (LCFF- Cost contained in Low Income Section)</p> <p>Explore AVID Elementary for implementation at elementary level (No Cost)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF- Cost contained in Low Income Section)</p>	<p>Passport Reading Intervention Materials (LCFF- Cost contained in Low Income Section)</p> <p>Maintain sections of AVID at Middle School (LCFF- Cost contained in Low Income Section)</p> <p>Implement AVID Elementary at select schools (LCFF- Cost contained in Low Income Section)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF- Cost contained in Low Income Section)</p>	<p>Passport Reading Intervention Materials (LCFF- Cost contained in Low Income Section)</p> <p>Maintain sections of AVID at Middle School (LCFF- Cost contained in Low Income Section)</p> <p>Implement AVID Elementary at remaining schools (LCFF- Cost contained in Low Income Section)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF- Cost contained in Low Income Section)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1, Con't: Increase percentage of students making progress toward or achieving at grade level</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p>	<p>English Learners: Increase instructional support to meet the needs of at risk students- con't</p>	<p>LEA wide</p>	<p>N/A</p>	<p>Increase number of Technology / Library Technicians at schools- (LCFF- Cost contained in Low Income Section)</p> <p>K-3 Grade Span Adjustment (Cost contained in Low Income Section)</p> <p>Addition of two Assistant Principals (Cost contained in Low Income Section)</p>	<p>Maintain number of Technology / Library Technicians at schools- (LCFF- Cost contained in Low Income Section)</p> <p>K-3 Grade Span Adjustment (Cost contained in Low Income Section)</p> <p>Maintain two Assistant Principals (Cost contained in Low Income Section)</p>	<p>Maintain number of Technology / Library Technicians at schools- (LCFF- Cost contained in Low Income Section)</p> <p>K-3 Grade Span Adjustment (Cost contained in Low Income Section)</p> <p>Maintain two Assistant Principals (Cost contained in Low Income Section)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1, Con't: Increase percentage of students making progress toward or achieving at grade level</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Basic Services</p> <p>Implementati on of State Standards</p> <p>Course Access</p>	<p>English Learners: Increase instructional support to meet the needs of at risk students-con't</p>	<p>LEA wide</p>	<p>N/A</p>	<p>English Language Development Standards Training (In House Instructional Coaches)</p> <p>Training for teachers of English Learners (In House Instructional Coaches)</p> <p>Increase services to English Learners through EL Summer Institute (Title III- \$20,000)</p> <p>Bilingual Classroom Aids (Title I- \$64,000) (LCFF-\$24,000)</p> <p>End of Year EL Redesignation Assembly (LCFF- \$2,000)</p> <p>CCSS English Language Development Materials (LCFF- \$125,000)</p>	<p>English Language Development Standards Training (In House Instructional Coaches)</p> <p>Training for teachers of English Learners (In House Instructional Coaches)</p> <p>Maintain services to English Learners through EL Summer Institute (Title III 50%- \$20,000)</p> <p>Bilingual Classroom Aids (Title I- \$65,300) (LCFF-\$24,900)</p> <p>End of Year EL Redesignation Assembly (LCFF- \$2,000)</p> <p>CCSS English Language Development Materials (LCFF- \$25,000)</p>	<p>English Language Development Standards Training (In House Instructional Coaches)</p> <p>Training for teachers of English Learners (In House Instructional Coaches)</p> <p>Maintain services to English Learners through EL Summer Institute (Title III 50%- \$20,000)</p> <p>Bilingual Classroom Aids (Title I- \$66,600) (LCFF-\$25,400)</p> <p>End of Year EL Redesignation Assembly (LCFF- \$2,000)</p> <p>CCSS English Language Development Materials (LCFF- \$25,000)</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2: Provide a physically and emotionally safe learning environment that engages students</p>	<p>Student Engagement</p> <p>School Climate</p> <p>Basic Services</p>	<p>English Learners: Close the “Digital Divide” by providing increased access to information and resources through the use of technology to meet the demands of CCSS and develop 21st century skills.</p>	<p>LEA wide</p>	<p>N/A</p>	<p>Technology Infrastructure Upgrades (LCFF- Cost contained in Low Income Section)</p> <p>Implement a classroom technology standard across district (LCFF- Cost contained in Low Income Section)</p> <p>Implement a 1:1 device initiative at the middle school level (LCFF- Cost contained in Low Income Section)</p> <p>Implement a 3:1 device ratio at the elementary level (LCFF- Cost contained in Low Income Section)</p> <p>Annual technology allocation for proper support and maintenance of instructional technology and infrastructure (LCFF- Cost contained in Low Income Section)</p>	<p>Implement a classroom technology standard across district (LCFF- Cost contained in Low Income Section)</p> <p>Student device replacement (LCFF- Cost contained in Low Income Section)</p> <p>Annual technology allocation for proper support and maintenance of instructional technology and infrastructure (LCFF- Cost contained in Low Income Section)</p>	<p>Implement a classroom technology standard across district (LCFF- Cost contained in Low Income Section)</p> <p>Student device replacement (LCFF- Cost contained in Low Income Section)</p> <p>Annual technology allocation for proper support and maintenance of instructional technology and infrastructure (LCFF- Cost contained in Low Income Section)</p>

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2, Con't: Provide a physically and emotionally safe learning environment that engages students</p>	<p>Student Engagement</p> <p>School Climate</p> <p>Basic Services</p>	<p>English Learners: Develop and implement a robust, culturally responsive student support and progressive discipline plan</p>	<p>LEA wide</p>	<p>N/A</p>	<p>PBIS Intervention Staff (LCFF- Cost contained in Low Income Section)</p> <p>PBIS Site Level Implementation Plan and staff training (In-House/No Cost)</p> <p>Align progressive discipline matrix with Positive Behavior Intervention Supports strategies (In-House/No Cost)</p>	<p>PBIS Intervention Staff (LCFF- Cost contained in Low Income Section)</p> <p>PBIS Site Level Implementation Plan and staff training (In-House/No Cost)</p> <p>Monitor and adjust discipline matrix with Positive Behavior Intervention Supports strategies (In-House/No Cost)</p>	<p>PBIS Intervention Staff (LCFF- Cost contained in Low Income Section)</p> <p>PBIS Site Level Implementation Plan and staff training (In-House/No Cost)</p> <p>Monitor and adjust discipline matrix with Positive Behavior Intervention Supports strategies (In-House/No Cost)</p>

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<p>Goal 1: Increase percentage of students making progress toward or achieving at grade level</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p>	<p>Redesignated Fluent English Proficient: Develop and implement a robust early literacy program for K-5 at risk students</p> <p>Increase instructional support to meet the needs of at risk students</p>	<p>LEA wide</p>	<p>N/A</p>	<p>Passport Reading Intervention Materials- (LCFF- Cost contained in Low Income Section)</p> <p>Increase sections of AVID at Middle School Level (LCFF- Cost contained in Low Income Section)</p> <p>Explore AVID Elementary for implementation at elementary level (No Cost)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF- Cost contained in Low Income Section)</p>	<p>Passport Reading Intervention Materials (LCFF- Cost contained in Low Income Section)</p> <p>Maintain sections of AVID at Middle School (LCFF- Cost contained in Low Income Section)</p> <p>Implement AVID Elementary at select schools (LCFF- Cost contained in Low Income Section)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF- Cost contained in Low Income Section)</p>	<p>Passport Reading Intervention Materials (LCFF- Cost contained in Low Income Section)</p> <p>Maintain sections of AVID at Middle School (LCFF- Cost contained in Low Income Section)</p> <p>Implement AVID Elementary at select schools (LCFF- Cost contained in Low Income Section)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF- Cost contained in Low Income Section)</p>

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					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2: Provide a physically and emotionally safe learning environment that engages students</p>	<p>Student Engagement</p> <p>School Climate</p> <p>Basic Services</p>	<p>Redesignated Fluent English Proficient: Close the “Digital Divide” by providing increased access to information and resources through the use of technology to meet the demands of CCSS and develop 21st century skills.</p>	<p>LEA wide</p>	<p>N/A</p>	<p>Technology Infrastructure Upgrades (LCFF- Cost contained in Low Income Section)</p> <p>Implement a classroom technology standard across district (LCFF- Cost contained in Low Income Section)</p> <p>Implement a 1:1 device initiative at the middle school level (LCFF- Cost contained in Low Income Section)</p> <p>Implement a 3:1 device ratio at the elementary level (LCFF- Cost contained in Low Income Section)</p> <p>Annual technology allocation for proper support and maintenance of instructional technology and infrastructure (LCFF- Cost contained in Low Income Section)</p>	<p>Implement a classroom technology standard across district (LCFF- Cost contained in Low Income Section)</p> <p>Student device replacement (LCFF- Cost contained in Low Income Section)</p> <p>Annual technology allocation for proper support and maintenance of instructional technology and infrastructure (LCFF- Cost contained in Low Income Section)</p>	<p>Implement a classroom technology standard across district (LCFF- Cost contained in Low Income Section)</p> <p>Student device replacement (LCFF- Cost contained in Low Income Section)</p> <p>Annual technology allocation for proper support and maintenance of instructional technology and infrastructure (LCFF- Cost contained in Low Income Section)</p>

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<p>Goal 1: Increase percentage of students making progress toward or achieving at grade level</p>	<p>Student Achievement</p> <p>Other Student Outcomes</p> <p>Basic Services</p> <p>Implementation of State Standards</p> <p>Course Access</p>	<p>Foster Youth: Develop and implement a robust early literacy program for K-5 at risk students</p> <p>Increase instructional support to meet the needs of at risk students</p>	LEA wide	N/A	<p>Passport Reading Intervention Materials (LCFF- Cost contained in Low Income Section)</p> <p>Maintain sections of AVID at Middle School (LCFF- Cost contained in Low Income Section)</p> <p>Implement AVID Elementary at select schools (LCFF- Cost contained in Low Income Section)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF- Cost contained in Low Income Section)</p>	<p>Passport Reading Intervention Materials (LCFF- Cost contained in Low Income Section)</p> <p>Maintain sections of AVID at Middle School (LCFF- Cost contained in Low Income Section)</p> <p>Implement AVID Elementary at select schools (LCFF- Cost contained in Low Income Section)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF- Cost contained in Low Income Section)</p>	<p>Passport Reading Intervention Materials (LCFF- Cost contained in Low Income Section)</p> <p>Maintain sections of AVID at Middle School (LCFF- Cost contained in Low Income Section)</p> <p>Implement AVID Elementary at select schools (LCFF- Cost contained in Low Income Section)</p> <p><u>Contracts for Services</u> Diagnostic and intervention web based programs designed to meet the individual learning needs of students. (LCFF- Cost contained in Low Income Section)</p>

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<p>Goal 2, Con't: Provide a physically and emotionally safe learning environment that engages students</p>	<p>Student Engagement</p> <p>School Climate</p> <p>Basic Services</p>	<p>Foster Youth: Develop and implement a robust, culturally responsive student support and progressive discipline plan</p>	<p>LEA wide</p>	<p>N/A</p>	<p>Monthly meetings with PBIS Intervention Staff (LCFF- Cost contained in Low Income Section)</p> <p>PBIS Site Level Implementation Plan and staff training (In-House/No Cost)</p> <p>Align progressive discipline matrix with Positive Behavior Intervention Supports strategies (In-House/No Cost)</p>	<p>Monthly meetings with PBIS Intervention Staff (LCFF- Cost contained in Low Income Section)</p> <p>PBIS Site Level Implementation Plan and staff training (In-House/No Cost)</p> <p>Monitor and adjust discipline matrix with Positive Behavior Intervention Supports strategies (In-House/No Cost)</p>	<p>Monthly meetings with PBIS Intervention Staff (LCFF- Cost contained in Low Income Section)</p> <p>PBIS Site Level Implementation Plan and staff training (In-House/No Cost)</p> <p>Monitor and adjust discipline matrix with Positive Behavior Intervention Supports strategies (In-House/No Cost)</p>

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Romoland School District estimates that we will receive \$2,143,467.00 in supplemental and concentration grant funds for the 2014-15 year. The funding will be used for services such as: implementation of Common Core Standards through Units of Study development and implementation, providing instructional coaches that will aid teachers in infusing technology into their daily lessons and in making the instructional shifts necessary with CCSS, providing increased identification, intervention and support services for at risk students, increasing access to technology and closing the "digital divide" for underserved populations of students, providing instructional materials to meet the individual needs of at risk students, and providing collaboration time for teachers to analyze student performance data, target at risk students, and develop research based instructional practices to meet the demands of CCSS.

Our district has an estimated unduplicated student count of 73.18%. Due to the high percentage of low income and English Learner students, services will be provided district wide to meet the needs of students across our entire district.

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

All supplemental and concentration grant LCAP funding was intended to increase or improve services to support low income students, English Learner students, redesignated fluent English proficient students, and Foster Youth. The required minimum proportionality percentage of increased services is 10.19% to these populations of students. Romoland School District has met the proportionality requirement with the addition or increased services in the following areas: providing early literacy intervention materials and supports for at-risk students, bridging the “digital divide” and increasing access to technology for underserved populations of students, providing new English Language Development materials that are aligned to CCSS, additional support through the increase of PBIS intervention staff, providing a broader range of elective offerings to increase student engagement, increasing AVID sections to prepare students for College and Career.

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

1-03-14 [California Department of Education]

Appendix 1 (Elective Program):

- STEM- Automation & Robotics
- STEM- Design & Modeling
- Dance
- Middle School Music
- Elementary Music
- Drama
- Foreign Language (Spanish)
- AVID

Appendix 2 (Web Based Supports/Interventions):

- Splash TK Curriculum
- Educational Software for Guiding Instruction (ESGI) TK & Kindergarten
- DIBELS Next (K-5)
- Ticket to Read
- VMath
- Accelerated Reader
- Moby Max
- Write to Learn (4-8)
- Newsela (4-8)
- Learn 360 (K-8)
- Key Data Services
- Scholastic News
- OLSAT- GATE
- Naglieri- GATE