

LEA: BELMONT-REDWOODSHORES SCHOOL DISTRICT Contact: MICHAEL MILLIKEN, SUPERINTENDENT, mmilliken@brssd.org, 650-637-4800

LCAP Year: 2015-2016

Introduction:

Belmont-Redwood Shores is a high-achieving school district educating a diversity of students on the San Francisco peninsula. We serve approximately 4,000 students in seven schools, grades K-8. Since 2005, our enrollment has grown 70%, requiring ongoing facilities expansion and contributing to our switch from basic aid to state funding using the Local Control Funding Formula. We are excited about the new California State Standards in English Language Arts and Math, and we have invested in training and new curricular materials to support the transition. In reviewing our program, we have determined that our district does not need LCAP goals or actions specific to State Priority 8, Other Pupil Outcomes. We have a robust physical education program, as well as programs for health, wellness, and the arts. We are committed to continuous improvement, and our recent strategic plan directs our organization to (1) instill a mindset for learning, (2) create a collaborative culture of learning, (3) sustain a learning environment that promotes a capacity for innovation, and (4) foster responsible global citizenship. We are committed to serving every student in our district so that they can learn in a respectful setting, access the curriculum, grow and be challenged, and successfully prepare for high school, college, and career.

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>We began taking input on our District’s improvement efforts in October 2014, as our District embarked on a strategic planning process. Throughout the school year, our strategic planning efforts have informed our LCAP planning and vice versa. We have made a deliberate effort to ensure that the LCAP target populations (students eligible for free and reduced meals, English Learners, and foster youth) were well represented in the LCAP engagement process. Below is a list of the formal meetings in which we involved our stakeholders in the planning process.</p> <p>October 2014 Met twice w/ the District Strategic Planning Committee</p>	<p>Based upon the input from our Parent Advisory Committee, we enhanced our action plans for Goal 3, which is specific to English Learners (EL). For example, our action plans include supporting our teaching staff on English Language Development (ELD) instruction (designated ELD and integrated ELD). Teachers will understand the learning needs of students who have been reclassified and monitor their success as English Learners. Maximize our use of the California English Language Development Test (CELDT) data. What are the teaching implications from the data? What do we need to do to support our ELs to master English?</p>

<p>February 25, 2015 Met with Parent Advisory Committee Feb 15- March 23 Solicited input on Strategic Plan and LCAP from all school staffs, Site Councils, and PTAs March 24, 2015 Met with District Strategic Planning Committee March 26, 2015 Met with Parent Advisory Committee March 26, 2015 Consulted with Local Teacher Bargaining Unit March 31, 2015, Solicited input from Student Representatives April 2, 2015 Board discussion of LCAP April 7, 2015 Collected input from Student Representatives April 30, 2015 Board discussion of LCAP TBD Consult with Local Classified Bargaining Unit June 10, 2015 Public Hearing June 25, 2015 Board Approval</p>	<p>Our broader input from parents across the school sites emphasized differentiation and Science, Technology, Engineering, and Math (STEM) education. That emphasis on differentiation has had a strong influence on our selection of curricular materials, looking at potential materials with an eye towards serving a diversity of learners. Also, we're investing in online resources to help teachers better differentiate for individual learners. We have also added an initiative to improve our assessment tools, which is important to support differentiation.</p> <p>As for STEM, we broadened our Math goal from last year to include science and included more detail on our transition to the Next Generation Science Standards over the next three years. Also, we plan to introduce technology standards (e.g., listed under Goal 1, Year 1) so that we have shared technology expectations across schools and grade levels.</p> <p>Our teacher's union, Belmont-Redwood School Faculty Association (BRSFA), provided overall input to the LCAP. One consideration is making parent education programs available to our parent community and ensuring that communication to staff is well established. As teachers engage in the changes in common core, teachers want to make available important resources to parents so that they have a better understanding of the changes in our education practices and programs.</p>
<p>Annual Update: During the meetings listed above, we reviewed our existing 2014-15 LCAP and considered changes and additions for the 2015-18 LCAP.</p> <p>In particular, the Parent Advisory Committee did the following:</p> <ul style="list-style-type: none"> • Reviewed 2014-2015 LCAP • Received a progress report, including metrics • Provided input for 2015-2018 LCAP 	<p>Annual Update: Based upon our stakeholder input and Parent Advisory Committee review, we have consolidated Goals 1 and 2 from the 2014-15 LCAP and included them in a broader English Language Arts goal for the 2015-18 LCAP. Upon reflection, these goals were better positioned as actions under a literacy goal.</p> <p>Additionally, we removed goals that were accomplished, such as revising our K-5 report cards to align with the Common Core State Standards.</p> <p>Stakeholder meetings also emphasized STEM education efforts, so we broadened the math goal to include science.</p> <p>Last, this review process identified deficiencies in our goals for English Learners. Through our annual update process, we have added performance metrics for our English Learners both with regard to their academic growth and reclassification rates.</p>

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. 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 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 school sites 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 school sites 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).

Actions/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 school sites 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 school sites 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 school sites?
- 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 school sites, 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:	Improve literacy curriculum and instruction to promote proficiency for all target students	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Identified Need :	We expect all students to make at least one grade level of progress over the course of the year, and we expect all students to achieve grade level proficiency. This requires a high quality literacy program with skillful instructional staff that understands the Common Core State Standards (CCSS) and instructional materials that facilitate differentiation for a diverse student population. Our students need consistent and on-going measurement of student performance in reading and writing.
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Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	Target Students: Low Income pupils, English Learners, Foster Youth, Re-designated fluent English proficient
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP): Using a 2% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). In addition, we will set a goal a 3% growth for our English Language Learners in order to close the achievement gap.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development (PD) in ELA and Literacy <ol style="list-style-type: none"> 1. Continue and develop Teacher Leaders' ELA/Literacy CCSS knowledge and PD delivery strategies and with a lens on enhancing the learning of English Language Learners 2. Partner with SMCOE to design ELA/Literacy CCSS PD and train teacher leaders 3. Offer Reader's & Writers Workshop Professional Development week-long Institute during Summer 2015 <ol style="list-style-type: none"> a. Week long summer institute in partnership with neighboring school districts b. Ongoing site based implementation support 4. Implement grade level collaboration structure with funding plan 5. Provide professional development on pre-referral intervention and tier system support for academics and behavior 6. Provide researched based training to all Reading Specialists to ensure the quality of intervention support for students (i.e.; Leveled Literacy 	All Schools	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Supplemental Funds \$55,000 General Funds \$100,000

Intervention)			
<p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. Fountas and Pinnell Level Literacy Intervention (including Special Education program) 2. Purchase Leveled Library books for implementation of reader's workshop 3. Purchase online supplemental materials (e.g. Reading A-Z, Raz Kids) 4. Implementation and Data analysis 5. Research Reading Assessment for Middle School 6. Continue and refined district-wide writing assessment process 	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>Supplemental Funds \$82,000</p> <p>General Funds \$50,000</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Professional Development on Fountas and Pinnell Reading Assessment Implementation and Data analysis 2. Research Reading Assessment for Middle School 3. Continue and refined district-wide writing assessment process 4. Adopt student data management system that will meet the needs of the district's student population and that is staff friendly 5. Investigate the use of Illuminate as formative assessment tool 	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>Supplemental Funds \$35,000</p> <p>General Funds \$30,000</p>
<p>Technology</p> <ol style="list-style-type: none"> 1. Continue Teacher Technology Specialist(s) at each school <ol style="list-style-type: none"> a. Establish a Technology Integration focus with staff and at school level 2. Introduce technology standards 3. Purchase a Chromebooks 	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><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>General Funds \$50,000</p>

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP): Using a 2% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). In addition, we will set a goal a 3% growth for our English Language Learners in order to close the achievement gap.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Professional Development (PD) in ELA and Literacy</p> <ol style="list-style-type: none"> 1. Continue and develop Teacher Leaders' ELA/Literacy CCSS knowledge and PD delivery strategies and with a lens on enhancing the learning of English Language Learners 2. Partner with SMCOE to design ELA/Literacy CCSS PD and train teacher leaders 3. Offer Reader's & Writers Workshop Professional Development week-long Institute during Summer 2016 <ol style="list-style-type: none"> a. Week long summer institute in partnership with neighboring school districts b. Ongoing site based implementation support 4. Implement grade level collaboration structure with funding plan 5. Provide professional development on pre-referral intervention and tier system support for academics and behavior 6. Provide researched based training to all Reading Specialists to ensure the quality of intervention support for students (i.e.; Leveled Literacy Intervention) 7. Staff training on SBAC (CAASPP) 		<p>OR: <input checked="" type="checkbox"/>_x_Low Income pupils <input checked="" type="checkbox"/>_x_English Learners <input checked="" type="checkbox"/>_x_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Supplemental Funds \$75,000</p> <p>General Funds \$100,000</p>
<p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. Purchase Lucy Calkins' Reader's Workshop curriculum (including Special Education program) 2. Purchase Leveled Library books for implementation of reader's workshop 3. Purchase online supplemental materials (e.g. Reading A-Z, Raz Kids) 	All Schools	<p><input type="checkbox"/>_ALL</p> <p>OR: <input checked="" type="checkbox"/>_x_Low Income pupils <input checked="" type="checkbox"/>_x_English Learners <input checked="" type="checkbox"/>_x_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Supplemental Funds \$32,000</p> <p>General Funds \$50,000</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Professional Development on Fountas and Pinnell Reading Assessment Implementation and Data analysis 2. Research Reading Assessment for Middle School 3. Continue and refined district-wide writing assessment process 4. Adopt data management system that will meet the needs of the district's student population and that is staff friendly. 	All Schools	<p><input type="checkbox"/>_ALL</p> <p>OR: <input checked="" type="checkbox"/>_x_Low Income pupils <input checked="" type="checkbox"/>_x_English Learners <input checked="" type="checkbox"/>_x_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Supplemental Funds \$10,000</p> <p>General Funds \$30,000</p>

<p>Technology</p> <ol style="list-style-type: none"> 1. Continue Teacher Technology Specialist(s) at each school <ol style="list-style-type: none"> a. Establish a Technology Integration focus with staff and at school level 2. Introduce technology standards 3. Purchase a Chrome Cart for each school 	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	General Funds \$50,000
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP): Using a 2% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). In addition, we will set a goal a 3% growth for our English Language Learners in order to close the achievement gap.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development in ELA and Literacy Develop Teacher Leaders' ELA CCSS knowledge and PD delivery strategies</p> <ol style="list-style-type: none"> 1. Partner with SMCOE to design ELA CCSS PD and train teacher leaders and with a lens on enhancing the learning of English Language Learners 2. Support Reader's & Writers Workshop curricular initiative <ol style="list-style-type: none"> a. Ongoing site based implementation support b. Teacher survey c. Learning Walks 3. Implement Grade level collaboration structure with funding plan 4. Provide professional development on pre-referral intervention and tier system support for academics and behavior 5. Provide researched based training to all Reading Specialists to ensure the quality of intervention support for students (i.e.; Lindamood Bell) 6. Begin exploring Project Based Learning (PBL) opportunities to provide students opportunity to collaborate and innovate through a growth mindset 	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Supplemental Funds \$88,388</p> <p>General Funds \$100,000</p>
Curriculum and Instruction	All Schools	<input type="checkbox"/> ALL	Supplemental Funds

<ol style="list-style-type: none"> 1. Purchase Lucy Calkins' Reader's Workshop curriculum (including Special Education program) 2. Purchase Leveled Library books for implementation of reader's workshop 3. Purchase online supplemental materials (e.g. Reading A-Z, Raz Kids) 		<p>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>\$22,000 General Funds \$50,000</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Professional Development on Fountas and Pinnell Reading Assessment Implementation and Data analysis 2. Research Reading Assessment for Middle School 3. Continue and refined district-wide writing assessment process 4. Adopt data management system that will meet the needs of the district's student population and that is staff friendly. 	All Schools	<p>__ALL</p> <p>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>Supplemental Funds \$10,000 General Funds \$30,000</p>
<p>Technology</p> <ol style="list-style-type: none"> 1. Continue Teacher Technology Specialist(s) at each school <ol style="list-style-type: none"> a. Establish a Technology Integration focus with staff and at school level 2. Introduce technology standards 3. Purchase a Chrome Cart for each school 	All Schools	<p>__ALL</p> <p>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>General Funds \$50,000</p>

GOAL 2:	Improve the Math and Science program to increase all target students' proficiency	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
Identified Need :		
Goal Applies to:	Schools: All Students	Applicable Pupil Subgroups: Target Students: Low Income pupils, English Learners, Foster Youth, Re-designated fluent English proficient
LCAP Year 1: 2015-2016		
Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP): Using a 2% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). In addition, we will set a goal a 3% growth for our English Language Learners in order to close the achievement gap.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development in Math</p> <ol style="list-style-type: none"> 1. Continue and develop Teacher Leaders' Math CCSS knowledge and PD delivery strategies 2. Partner with SMCOE to design Math CCSS PD and train teacher leaders and with a lens on enhancing the learning of English Language Learners 3. Offer SVMI Institute Professional Development week-long Institute during Summer 2015 <ol style="list-style-type: none"> a. Week long summer institute b. Ongoing site based implementation support and networking meetings 4. Implement Grade level collaboration structure with funding plan 5. New Math Adoption publisher's training All Schools 6. Provide professional development on pre-referral intervention and tier system support for academics and behavior <p>Professional Development in Science</p> <ol style="list-style-type: none"> 1. Develop a study team of science teachers and specialists to begin exploring the Next Generation Science Standards (NGSS) 2. Partner with SMCOE to design NGSS PD and train science teacher leaders for 2016-2017 roll out 	All Schools	<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><i>General Funds</i> \$100,000</p>
<p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. Purchase district wide math adoption materials determined by the BRSSD school board with the recommendation from the Math Text Book Adoption Committee 2. Supplemental Math Materials 3. Math Online Programs- <ol style="list-style-type: none"> a. Manga High Math-Ralston b. Moby Max Math-Gr.3-5 c. IXL Math-Gr. K-2 4. Research changes made to FOSS Science and it's alignment to NGSS 	All Schools	<p><input type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>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><i>General Funds</i> \$50,000</p> <p><i>Supplemental Funds</i> \$25,000</p>
Assessment	All Schools	<input type="checkbox"/> ALL	Assessment

<ol style="list-style-type: none"> 1. Continue MARS assessments with data analysis process 2. Adopt data management system that will meet the needs of the district's student population and that is staff friendly. <ol style="list-style-type: none"> a. Consider benchmark assessments 2 times per year 3. Staff will progress monitor success of tiered intervention with subgroup populations including English Language Learners, Latino/Hispanic, Socio-Economic disadvantaged and students with disabilities. 		<p>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>Supplemental funding \$20,000</p> <p>General Funds \$30,000</p>
<p>Technology</p> <ol style="list-style-type: none"> 1. Continue Teacher Technology Specialist(s) at each school <ol style="list-style-type: none"> a. Establish a Technology Integration focus with staff and at school level 2. Introduce technology standards 3. Purchase a Chrome Cart for each school 	All Schools	<p>__ALL</p> <p>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>	General Funds \$50,000

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP): Using a 2% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). In addition, we will set a goal a 3% growth for our English Language Learners in order to close the achievement gap.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development in Math</p> <ol style="list-style-type: none"> 1. Develop Teacher Leaders' Math CCSS knowledge and PD delivery strategies 2. Partner with SMCOE to design Math CCSS PD and train teacher leaders and with a lens on enhancing the learning of English Language Learners 3. Offer SVMl Institute Professional Development week-long Institute during Summer 2016 <ol style="list-style-type: none"> a. Week long summer institute b. Ongoing site based implementation support and networking meetings 4. Implement Grade level collaboration structure with funding plan 5. Provide professional development on pre-referral intervention and tier system support for academics 	All Schools	<p>__ALL</p> <p>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>	General Funds \$100,000

and behavior Professional Development in Science 1. Continue the study team of science teachers and specialists to support the Next Generation Science Standards (NGSS) in all 7 schools 2. Partner with SMCOE to design NGSS PD and train science teacher leaders to begin initial phase of implementation 3. Train staff in initial understanding of the NGSS assessment that will begin 2017-2018 4. Consult with FOSS Science/Lawrence Hall of Science on potential professional development opportunities and with a lens on enhancing the learning of English Language Learners 5. Understand how Project Based Learning fits in with science instruction			
Curriculum and Instruction 1. Supplemental Math Materials 2. Math Online Programs- 3. Manga High Math-Ralston 4. Moby Max Math-Gr.3-5 5. IXL Math-Gr. K-2 6. Research changes made to FOSS Science and its alignment to NGSS	All Schools	<u>__ALL</u> ----- OR: <u>x Low Income pupils</u> <u>x English Learners</u> <u>x Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) _____ Other	General Funds \$50,000
Assessment 1. Continue MARS assessments with data analysis process 2. Adopt data management system that will meet the needs of the district's student population and that is staff friendly. a. Consider benchmark assessments 2 times per year 3. Staff will progress monitor success of tiered intervention with subgroup populations including English Language Learners, Latino/Hispanic, Socio-Economic disadvantaged and students with disabilities. 4. Test preparation for the NGSS assessment	All Schools	<u>__ALL</u> ----- OR: <u>x Low Income pupils</u> <u>x English Learners</u> <u>x Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u> _____	Supplemental funding \$20,000 General Funds \$30,000
Technology	All Schools	<u>__ALL</u> -----	General Funds

<ol style="list-style-type: none"> 1. Continue Teacher Technology Specialist(s) at each school <ol style="list-style-type: none"> a. Establish a Technology Integration focus with staff and at school level 2. Introduce technology standards 3. Purchase a Chrome Cart for each school 	<p>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>	\$50,000
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LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP): Using a 2% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). In addition, we will set a goal a 3% growth for our English Language Learners in order to close the achievement gap.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development in Math</p> <ol style="list-style-type: none"> 1. Develop Teacher Leaders' Math CCSS knowledge and PD delivery strategies 2. Partner with SMCOE to design Math CCSS PD and train teacher leaders and with a lens on enhancing the learning of English Language Learners 3. Offer SVMl Institute Professional Development week-long Institute during Summer 2017 <ol style="list-style-type: none"> a. Week long summer institute b. Ongoing site based implementation support and networking meetings 4. Implement Grade level collaboration structure with funding plan 5. Provide professional development on pre-referral intervention and tier system support for academics and behavior 6. Begin exploring Project Based Learning opportunities to provide students opportunity to collaborate and innovate through a growth mindset <p>Professional Development in Science</p> <ol style="list-style-type: none"> 1. Continue the study team of science teachers and specialists to support the Next Generation Science Standards (NGSS) in all 7 schools 2. Partner with SMCOE to design NGSS PD and train science teacher leaders to begin initial phase of implementation 3. Possible FOSS Science/Lawrence Hall of Science 	All Schools	<p>__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><i>General Funds</i> \$100,000</p>

<p>professional development and with a lens on enhancing the learning of English Language Learners</p> <p>4. Understand how Project Based Learning fits in with science instruction</p>			
<p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. Supplemental Math Materials 2. Math Online Programs- 3. Manga High Math-Ralston 4. Moby Max Math-Gr.3-5 5. IXL Math-Gr. K-2 6. Research changes made to FOSS Science and its alignment to NGSS 	All Schools	<p><u>__ALL</u></p> <p>OR:</p> <p><u>x Low Income pupils</u> <u>x English Learners</u></p> <p><u>x Foster Youth</u> <u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	<p>General Funds \$50,000</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Continue MARS assessments with data analysis process 2. Adopt data management system that will meet the needs of the district's student population and that is staff friendly. <ol style="list-style-type: none"> a. Consider benchmark assessments 2 times per year 3. Staff will progress monitor success of tiered intervention with subgroup populations including English Language Learners, Latino/Hispanic, Socio-Economic disadvantaged and students with disabilities. 	All Schools	<p><u>__ALL</u></p> <p>OR:</p> <p><u>x Low Income pupils</u> <u>x English Learners</u></p> <p><u>x Foster Youth</u> <u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	<p>Supplemental funding \$10,000</p> <p>General Funds \$30,000</p>
<p>Technology</p> <ol style="list-style-type: none"> 1. Continue Teacher Technology Specialist(s) at each school <ol style="list-style-type: none"> a. Establish a Technology Integration focus with staff and at school level 2. Introduce technology standards 3. Purchase a Chrome Cart for each school 	All Schools	<p><u>__ALL</u></p> <p>OR:</p> <p><u>x Low Income pupils</u> <u>x English Learners</u></p> <p><u>x Foster Youth</u> <u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups:(Specify)</u></p>	<p>General Funds \$50,000</p>

GOAL 3:	<p>Improve English Language Learner (ELL) curriculum and instruction to increase the rate at which our ELLs are identified as fluent in English.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ x 2__ x 3__ 4__ x 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Identified Need :	Our English Language Learner students need a strong English Language Development program, with skillful teachers and quality curricular materials.		
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	English Language Learners	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Annual Measurable Achievement Objectives (AMAO) Target growth: <ul style="list-style-type: none"> • AMAO 1: Percentage of ELs Making Annual Progress in Learning English: Estimated 10% growth based on safe harbor criteria as measured by California English Language Development Test (CELDT) • AMAO 2: Percentage of ELs Attaining the English Proficient Level (CELDT): Estimated 10% growth based on safe harbor criteria as measured by California English Language Development Test (CELDT) • AMAO 3: English Language Learners will be reclassified as Fluent English Proficiency meeting or exceeding the county average of 9.4% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development in English Language Development 1. Offer professional development on the new ELD standards and correlation to CCSS ELA standards Partner with SMCOE 2. Provide professional development, strategies, to support ELs with an emphasis on newcomer students through E.L. Achieve a. Designated ELD b. Integrated ELD 3. Professional development on English language progress monitoring a. Provide understanding RFEP b. Provide training on how to support students once they have been RFEPed 4. Identify strategies to maximize use of CELDT results and data a. 8 Substitute Teachers b. Materials	All Schools	__ALL OR: x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental Funding \$135,000
Curriculum and Instruction 1. Continue intervention plans for struggling English Learners 2. Ensuring ELD for all English Learners 3. Identify and purchasing supplemental instructional materials for ELD and materials to give ELs		__ALL OR: x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental Funding \$100,000

<p>access to core programs</p> <p>4. ELD Specialists support</p>			
<p>Assessment</p> <ol style="list-style-type: none"> 1. Implement district-wide process for identifying and supporting progress of Reclassified Fluent English Proficient (RFEP) students – Offer interventions when necessary 2. Research and adopt ELD formative assessment 3. Professional development on English language progress monitoring 4. Staff will progress monitor success of tiered intervention with subgroup populations including English Language Learners, Latino/Hispanic, Socio-Economic disadvantaged and students with disabilities. 	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	Supplemental Funding \$11,000
<p>Technology</p> <ol style="list-style-type: none"> 1. Continue Teacher Technology Specialist(s) at each school 2. Establish a Technology Integration focus with staff and at school level 3. Introduce technology standards 4. Purchase a Chrome Cart for each school 	All Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	Supplemental Funding \$30,000
LCAP Year 2: 2016-2017			
<p>Expected Annual Measurable Outcomes:</p>	<p>Annual Measurable Achievement Objectives (AMAO)Target growth:</p> <ul style="list-style-type: none"> • AMAO 1: Percentage of ELs Making Annual Progress in Learning English: Estimated 10% growth based on safe harbor criteria as measured by California English Language Development Test (CELDT) • AMAO 2: Percentage of ELs Attaining the English Proficient Level (CELDT): Estimated 10% growth based on safe harbor criteria as measured by California English Language Development Test (CELDT) • AMAO 3: English Language Learners will be reclassified as Fluent English Proficiency meeting or exceeding the county average of 9.4% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development in English Language Development</p> <ol style="list-style-type: none"> 1. Offer professional development on the new ELD standards and correlation to CCSS ELA standards 2. Provide professional development, strategies, to support ELs with an emphasis on newcomer 	All Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	Supplemental Funding \$112,000

<p>students</p> <ol style="list-style-type: none"> a. Designated ELD b. Integrated ELD Implement Grade level collaboration structure with funding plan <p>3. Professional development on English language progress monitoring</p> <ol style="list-style-type: none"> a. Revisit RFEP protocols b. Ongoing training on how to support students once they have been RFEPed <p>4. Identify strategies to maximize use of CELDT results and data</p>			
<p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. Continue intervention plans for struggling English Learners 2. Ensuring ELD for all English Learners 3. Identify and purchasing supplemental instructional materials for ELD and materials to give ELs access to core programs 4. ELD Specialists support 	<p>1-3 All Schools 4 Nesbit and Ralston</p>	<p><u>__</u>ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) _____</p>	<p>Supplemental Funding \$117,000</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Implement district-wide process for identifying and supporting progress of Reclassified Fluent English Proficient (RFEP) students – Offer interventions when necessary 2. Research and adopt ELD formative assessment 3. Professional development on English language progress monitoring 4. Staff will progress monitor success of tiered intervention with subgroup populations including English Language Learners, Latino/Hispanic, Socio-Economic disadvantaged and students with disabilities. 	<p>All Schools</p>	<p><u>__</u>ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) _____</p>	<p>Supplemental Funding \$35,000</p>
<p>Technology</p> <ol style="list-style-type: none"> 1. Continue Teacher Technology Specialist(s) at each school <ol style="list-style-type: none"> a. Establish a Technology Integration focus with staff and at school level 2. Introduce technology standards 3. Purchase a Chrome Cart for each school 	<p>All Schools</p>	<p><u>__</u>ALL OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify) _____</p>	<p>Supplemental Funding \$60,000</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Annual Measurable Achievement Objectives (AMAO) Target growth:</p> <ul style="list-style-type: none"> • AMAO 1: Percentage of ELs Making Annual Progress in Learning English: Estimated 10% growth based on safe harbor criteria as measured by California English Language Development Test (CELDT) • AMAO 2: Percentage of ELs Attaining the English Proficient Level (CELDT): Estimated 10% growth based on safe harbor criteria as measured by California English Language Development Test (CELDT) • AMAO 3: English Language Learners will be reclassified as Fluent English Proficiency meeting or exceeding the county average of 9.4% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development in English Language Development</p> <ol style="list-style-type: none"> 1. Offer professional development on the new ELD standards and correlation to CCSS ELA standards Partner with SMCOE to design Math CCSS PD and train teacher leaders 2. Provide professional development, strategies, to support ELs with an emphasis on newcomer students <ol style="list-style-type: none"> a. Designated ELD b. Integrated ELD Implement Grade level collaboration structure with funding plan 3. Professional development on English language progress monitoring <ol style="list-style-type: none"> a. Ongoing training on how to support students once they have been RFEPed 4. Identify strategies to maximize use of CELDT results and data 	<p>All Schools</p>	<p><u>__ALL</u> OR: <u>x_Low Income pupils</u> <u>_x_English Learners</u> <u>_x_Foster Youth</u> <u>__Redesignated fluent English proficient</u> <u>__Other</u> Subgroups:(Specify)_____</p>	<p>Supplemental Funding \$85,000</p>
<p>Curriculum and Instruction</p> <ol style="list-style-type: none"> 1. Continue intervention plans for struggling English Learners 2. Ensuring ELD for all English Learners 3. Identify and purchasing supplemental instructional materials for ELD and materials to give ELs access to core programs 4. ELD Specialists support 	<p>1-3 All Schools 4 Nesbit and Ralston</p>	<p><u>__ALL</u> OR: <u>x_Low Income pupils</u> <u>x_English Learners</u> <u>x_Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u> Subgroups:(Specify)_____</p>	<p>Supplemental Funding \$50,000</p>
<p>Assessment</p> <ol style="list-style-type: none"> 1. Implement district-wide process for identifying and supporting progress of Reclassified Fluent English Proficient (RFEP) students – Offer interventions 	<p>All Schools</p>	<p><u>__ALL</u> OR: <u>x_Low Income pupils</u> <u>x_English Learners</u> <u>x_Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other</u></p>	<p>Supplemental Funding \$44,000</p>

<p>when necessary</p> <p>2. Research and adopt ELD formative assessment</p> <p style="padding-left: 20px;">a. Consider benchmark assessments 2 times per year</p> <p>3. Staff will progress monitor success of tiered intervention with subgroup populations including English Language Learners, Latino/Hispanic, Socio-Economic disadvantaged and students with disabilities.</p>		<p>Subgroups:(Specify)</p> <hr/>	
<p>Technology</p> <p>1. Continue Teacher Technology Specialist(s) at each school</p> <p style="padding-left: 20px;">a. Establish a Technology Integration focus with staff and at school level</p> <p>2. Introduce technology standards</p> <p>3. Purchase a Chrome Cart for each school</p>	All Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)</p> <hr/>	Supplemental Funding \$30,000

GOAL 4:	Improve Special Education curriculum and differentiate instruction to address various learning levels of all students with learning differences	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify _____</p>	
Identified Need :	Special Education students need quality curricular materials and well-trained instructional staff. District para-educators provide support for students with Individualized Education Plans (IEPs). Trainings are conducted individually per IEP goals, and for groups of para-educators.		
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: Students with IEPs	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP)/California Alternate Assessment (CAA): Using a 2% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). In addition, we will set a goal a 3% growth for our English Language Learners with special needs in order to close the achievement gap. Pilot Co-teaching-select two district teachers.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Development in Special Education</p> <p>1. Special Education teachers participate in ELA and Math CCSS professional development</p>	All Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	NA

<ul style="list-style-type: none"> 2. Offer Summer Institute professional development, in ELA and Math, to Sp. Ed. Staff when available 3. Develop and implement a professional development plan for para educators 4. Explore opportunities for Co-Teaching 		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>Curriculum and Instruction</p> <ul style="list-style-type: none"> 1. Provide extensive support materials and interventions (e.g. Reading A-Z, Raz Kids, Manga High Math, Starfall, Moby Max, IXL Math, Ticket to Read) 2. District core ELA and math materials 3. Schedule collaboration time between General Ed and Special Ed 	All Schools	<input type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> OR: <input checked="" 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)_____	<i>Supplemental Funds</i> <i>\$25,000</i>
<p>Assessment</p> <ul style="list-style-type: none"> 1. Purchase Fountas and Pinnell Reading Assessment 2. Sp. Ed. Staff participates in the development of district-wide writing assessment 3. Continue MARS assessments 4. A Battery of assessment tools for the purpose of progress reporting in reading and math GORT, KEY MATH 	All Schools	<input type="checkbox"/> ALL <hr style="border-top: 1px dashed black;"/> 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)_____ <hr style="border-top: 1px dashed black;"/> 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)_____	<i>Special Programs Funding</i> <i>\$5,000</i>
LCAP Year 2: 2016-2017			
<p>Expected Annual Measurable Outcomes:</p>	<p>California Assessment of Student Performance and Progress (CAASPP)/California Alternate Assessment (CAA): Using a 2% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). In addition, we will set a goal a 3% growth for our English Language Learners with special needs in order to close the achievement gap. Pilot Co-teaching-select two district teachers.</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>Professional Development in Special Education</p> <ul style="list-style-type: none"> 1. Special Education teachers participate in ELA and Math CCSS professional development 2. Offer Summer Institute professional development, in ELA and Math, to Sp. Ed. Staff when available 3. Develop and implement a professional development 	All Schools	<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)_____	NA

plan for para educators 4. Explore opportunities for Co-Teaching			
Curriculum and Instruction 1. Provide extensive support materials and interventions (e.g. Reading A-Z, Raz Kids, Manga High Math, Starfall, Moby Max, IXL Math, Ticket to Read) 2. District core ELA and math materials 3. Schedule collaboration time between General Ed and Special Ed	All Schools	__ALL ----- OR: <u>x Low Income pupils</u> <u>x English Learners</u> <u>x Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	NA
Assessment 1. Purchase Fountas and Pinnell Reading Assessment 2. Sp. Ed. Staff participates in the development of district-wide writing assessment 3. Continue MARS assessments 4. A Battery of assessment tools for the purpose of progress reporting in reading and math GORT, KEY MATH	All Schools	__ALL ----- OR: <u>x Low Income pupils</u> <u>x English Learners</u> <u>x Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u> ----- OR: <u>x Low Income pupils</u> <u>x English Learners</u> <u>x Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	Special Programs Funding \$5,000
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP)/California Alternate Assessment (CAA): Using a 2% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). In addition, we will set a goal a 3% growth for our English Language Learners with special needs in order to close the achievement gap. Pilot Co-teaching-select two district teachers.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development in Special Education 1. Special Education teachers participate in ELA and Math CCSS professional development 2. Offer Summer Institute professional development, in ELA and Math, to Sp. Ed. Staff 3. Develop and implement a professional development plan for para educators 4. Explore opportunities for Co-Teaching 5. PD on general assessment practices	All Schools		NA
Curriculum and Instruction	All Schools	__ALL	NA

<ol style="list-style-type: none"> 1. Provide extensive support materials and interventions (e.g. Reading A-Z, Raz Kids, Manga High Math, Starfall, Moby Max, IXL Math, Ticket to Read) 2. District core ELA and math materials 3. Schedule collaboration time between General Ed and Special Ed 		<p>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 <u>Other Subgroups:(Specify)</u></p>	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Purchase Fountas and Pinnell Reading Assessment 2. Sp. Ed. Staff participates in the development of district-wide writing assessment 3. Continue MARS assessments 	All Schools	<p><u>ALL</u></p> <p>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 <u>Other Subgroups:(Specify)</u></p> <p>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 <u>Other Subgroups:(Specify)</u></p>	<i>Special Programs Funding \$5,000</i>

GOAL 5:	Improve school culture and climate for students' safety and well-being		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Our students need a clean, safe school environment that is connected to home. This environment will support their physical, social and emotional needs, enabling them to access our curriculum and school services.			
Goal Applies to:	Schools:	All Schools	Applicable Pupil Subgroups:	Target Students: Low Income pupils, English Learners, Foster Youth, Re-designated fluent English proficient
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Daily Attendance Report Behavior Incidents/ Suspension Data California Healthy Kids Survey (CHKS)			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Revision of site and district safety plans, incorporating SM County's Big 5 initiative to establish common emergency response protocols	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		NA

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Review grounds staffing and custodial supervision and materials to ensure safe and clean facilities.	All 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)_____	NA
Consult Social Emotional Learning Committee (SEL). 1. Implement the newly adopted SEL curriculum based on individual site needs in terms of level of need 2. Institutionalize Positive Behavior Intervention System district wide based on a based set on an implementation rubric	All 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)_____	
Offer parent education opportunities designed for Target Student parent group needs	All Schools	<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)_____	Supplemental Funds \$5,000
Services to foster youth Train district staff on the use of Foster Youth Education Toolkit (Alliance.org) Consult the San Mateo County Office of Education and San Mateo County Human Services Agency		<input type="checkbox"/> ALL ----- OR: <input 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)_____	Supplemental Funds \$5,000
Provide resources/access; including workshops, technology and materials	All Schools	<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)_____	General Funds \$2000 Supplemental Funds \$25,000
Provide resources/access; including workshops, technology	All Schools	<input type="checkbox"/> ALL -----	General Funds

and materials	OR: <u>x</u> Low Income pupils <u>x</u> English Learners <u>x</u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$2000
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LCAP Year 2 2016-2017

Expected Annual Measurable Outcomes:	Daily Attendance Report Behavior Incidents/ Suspension Data California Healthy Kids Survey (CHKS)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Revision of site and district safety plans, incorporating SM County's Big 5 initiative to establish common emergency response protocols	All Schools	<u> </u> x <u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	NA
Review grounds staffing and custodial supervision and materials to ensure safe and clean facilities.	All Schools	<u> </u> x <u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	NA
Consult Social Emotional Learning Committee (SEL). 1. Implement the newly adopted SEL curriculum based on individual site needs in terms of level of need 2. Institutionalize Positive Behavior Intervention System district wide based on a based set on an implementation rubric	All Schools	<u> </u> x <u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	NA
Offer parent education opportunities designed for Target Student parent group needs	All Schools	<u> </u> ALL OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Supplemental Funds \$5,000
Services to foster youth Train district staff on the use of Foster Youth Education Toolkit (Alliance.org)		<u> </u> ALL OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> Redesignated fluent English	Supplemental Funds \$5,000

Consult the San Mateo County Office of Education and San Mateo County Human Services Agency		proficient __ Other Subgroups:(Specify) _____	
Provide resources/access; including workshops, technology and materials	All Schools	__ALL OR: x_Low Income pupils __x_English Learners __x_Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	General Funds \$2000
Provide resources/access; including workshops, technology and materials	All Schools	__ALL OR: x_Low Income pupils __x_English Learners __x_Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	General Funds \$2000

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Daily Attendance Report Behavior Incidents/ Suspension Data California Healthy Kids Survey (CHKS)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Revision of site and district safety plans, incorporating SM County's Big 5 initiative to establish common emergency response protocols	All Schools	__ALL OR: x_Low Income pupils __x_English Learners __x_Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	NA
Review grounds staffing and custodial supervision and materials to ensure safe and clean facilities.	All Schools	__ALL OR: x_Low Income pupils __x_English Learners __x_Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	NA
Consult Social Emotional Learning Committee (SEL). 1. Implement the newly adopted SEL curriculum based on individual site needs in terms of level of need 2. Institutionalize Positive Behavior Intervention System district wide based on a based set on an implementation	All Schools	__ALL OR: x_Low Income pupils __x_English Learners __x_Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	NA

rubric			
Offer parent education opportunities designed for Target Student parent group needs	All Schools	<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) _____	<i>Supplemental Funds</i> \$5,000
Services to foster youth Train district staff on the use of Foster Youth Education Toolkit (Alliance.org) Consult the San Mateo County Office of Education and San Mateo County Human Services Agency	Dependent upon the location of the FY	<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) _____	<i>Supplemental Funds</i> \$5,000
Provide resources/access; including workshops, technology and materials	All Schools	<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) _____ 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) _____	<i>General Funds</i> \$2000

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 school sites 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:	Teacher and para-educator professional development focused on caring, committed, collaborative, instructional practices to support the implementation of the Common Core State Standards.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All Schools			
	Applicable Pupil Subgroups:	All Students			
Expected Annual Measurable Outcomes:	90% of teachers trained and using strategies 100% of teachers participating in October Professional Development 95% attendance by para-educators, with 80% implementation of strategies 72% proficiency for all students 100% of students will be tested using district assessments in reading, writing, and math		Actual Annual Measurable Outcomes:	95% of the district's teaching staff attended the summer TCRWP with a focus on Reader's workshop based on teacher sign in sheets. All district students have been tested using the district assessments in reading, writing, and math	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide teacher training to all teachers from Teachers College Reader's and Writer's Workshop (TCRWP) during summer (voluntary) and during school year Provide para- educator training during the school year, facilitated by District BEST Program		\$225,000 from CCSS, Title I, and Title II	<ul style="list-style-type: none"> 95% of the district's teaching staff attended the summer TCRWP with a focus on Reader's workshop. Some middle school teaching staff attended TCRWP along with the Pacifica School District 		\$117,093 General Funds
Scope of service:	All Schools		Scope of service:	All Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Para Educator training facilitated by the District Best program did not occur. We will re-evaluate our objective and adjust our goal.</p> <p>Changes were made to the LCAP after stakeholder input and after attending the LCAP summit. The input and summits provided more clarity to our needs and allowed us to be for focused and intentional in the writing of the LCAP. A new English Language Arts goal was written for 2015-2018, goals 1 & 2 from the 2014-2015 LCAP have been folded into the new goal. Goals 1 & 2 felt more like actions.</p>
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Original GOAL 2 from prior year LCAP:	K-8 proficiency in literacy in order to access the curriculum and instruction	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools	
	Applicable Pupil Subgroups: All Schools	

Expected Annual Measurable Outcomes:	Fountas & Pinnell Reading Assessment SRI Assessment District Writing Assessment CAASPP During the 2013-2014 school year, District assessments were revised to meet CCSS. 2013 CST data reveals that 81.5% of all students were proficient or above in ELA.	Actual Annual Measurable Outcomes:	100% of the students were assessed with the following assessments: Fountas & Pinnell Reading Assessment SRI Assessment District Writing Assessment
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue the ELA Teacher Leader Model and SMCOE Technical Assistance through 2014-15	\$40,300 from CCSS and Title I	ELA Teachers Leader have provided training, professional development, and unit planning on the implementation of CCSS. The SMCOE have provided technical assistance.	\$30,000 CCSS \$15,000 EIA
Scope of service:	All Schools	Scope of service:	All 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"/> Re-designated 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Use Teachers College materials and strategies to differentiate instruction.	\$116,722 from CCSS, Title I, and Title II	Reader's Workshop materials will be released this spring. As soon as the materials are released, district will move to purchase units of study for each teachers	NA
Scope of service:	All Schools	Scope of service:	All Schools
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated 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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Continue to refine portfolio of online instructional resources for instruction, intervention, enrichment and assessment Continue training for Tech Teacher Leaders</p>	<p>\$19,264 from CCSS</p>	<p>On line instructional resources for instruction, intervention, enrichment, and assessment: <i>Reading A-Z, Raz Kids, Manga High Math, Starfall Math & Phonics, Moby Max, IXL Math, and Ticket to Read.</i> Tech Teacher Leaders have been receiving technical assistance on CAASPP and educational technology integration to then support the teachers at the school sites.</p>	<p>\$28,912 CCSS</p>
<p>Scope of service: All Schools</p>		<p>Scope of service: All Schools</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 checked="" 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Continue to improve consistency and quality of literacy interventions through professional development, organizational support (Reading and EL Specialists), materials (online and print) and assessment</p>	<p>\$35,000 from Title I, Title III \$110,879 from Parcel Tax for 2nd Reading Specialist at Nesbit School</p>	<p>Continue to improve consistency and quality of literacy interventions through professional development, organizational support (Reading and EL Specialists), materials (online and print) and assessment</p>	<p>\$110,879 from Parcel Tax</p>
<p>Scope of service All Schools</p>		<p>Scope of service All Schools</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 checked="" 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 checked="" 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>Changes were made to the LCAP after stakeholder input and after attending the LCAP summit. The input and summits provided more clarity to our needs and allowed us to be for focused and intentional in the writing of the LCAP. A new English Language Arts goal for 2015-2018, goals 1 & 2 from the 2014-2015 LCAP has been folded into the new goal.</p>		

Original GOAL 3 from prior year LCAP:	K-8 proficiency in mathematics to prepare students for rigorous math courses		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	-District Math Assessments -MARS -CAASPP During the 2013-2014 school year, District assessments were revised to meet CCSS. 2013 CST data reveals that 79.7% of all students were proficient or above in Math.		Actual Annual Measurable Outcomes:	100% of the students were assessed with the following assessments: District Math Assessments MARS CAASPP
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue the Math Teacher Leader Model and SMCOE Technical Assistance through 2014-15 Hire and support elementary math coach to support teacher content knowledge and instructional strategies in math		\$25,300 from CCSS and Title I \$80,000 from Oracle Grant and School-Force	Math Teachers Leader have provided training, professional development, and unit planning on the implementation of CCSS. The district math coach has provided technical assistance and regular month meetings. The district math coach has provided technical assistance and regular month meetings. She has also been support school sites with individualized training and professional development at staff meetings.	
Scope of service:	All Schools		Scope of service:	All schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		

Plan summer professional development opportunities through SMCOE and Silicon Valley Math Initiative	\$6,000 SVMl Membership-Title II \$15,000 Grade Level Funding-CCSS	SVMl training took place during the first week of August and SVMl membership was renewed.	\$5,000 SVMl Membership-Title II \$15,000 Grade Level Funding-CCSS
Scope of service: All Schools		Scope of service: All Schools	
<input checked="" type="checkbox"/> 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)_____		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?	<p>SMCOE Technical assistance was not needed in supporting the work on teacher leaders as the math coach was able to facilitate the instructional need.</p> <p>Changes were made to the LCAP after stakeholder input and after attending the LCAP summit. The input and summits provided more clarity to our needs and allowed us to be for focused and intentional in the writing of the LCAP. A new math and science goal for 2015-2018 was written based on the input from stakeholder groups from the strategic planning committee.</p>		

Original GOAL 4 from prior year LCAP:	Continue District Assessment Committee to review, revise, and improve district assessments in reading, writing, and math	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students	

Expected Annual Measurable Outcomes:	Fountas & Pinnell Reading Assessment SRI Assessment District Writing Assessment District Math Assessment Current assessments are being revised to correlate to CCSS	Actual Annual Measurable Outcomes:	100% of the students were assessed with the following assessments: Fountas & Pinnell Reading Assessment SRI Assessment District Writing Assessment District Math Assessment
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Review/revise timeline for administration of Fountas and Pinnell reading assessments.	\$2000-Title II, CCSS	Review/revise timeline for administration of Fountas and Pinnell reading assessments has not happened yet, but it will.	NA
Revise District writing assessment to match Lucy Calkins units of study for writing.	\$2000-Title II, CCSS	District writing assessment to match Lucy Calkins units of study for writing has been revised.	\$300 CCSS -paper
Scope of service:	All Schools	Scope of service:	All Schools
<u> </u> x ALL		<u> </u> x ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Revise District math assessment to align with CCSS	\$2000-Title II, CCSS	Revision of district math assessment to align with CCSS has started and completed.	NA
Scope of service:	All Schools	Scope of service:	All Schools
<u> </u> x ALL		<u> </u> 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)_____	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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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Work around Fountas and Pinnell reading assessments, district writing assessment to match Lucy Calkins units of study for writing, and district math assessment to align with CCSS is still in the beginning stages. Either a committee or Subject Area Teacher leaders will come together and make revisions.</p> <p>Changes were made to the LCAP after stakeholder input and after attending the LCAP summit. The input and summits provided more clarity to our needs and allowed us to be for focused and intentional in the writing of the LCAP. Assessment is an important part of teaching and learning. It will now be a part of all academic goals.</p>
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Original GOAL 5 from prior year LCAP:	Teacher professional development focused on instructional support for English Language Learners	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: English Language Learners
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Expected Annual Measurable Outcomes:	CELDT and CAASPP.	Actual Annual Measurable Outcomes:	100% of the English Language Learners were assessed with the following assessments: CELDT CAASPP
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LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Research "best practice" resources and programs, for example: online resources, before and after school programs, and summer programs and resources ELD specialist teacher	Title I, Title II, Title III \$15,000 \$80,000 from general fund/parcel tax	District staff and teachers attended "The English Learner Achievement: Our Collective Responsibility". Nesbit and Ralston ELD specialist teacher Nesbit	\$2000 Title 1 \$80,000 from general fund/parcel tax

Scope of service: All Schools		Scope of service: All Schools	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
For redesignated fluent English proficient pupils: Review instructional materials as identified in the ELD framework adoption May 2014 and state-approved ELD instructional materials (6/2014)	\$5,000 from Title II	Met and discussed district RFEP process. Will revisit protocol in June for 2015-2016 school year.	NA
Scope of service: All Schools		Scope of service: All Schools	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" 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?	BRSSD needs a system to support principals in monitoring RFEP students and training materials to support EL Learners. We are beginning the work by providing professional development to site principals and ELD teachers. Measurable outcomes will also have to change. Changes were made to the LCAP after stakeholder input and after attending the LCAP summit. The input and summits provided more clarity to our needs and allowed us to be for focused and intentional in the writing of the LCAP. A new English Language Learners goal was written for 2015-2018. The school district is in program improvement due to the achievement gap of our significant sub groups, English Language Learners is one sub group of need. It is important that English Language Learners had an independent goal so that efforts can be focused to close the achievement gap.		

Original GOAL 6 from prior year LCAP:	Ensure safe school environments that include strong communication with families by providing additional support staff, reviewing communication and safety protocols, and creating a Social Emotional Learning Committee.		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All Schools		
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes:	Parent Communications Report Card Data Daily Attendance Report California Healthy Kids Survey (CHKS)		Actual Annual Measurable Outcomes:	Parent Communications Report Card Data Daily Attendance Report California Healthy Kids Survey (CHKS)
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Establish Social Emotional Learning (SEL) Committee. Revision of site and District safety plans, incorporating SM County's 2013-2014 initiative to establish common emergency response protocols.		NA	A Social Emotional Learning (SEL) Committee was been formed to review curricular materials for a district wide adoption. BRSSD will be adopting a district wide SEL curriculum called Second Step for the 2015-2016 school year. Revision of site and district safety plans took place on April 7, 2015. Principals and district staff agreed to align Big 5 protocols in all safety plans with a few variations in each plan that would fit the needs of each of the 7 schools.	
Scope of service:	All Schools		Scope of service:	All Schools
__x ALL				
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Provide additional front office staffing at larger school sites. Provide support in administering NSLP lunch program. Review grounds staffing custodial supervision and materials to ensure safe and clean facilities.	NA	Student Services Secretaries were hired for this school year to support enrollment tasks and other administrative needs at larger school sites. Lunch support was hired for 2014-2015 to support the NSLP lunch program. District staff reviewed grounds staffing custodial supervision and materials and reported that we were within past staffing ratios.	NA
Scope of service: All 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)_____		Scope of service: All 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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Changes were made to the LCAP after stakeholder input and after attending the LCAP summit. The input and summits provided more clarity to our needs and allowed us to be for focused and intentional in the writing of the LCAP. The essence of this goal remained the same; however the language was edited for the 2015-2018 LCAP to be more targeted.		

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>\$583,445</u>
<p>Description of Supplemental Funds Belmont-Redwood Shores School District (BRSSD) is a basic aid district whose revenue are based on local property tax and not dependent upon LCFF State Revenue. BRSSD calculates its targeted funds to be \$ 583, 445 for fiscal year 2015-2016. These targeted funds will be used to increase and improve services for low income pupils, English learners, and foster youth.</p> <p>Description of Expenditures The District plans to expend these targeted funds in the LCAP year to address goals aligned with the eight state priorities and the Local Educational Agency Plan (LEAP). The LCAP goals are intended to increase and/or improve services to all students, and to subgroups of students (e.g., ELs, foster youth, low-income, and other numerically significant subgroups). Goals were identified based on an assessment of student and district needs and the engagement of district stakeholders. The targeted funds will be used strategically to supplement the district’s core program.</p> <p>Justify any district-wide use of these dollars (for districts below 55%) The District’s percentage of unduplicated students is 14.41% The LCAP goals to be supported in part by the targeted funds and used on a districtwide/school wide purpose include:</p> <ul style="list-style-type: none"> • Improve the Math and Science program to increase all unduplicated pupils’ proficiency by ensuring that teachers are well trained on differentiated instruction in order to close the achievement gap. • Improve literacy curriculum and instruction to promote proficiency for all unduplicated pupils’ by ensuring that teachers are well trained on differentiated instruction in order to close the achievement gap. • Improve English Language Learner (ELL) curriculum and instruction to increase the rate at which our ELLs are identified as fluent in English by providing proper ELD materials and professional development on integrated ELD and designated ELD. • Improve school culture and climate for all unduplicated pupils’ safety and well-being by implementing a district wide social emotional learning curriculum. <p>In implementing these goals, the District provides teacher professional development around literacy, intervention strategies, curriculum, English Language Development materials, and an ELD teacher at Nesbit, our Title I school. In Michael Fullan’s research, <i>The Six Secrets of Change</i>, Fullan diagrams that professional development is an important influence on school capacity and school student achievement. In addition, the District</p>	

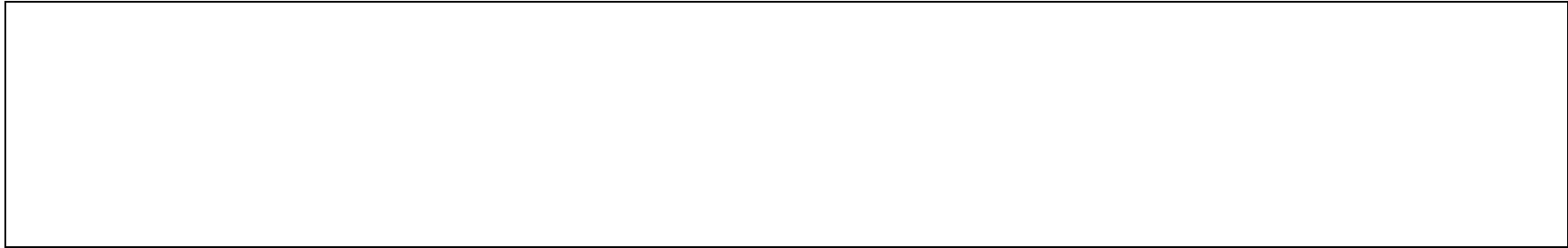
has renewed intervention software that is available to every teacher in the school district, whether they have one student below grade level in their classroom or several. As a school district we want to continue our learning ensure that technology is infused with our learning. According Dr. Ruben Puentedura has developed a model called the SAMR model to support educators on how to blend technology into teaching and learning. We believe that with the appropriate on line tools, we will be able to support the teachers in offering digital learning experiences for our students. The use of target funds is needed to ensure that students in the above target populations are served no matter what school they attend, whether that school has a higher or lower concentration of targeted students. These strategies will allow for increased instructional differentiation, which will provide instruction for students at their instructional level. This should help all students in the District, especially those well above or well below grade level. Principals will be held accountable for the money that has been distributed to their sites through a systemic process. Educational Services will monitor and hold regular meetings to ensure that the supplemental funds are being spent on the unduplicated pupils.

- 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.

2.21	%
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The increased and/or improved services for unduplicated pupils will be achieved through the distribution of site-based funds to fund additional personnel, materials, equipment, and software to address the unique needs of the target students at those sites. Particular attention will be focused upon curricula and software for intervention and English Language acquisition, as well as additional personnel support for Tier 2 intervention both during and beyond the normal instructional day. These funds will be maintained and monitored by the educational services department. Regular check ins with site councils, principals, and stakeholders will take place to ensure the increase and success of the unduplicated student services is successful. The first meeting will be held on September 23rd. All school site councils will be provided with a training to understand the essence of the LCAP and LCFF priorities. Input from the school site council will be collected throughout the school year to make sure that stakeholder groups have consistent input to the plan.



LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2). 01-13-15 [California Department of Education]