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

LCAP Year: 2016-2017

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. 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
During the meetings listed below, we reviewed our existing LCAP and provided a progress update to the board and all of the stakeholder groups. The groups included the following: February 11, 2016　　　　　D/ELAC September 11, 2015　　　　District Wide School Site Council January 11, 2016　　　　　Cipriani School Site Council January 28, 2016　　　　　Central School Site Council February 4, 2016　　　　　Redwood Shores School Site Council February 28, 2016　　　　Sandpiper School Site Council February 9, 2016　　　　　Fox School Site Council February 9, 2016　　　　　Nesbit School Site Council February 17, 2016　　　　Ralston School Site Council April 26, 2016　　　　　　Administrators The stakeholder groups listed above did the following: • Reviewed 2015-2018 LCAP • Received a progress report, including metrics • Provided input for 2016-2019 LCAP In particular, the Parent Advisory Committee did the following: • Reviewed 2015-2018 LCAP • Received a progress report, including metrics • Provided input for 2016-2019 LCAP April 21, 2016　　　　　　Board Update and Input April 27, 2016　　　　　　LCAP Parent Advisory Meeting May 17, 2016　　　　　　　Ralston Student Government TBD　*　　　　　　　　　　Consult with Local Classified Bargaining Unit May 25th, 2016　　　　　　Final LCAP Parent Advisory Committee　meeting Superintendent Milliken responded to comments and questions that came up during this final meeting and have responded. Response can be found on the website. June 2, 2016　　　　　　　Public Hearing June 8, 2016　　　　　　　Consult with the Local Certificated Bargaining Unit TBD　　　　　　　　　　　Consult with Local Classified Bargaining Unit June 16, 2016　　　　　　Board Approval	Since September of 2015, we have been updating our stakeholder groups on the progress of our 2015-2016 goals. Every effort has been made to try to achieve the action items and services.　We recognize that we weren't able to accomplish all of the action items to meet our goals, but we did achieve quite a few. While updating our stakeholders, we spent a great deal of time analyzing state data. During the data analysis, we learned that there continues to be an achievement gap between our unduplicated students when compared to the students in our district overall. This finding makes it apparent that we need to continue our efforts in support our students in a significant way and continue to principally direct the supplement/concentrated funds towards the unduplicated students funds in a strategic and targeted way. April 21, 2016 Board Update and LCAP Input District staff provided the board members an update with regards to the BRSSD LCAP.　We shared with the board that we have been reaching out to the stake holders to elicit input towards making revisions for next year's plan based on the 2014-2015 CAASPP data. Particularly with revisions on the LCAP in regards to consolidating goals to make the plan more precise and targeted on how we support our unduplicated students. 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. This year, we will update that 3-year document to cover 2016-17, 2017-18, and 2018-19, with a public hearing scheduled for June 2, and Board approval this June. Based upon our stakeholder input and Parent Advisory Committee review, we have consolidated Goals 1-5 from the 2015-16 LCAP and included them in three broader goals that would directly address the 8 Priorities for the 2016-19 LCAP.　Upon reflection, these goals were better positioned as actions under the three categories of conditions for learning, pupil outcome, and engagement. 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.　To really delineate the difference between how we support our unduplicated students, the advisory team recommended that we separate out the actions for unduplicated students. In our goals, if is not delineated by base program spending and increased/improved services. We also met with the Ralston student government to give the students an opportunity to provide input. The student government students were extremely thoughtful when thinking of ways to support the students in our district. The students' inputs were considered.　For example, student input informed actions 1.7 and 1.10 under goal 1. After School homework centers will be available for students who need the academic support to be successful, and Health Cities Tutors will support students with their academics and provide an adult connection. We met with the Belmont-Redwood Shores Faculty Association (local certificated bargaining unit).　Based upon our meeting, we will explore the return of the AVID Program to Ralston Middle School (and possibly K-8 Nesbit and K-8 Sandpiper) to promote success for prospective college students in ongoing course offerings.　We will also explore the return of an "EL Newcomer" checklist for elementary educators, so they have proper guidance to afford support for their Newcomer EL students.

Stakeholder meetings emphasized English Language Learners' needs, so we broadened the pupil outcome goal to include English Language Development awareness, professional development, and services.

• Goal 1: Conditions of Learning and Pupil Comes-Fully credentialed teachers will implement common core and NGSS standards through a broad course of study that includes all subject areas to promote academic proficiency. Efforts will be made to increase performance in the following areas: 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, and pupil outcomes in subject areas. Ensure that all school facilities are maintained in good repair for learning.
• Goal 2: School Culture and Climate-To promote a positive school culture and climate that will facilitate a safe emotional environment so that students may develop trust and connections to their peers and teachers. Students' mental health will be a priority when examining opportunities for curriculum, professional development for staff, and access to mental health services.
• Goal 3: Engagement- To promote a school engagement with students and families in efforts to facilitate the reduction of chronic absenteeism, reduction of student discipline concerns while addressing safety and school connectedness, and see parent input of all in decision making (including unduplicated and special needs subgroups.)

In particular, our action plan under goal 1 will 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?

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.
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.

Another consideration from our LCAP parent advisory group is that we make 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. When referencing goal 3, it addresses school engagement with students and families. It was important to the advisory group that we include opportunities for parents to be more engaged in our schools and become advocates for their children. A great example of a service that was written into the LCAP after input from our groups is the possibility

	of collaborating with the Peninsula Conflict Resolution Center, with the help of BRSSD staff, to convene the families, school staff, and the bus drivers to better understand the needs of our students.
Annual Update:	**Annual Update:**
Our community involvement process involved multiple stakeholder groups at all levels. During our input sessions we reviewed the purpose of LCAP, provided an updated on the progress of the 2015-2016 actions and services, and solicited input after reviewing current data. Stakeholder Engagement Meeting Dates: September 15, 2015　　　District Wide School Site Council November 12nd, 2015　　　Board Update on LCAP November 30th, 2015　　　SMCOE Regional LCAP Meeting 　　　　　　　　　　SCSD, SMFCSD, LLSD, BSD, BRSSD January-February 2016　　　LCAP SSC Input at Sites 1/11 Cipriani 1/28 Central 2/4 RWES 2/8 Sandpiper 2/9 Fox, Nesbit 2/17 Ralston January 27, 2016　　　LCAP Parent Advisory Meeting February 22, 2016　　　SMCOE Regional Meeting 　　　　　　　　　SCSD, SMFCSD, LLSD, BSD, BRSSD	Our involvement process this year has been impactful on the development and revision of our LCAP. We took the approach this year in taking the time to educate our stakeholders on the purpose of LCAP, explaining the rational to our stakeholders, and the intent of the plan and funding was extremely helpful in having our stakeholder groups provide thoughtful input on how to support our unduplicated students. September 15, 2015 District Wide School Site Council We kicked off the school year with a district wide school site council meeting on September 15th, 2015. At the meeting, site council members were trained on their roles and responsibilities. A new responsibility of the council members is to provide input to the LCAP. Council members had time to analyze the current CAASPP data and look for trends with a focus on unduplicated students. During this activity, site council members were able to provide input for the LCAP based on their findings of the data analysis. They were also asked to participate in aligning their SPSA to the LCAP. Council members had time to analyze the current CAASPP data. It was noted that the achievement gap between our overall student population and our English Language learners was extreme. Recommendations were made throughout the school year. We were able to solicit input from the site council members again in at each of the school sites' council meetings. November 12nd, 2015 Board Update on LCAP In November, we took to the board the progress of our plan and reflected on 2015-2016. During our LCAP process update to the board we reviewed the actions and services and provided an update on development of the 2016-2019. Our updated also provided the board some understanding of the LCAP as we did with our school site councils. November 30th, 2015 and February 22nd, 2016 SMCOE Regional LCAP Meeting Throughout the year, the San Mateo County Office of Education has organized technical support teams to come out to districts and Regional Alike districts to come together to share ideas. The technical support team has provided critical support on how our LCAP is written and how to assure that the funds are allocated appropriately. At the regional meeting, the SMCOE facilitated and provided opportunities for districts to come together to share best practices. January 27 and March 9, 2016 LCAP Parent Advisory Meeting Our LCAP Parent Advisory Committee was well represented in the LCAP engagement process. We met three times and each time the parent group had the opportunity to review the 2014-2015 CAASPP data for target students, received an update on the actions/services of the LCAP goals for 2015-2016, and provided input. We invited our DELAC members, but we were not able to solicit a representative to participate on the LCAP PAC.

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:	Goal 1: Conditions of Learning and Pupil outcomes-Fully credentialed teachers will implement common core and NGSS standards through a broad course of study that includes all subject areas to promote academic proficiency.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_X_ COE only: 9__ 10__ Local : Specify _____

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 highly qualified teaching staff that understands the Common Core State Standards (CCSS) and instructional materials that facilitate differentiation for a diverse student population. Efforts will be made to increase performance in the following areas: 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, and pupil outcomes in subject areas. Ensure that all school facilities are maintained in good repair for learning.
	
	 We are not a high school district and we don't have advanced placement exams, A-G requirements or EAP. California no longer calculates API.
	
	 Support data used to identify needs:
	 The following needs related to state priority 4 have been identified at LEA level. In particular, students who have been in the US less than 5 years.
	 • AMAO 1: Percentage of ELs Making Annual Progress in Learning English in 2014-2015: 70%. (The Federal No Child Left Behind (NCLB) target is 62%
	 • AMAO 2: Percentage of ELs Making Annual Progress in Learning English in 2014-2015:
	     o <5 years: 45% (The Federal No Child Left Behind (NCLB) target is 25.4%
	     o >5 years: 76.9% (The Federal No Child Left Behind (NCLB) target is 52.8%
	 • AMAO 3: Adequately Yearly Progress for EL student group at LEA Level: Participation Rate for English Learner Student Group
	     o English-Language Arts/Literacy 100%
	     o Math 100%
	 An adoption process was implemented to have 100% of all classrooms use the reader's and writer's units of study.

Current Baseline Data		
HQT	100%	
Facilities	100% Williams	

	Common Core materials	100% of all classrooms have CCSS Math Materials		
	CELDT reclassification	23%		
	AMAO 1	70%		
	AMAO 2 <5 years	45%		
	AMAO 2 >5 years	76.9%		
	AMAO 3 Participation	100%		
	SBAC% at or above standard	ELA		Math
	All Students	74%		70%
	EL	36%		31%
	Low SES	41%		31%

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	All students will receive core academic instruction based on common core standards taught by highly qualified teachers that are NCLB compliant in well maintained facilities. Common core materials will be used to deliver instruction and growth in academic achievements will be measured by the following metrics for expected outcomes.		

	Current Baseline Data		2016-2017 Targets	
HQT	100%	100%	Maintain 100%	Maintain 100%
Facilities	100% Williams Facilities will provide quarterly checks on school grounds	100% Williams	Maintain 100%	Maintain 100%
Common Core materials	An adoption process was implemented to have 100% of all classrooms use the reader's and writer's units of study.	100% of all classrooms have CCSS Math Materials	Maintain 100%	Maintain 100%
CELDT reclassification	22%		25%	
AMAO 1	70%		73%	
AMAO 2	45%		48%	
AMAO 3	76.9%		79%	
SBAC% at or above standard	ELA	Math	ELA	Math
All Students	74%	70%	79%	75%
EL	36%	31%	40%	35%
Low SES	41%	31%	46%	36%
Illuminate Benchmark			ELA	Math
All Students			TBD this will be a baseline year	TBD
EL			TBD	TBD
Low SES			TBD	TBD

Additional metrics for Expected Outcomes:

• District-Wide Bench Mark Assessment for ELA and Math	
• 100% of Administrators and Teachers will participate in CCSS ELA, Math, and PLC PD	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BASE INSTRUCTIONAL PROGRAM for ALL STUDENTS 1.1 All students will receive core instruction, in a well-maintained facility, from teachers who are appropriately assigned and fully credentialed. • District CCSS teacher leaders will provide professional development on core content to teachers and provide support: on planning, delivering, and reflecting on Common Core lessons. • Provide site based ELA, Math, NGSS, and technology professional development and collaboration opportunities to analyze data using Illuminate for teacher leaders, principals, elementary and middle school teachers, and para educators. • District STEM coach will provide support in NGSS awareness, continue to support CCSS math implementation, and blended learning. • General education teacher training and resources on how to work with students who have special needs. • Enhance education and training for para-educators on early release days. • NGSS leadership team • Explore Middle School ELA CCSS materials. 1.2 Continue to provide professional development and understanding to teachers on Multi-Tiered Systems of Support. 1.3 All students will have course access to physical education and music. 1.4 BTSA Mentorship through San Mateo County Office of Education to support new teachers 1.5 New Teacher Orientation to prepare the new teachers for standard district practices.	LEA Wide	_x_ALL ------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____ _____	1.1 Certificated Salary 1000, 3000 01-1100-0-0000-2140-1910-700-0000 $116,717 Classified Salary 01-1100-0-0000-2140-2200-700-0000 $10,000 Contracts-Administrative Retreats and Professional development 01-1100-0-0000-2140-5872-700-0000 $119,000 Certificated Salary-STEM Coach Parcel $25,000 Oracle $60,000 1.2 Contract 01-1100-0-0000-2140-5872-700-0000 $2000 1.3 Certificated Salary 1000, 3000 School Force $332,645 Sequoia Health Initiative Grant $20,000 1.4 Contract 01-4035-0-0000-2140-5872-700-0000 $80,000 1.5 Certificated Salary 1000, 3000 01-1100-0-0000-2140-1910-700-0000 $5,835 Materials and Supplies 01-0000-0-1110-1000-4302-700-0000 $2,000
INCREASED or IMPROVED SERVICES Additional support will be provided to students who are struggling academically. 1.6 Reading specialists will provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.	LEA Wide	__ALL ------------------------------ OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient _x_Other	*Note: LCF1, LCF2, LCF3 refer to the supplemental funding.* 1.6 Please refer to site increased services below for Reading Specialists' salary expenditures. 1000,3000 1.7 Please refer to site increased services

1.7 After School homework centers will be available for students who need the academic support to be successful.

1.8 ELA/ELD Teacher Leaders Professional Learning and Coaching through contracted services.

- Facilitation of professional learning of 2012 CA ELD Standards and implications for implementation
- Development of an instructional plan to incorporate 2012 ELD Standards into current literacy curriculum for both integrated and designated ELD
- Design professional learning plan for implementation of 2012 CA ELD Standards
- CCSS teacher leaders will provide training to school sites on integrated and designated ELD

1.9 Identify students, using district criteria, that will attend a district sponsored summer school program that focuses on reading and math.

1.10 Health Cities Tutors to support students with their academics and provide an adult connection.

Increased Site Services

Central- Increase reading specialist time from 0.2 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Cirpriani- Increase reading specialist time from 0.5 to 0.7 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Fox- Increase reading specialist time from 0.2 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Fox-Homework Center Afterschool will be provided by Fox

Subgroups:(Specify)_Homeless___
_____

---

below for homework center salary expenditures. 1000,3000

1.8 Contracts
01-0000-0-0000-2100-5872-700-LCF1
$10,000
Professional Development
01-0000-0-0000-2100-1900-700-LCF1
$5000
Subs or half day Sat
01-0000-0-1110-1000-1125-700-LCF1
$2000
Materials
01-0000-0-1110-1000-4302-700-LCF1
$ 40,000

1.9 Contracts
01-0000-0-0000-2100-5872-700-LCF1
$20,000

1.10 Contracts
01-0000-0-1110-1000-5872-700-LCF1
$50,000

Site Services
Central:
Certificated Salary 1000-1999, 3000-3999 LCF1
$31,513

Cipriani:
Certificated Salary 1000-1999, 3000-3999 LCF1
$34,219

Fox:
Certificated Salary 1000-1999, 3000-3999 LCF1
$26,844
Materials   4000-4999 LCF1
$5000
Nesbit:

school staff, with stipend, to support students with their academic needs.

Fox-Rosetta Stone License is an online program that will support students with their English language development.

Fox-Leveled Library Intervention is an intervention program that be used to provide targeted support for students on reading.

Nesbit- Intervention Specialist to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Nesbit- Targeted Instructional Grouping
- o Planning subs
- o Collaboration
- o Professional development

Redwood Shores (RWES) - Increase reading specialist time from 0.5 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

RWES- Homework Center Afterschool will be provided by RWES school staff, with stipend, to support students with their academic needs.

Sandpiper- Increase reading specialist time to 0.8 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Ralston-Train teachers on scaffolding academic language in writer's workshop. Trainers will be contracted through the county or other services.

Certificated Salary 1000-1999, 3000-3999 LCF1
$94,540
Professional Development Contract
5000-5999 LCF1
$30,000

RWES:
Certificated Salary 1000-1999, 3000-3999 LCF1
$74,698

Sandpiper:
Certificated Salary 1000-1999, 3000-3999 LCF1
$100,376

Ralston:
Contracts
5000-5999 LCF1
$2000

Certificated Salary 1000-1999, 3000-3999 LCF1
$23,345

Ralston- Academic counselor to support and progress monitor unduplicated students' grades, engagement, and to facilitate afterschool homework club.

LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:	All students will receive core academic instruction based on common core standards taught by highly qualified teachers that are NCLB compliant in well maintained facilities. Common core materials will be used to deliver instruction and growth in academic achievements will be measured by the following metrics for expected outcomes.			

	2016-2017 Targets		2017-2018 Targets	
HQT	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Facilities	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Common Core materials	An adoption process was implemented to have 100% of all classrooms use the reader's and writer's units of study.	100% of all classrooms have CCSS Math Materials	Maintain 100%	Maintain 100%
CELDT reclassification	25%		28%	
AMAO 1	73%		76%	
AMAO 2	48%		51.7%	
AMAO 3	79%		81%	
SBAC% at or above standard	ELA	Math	ELA	Math
All Students	79%	75%	85%	TBD
EL	40%	35%	45%	TBD
Low SES	46%	36%	50%	TBD
Illuminate Benchmark	ELA	Math	ELA	Math
All Students	TBD this will be a baseline year	TBD	TBD	TBD
EL	TBD	TBD	TBD	TBD
Low SES	TBD	TBD	TBD	TBD

Additional metrics for Expected Outcomes:
- District-Wide Bench Mark Assessment for ELA and Math

100% of Administrators and Teachers will participate in CCSS ELA, Math, and PLC PD

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BASE INSTRUCTIONAL PROGRAM for ALL STUDENTS 1.1 All students will receive core instruction, in a well-maintained facility, from teachers who are appropriately assigned and fully credentialed. • District CCSS teacher leaders will provide professional development on core content to teachers and provide support: on planning, delivering, and reflecting on Common Core lessons. • Provide site based ELA, Math, NGSS, and technology professional development and collaboration opportunities to analyze data using Illuminate for teacher leaders,	LEA Wide	_x_ALL ------------------------------------ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	1.1 Certificated Salary 01-1100-0-0000-2140-1910-700-0000 $118,567 Classified Salary 01-1100-0-0000-2140-2200-700-0000 $12,693 Contracts-Administrative Retreats and Professional development 01-1100-0-0000-2140-5872-700-0000 $119,000

principals, elementary and middle school teachers, and para educators.
• District STEM coach will provide support in NGSS awareness, continue to support CCSS math implementation, and blended learning.
• General education teacher training and resources on how to work with students who have special needs.
• Enhance education and training for para-educators on early release days.
• NGSS leadership team
• Explore Middle School ELA CCSS materials.
1.2 Continue to provide professional development and understanding to teachers on Multi-Tiered Systems of Support.
1.3 All students will have course access to physical education and music.
1.4 BTSA Mentorship through San Mateo County Office of Education to support new teachers
1.5 New Teacher Orientation to prepare the new teachers for standard district practices.
			Certificated Salary 1000-1999, 3000-3999 STEM Coach
			  Parcel $25,000
			  Oracle $60,000
			1.2 Contract
			  01-1100-0-0000-2140-5872-700-0000
			  $2000
			1.3 Certificated Salary 1000-1999, 3000-3999 School Force $332,645
			  Sequoia Health Initiative Grant $20,000
			1.6 Contract
			  01-4035-0-0000-2140-5872-700-0000
			  $80,000
			1.5 Certificated Salary
			  01-1100-0-0000-2140-1910-700-0000
			  $5,925
			  Materials and Supplies
			  01-0000-0-1110-1000-4302-700-0000
			  $2,000

INCREASED or IMPROVED SERVICES
Additional support will be provided to students who are struggling academically.
1.6 Reading specialists will provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.
1.7 After School homework centers will be available for students who need the academic support to be successful.
1.8 ELA/ELD Teacher Leaders Professional Learning and Coaching through contracted services.
• Facilitation of professional learning of 2012 CA ELD Standards and implications for implementation
• Development of an instructional plan to incorporate 2012 ELD Standards into current literacy curriculum for both integrated and designated ELD
• Design professional learning plan for implementation of 2012 CA ELD Standards
• CCSS teacher leaders will provide training to school sites on integrated and designated ELD
	LEA Wide
	
	1.6 Central Cipriani
	
	1.7 Nesbit Fox
		__ALL
		------------------------------ 	
		OR:
		_x_Low Income pupils _x_English Learners
		_x_Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Homeless___
		_____
			Note: LCF1, LCF2, LCF3 refer to the supplemental funding.
			
			1.6 Please refer to site increased services below for Reading Specialists' salary expenditures.
			1.7 Please refer to site increased services below for homework center salary expenditures.
			1.8 Contracts
			  01-0000-0-0000-2100-5872-700-LCF1
			  $10,000
			  Professional Development
			  01-0000-0-0000-2100-1900-700-LCF1
			  $5000
			  Subs or half day Sat
			  01-0000-0-1110-1000-1125-700-LCF1
			  $2000
			  Materials
			  01-0000-0-1110-1000-4302-700-LCF1
			  $ 40,000

1.9 Identify students, using district criteria, that will attend a district sponsored summer school program that focuses on reading and math1.9Identify students, using district criteria, that will attend a district sponsored summer school program that focuses on reading and math.

1.10 Health Cities Tutors to support students with their academics and provide an adult connection.

Increased Site Services
Central- Increase reading specialist time from 0.2 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Cirpriani- Increase reading specialist time from 0.5 to 0.7 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Fox- Increase reading specialist time from 0.2 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Fox-Homework Center Afterschool will be provided by Fox school staff, with stipend, to support students with their academic needs.

Fox-Rosetta Stone License is an online program that will support students with their English language development.

Fox-Leveled Library Intervention is an intervention program that be used to provide targeted support for students on reading.

Nesbit- Intervention Specialist to provide supplemental support to English Learners in ELD academic enrichment

1.9   Contracts
   01-0000-0-0000-2100-5872-700-LCF1
$20,000
1.10 Contracts
   01-0000-0-1110-1000-5872-700-LCF1
 $50,000

Site Services
Central:
Certificated Salary 1000-1999, 3000-3999
LCF1
$32,013

Cipriani:
Certificated Salary 1000-1999, 3000-3999
LCF1
$34,761

Fox:
Certificated Salary 1000-1999, 3000-3999
LCF1
$27,270
Materials   4000-4999 LCF1
$5,000

Nesbit:
Certificated Salary 1000-1999, 3000-3999
LCF1
$101967
Professional Development Contract 5000-5999
LCF1
$30,000

RWES:
Certificated Salary 1000-1999, 3000-3999
LCF1
$77,882

beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Nesbit- Targeted Instructional Grouping
  - o Planning subs
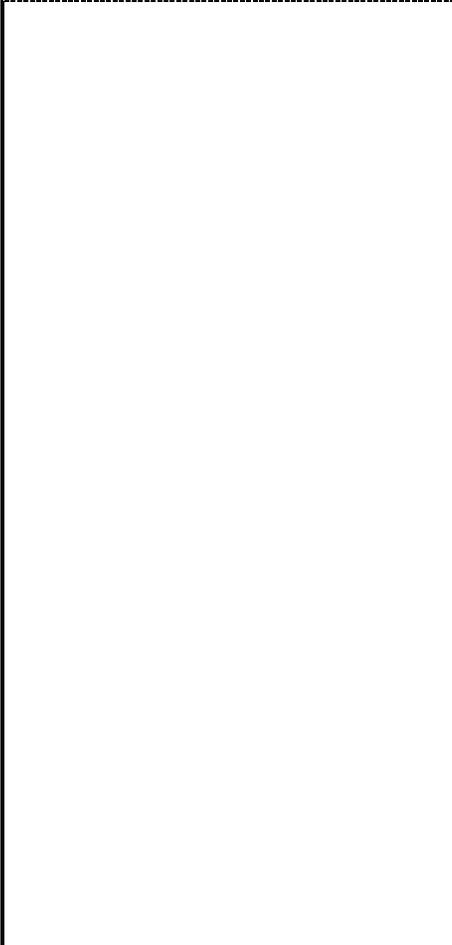 - o Collaboration
  - o Professional development

Redwood Shores (RWES) - Increase reading specialist time from 0.5 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

RWES- Homework Center Afterschool will be provided by RWES school staff, with stipend, to support students with their academic needs.

Sandpiper- Increase reading specialist time to 0.8 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Ralston-Train teachers on scaffolding academic language in writer's workshop. Trainers will be contracted through the county or other services.

Ralston- Academic counselor to support and progress monitor unduplicated students' grades, engagement, and to facilitate afterschool homework club.

Sandpiper:
Certificated Salary 1000-1999, 3000-3999 LCF1
$96,039

Ralston: Contracts   5000-5999 LCF1
$2000
Certificated Salary 1000-1999, 3000-3999 LCF1
$24,083

LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:	All students will receive core academic instruction based on common core standards taught by highly qualified teachers that are NCLB compliant in well maintained facilities. Common core materials will be used to deliver instruction and growth in academic achievements will be measured by the following metrics for expected outcomes.			

	2017-2018		2018-2019 Targets	
HQT	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Facilities	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
Common Core materials	An adoption process was implemented to have 100% of all classrooms use the reader's and writer's units of study.	100% of all classrooms have CCSS Math Materials	Maintain 100%	Maintain 100%
CELDT reclassification	28%			
AMAO 1	76%			
AMAO 2	51.7%			
AMAO 3	81%			
SBAC% at or above standard	ELA	Math	ELA	Math
All Students	85%	TBD		
EL	45%	TBD		
Low SES	50%	TBD		
Illuminate Benchmark	ELA	Math	ELA	Math
All Students	TBD	TBD	TBD	TBD
EL	TBD	TBD		
Low SES	TBD	TBD		

Additional metrics for Expected Outcomes:
- District-Wide Bench Mark Assessment for ELA and Math
100% of Administrators and Teachers will participate in CCSS ELA, Math, and PLC PD

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BASE INSTRUCTIONAL PROGRAM for ALL STUDENTS 1.1 All students will receive core instruction, in a well-maintained facility, from teachers who are appropriately assigned and fully credentialed. • District CCSS teacher leaders will provide professional development on core content to teachers and provide support: on planning, delivering, and reflecting on Common Core lessons. • Provide site based ELA, Math, NGSS, and technology professional development and collaboration opportunities	LEA Wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	1.1 Certificated Salary 1000-1999, 3000-3999 01-1100-0-0000-2140-1910-700-0000 $120,417 Classified Salary 2000-2999, 3000-3999 01-1100-0-0000-2140-2200-700-0000 $12,854 Contracts-Administrative Retreats and Professional development 01-1100-0-0000-2140-5872-700-0000

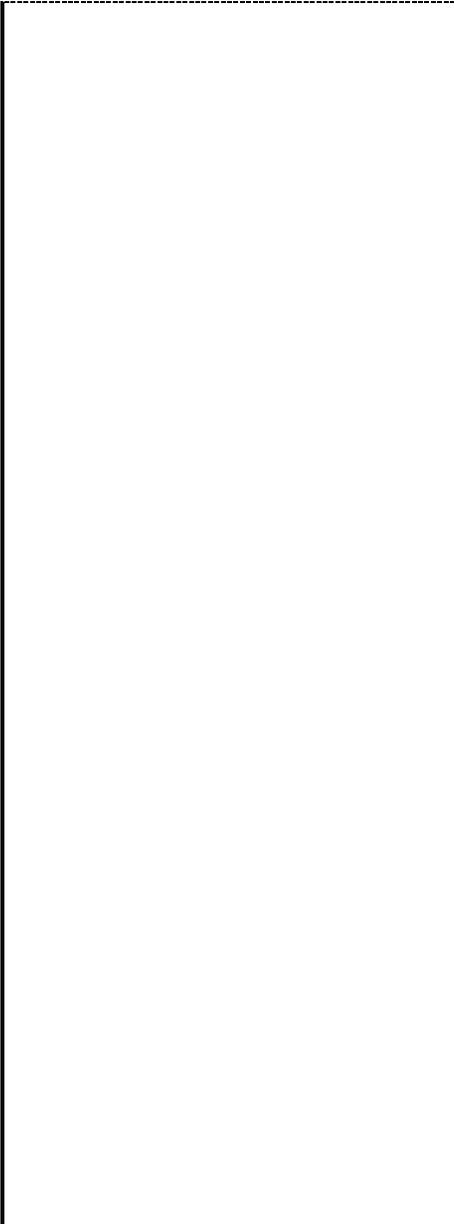|			

to analyze data using Illuminate for teacher leaders, principals, elementary and middle school teachers, and para educators.
• District STEM coach will provide support in NGSS awareness, continue to support CCSS math implementation, and blended learning.
• General education teacher training and resources on how to work with students who have special needs.
• Enhance education and training for para-educators on early release days.
• NGSS leadership team
• Explore Middle School ELA CCSS materials.
1.2 Continue to provide professional development and understanding to teachers on Multi-Tiered Systems of Support.
1.3 All students will have course access to physical education and music.
1.4 BTSA Mentorship through San Mateo County Office of Education to support new teachers
1.5 New Teacher Orientation to prepare the new teachers for standard district practices.
1.6 Krause Center for Innovation training to build the capacity of BRSSD teachers to develop their technology skills and knowledge to confidently integrate technology into the curriculum that will improve students' skills in communication, collaboration, critical thinking, and creativity.
			$119,000
			  Certificated Salary 1000-1999, 3000-3999
			STEM Coach
			  Parcel $25,000
			  Oracle $60,000
			1.2 Contract
			  01-1100-0-0000-2140-5872-700-0000
			  $2000
			1.3 Certificated Salary 1000-1999, 3000-3999
			School Force $332, 645
			  Sequoia Health Initiative Grant $20,000
			1.4 Contract
			  01-4035-0-0000-2140-5872-700-0000
			  $80,000
			1.5 Certificated Salary 1000-1999, 3000-3999
			  01-1100-0-0000-2140-1910-700-0000
			  $6,020
			  Materials and Supplies
			  01-0000-0-1110-1000-4302-700-0000
			  $2,000
			1.6 Contract
			  01-1100-0-0000-2140-5872-700-0000
			  $18,000

INCREASED or IMPROVED SERVICES
Additional support will be provided to students who are struggling academically.
1.7 Reading specialists will provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.
1.8 After School homework centers will be available for students who need the academic support to be successful.
1.9 ELA/ELD Teacher Leaders Professional Learning and Coaching through contracted services.
• Facilitation of professional learning of 2012 CA ELD Standards and implications for implementation
• Development of an instructional plan to incorporate 2012 ELD Standards into current literacy curriculum
	All Schools
	
	1.7 Central Cipriani
	
	1.8 Nesbit
	1.9 Fox
		__ALL
		‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒‒
		OR:
		_x_Low Income pupils _x_English Learners
		_x_Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Homeless___
		_____
			Note: LCF1, LCF2, LCF3 refer to the supplemental funding.
			
			1.7 Please refer to site increased services below for Reading Specialists' salary expenditures.
			1.8 Please refer to site increased services below for homework center salary expenditures.
			1.9 Contracts
			  01-0000-0-0000-2100-5872-700-LCF1
			  $10,000
			  Professional Development
			  01-0000-0-0000-2100-1900-700-LCF1
			  $5000

for both integrated and designated ELD
- Design professional learning plan for implementation of 2012 CA ELD Standards
- CCSS teacher leaders will provide training to school sites on integrated and designated ELD

1.9 Identify students, using district criteria that will attend a district sponsored summer school program that focuses on reading and math.

Increased Site Services

Central- Increase reading specialist time from 0.2 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Cirpriani- Increase reading specialist time from 0.5 to 0.7 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Fox- Increase reading specialist time from 0.2 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.

Fox-Homework Center Afterschool will be provided by Fox school staff, with stipend, to support students with their academic needs.

Fox-Rosetta Stone License is an online program that will support students with their English language development.

Fox-Leveled Library Intervention is an intervention program that be used to provide targeted support for students on reading.

Nesbit- Intervention Specialist to provide supplemental

Subs or half day Sat
01-0000-0-1110-1000-1125-700-LCF1
$2000
Materials
01-0000-0-1110-1000-4302-700-LCF1
$ 40,000
Contracts
01-0000-0-1110-1000-5872-700-LCF1
$50,000
Contracts
01-0000-0-0000-2100-5872-700-LCF1
$20,000

Site Services
Central:
Certificated Salary 1000-1999, 3000-3999
LCF1
$33,512

Cipriani:
Certificated Salary 1000-1999, 3000-3999
LCF1
$35,303

Fox:
Certificated Salary 1000-1999, 3000-3999
LCF1
$27,695
Materials   4000-4999 LCF1
$5,000

Nesbit:
Certificated Salary 1000-1999, 3000-3999
LCF1
$103,558

Professional Development Contract
5000-5999
LCF1

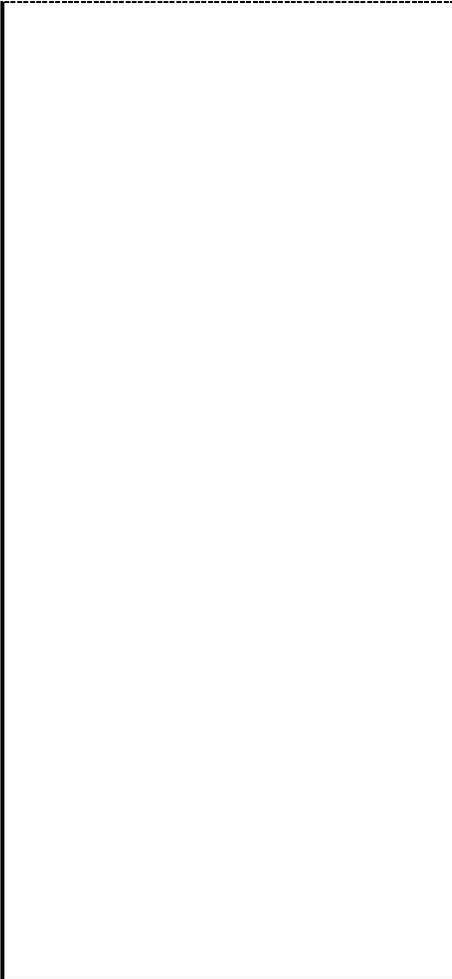|		

support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.
 	
Nesbit- Targeted Instructional Grouping
    o   Planning subs
    o   Collaboration
    o   Professional development
 	
Redwood Shores (RWES) - Increase reading specialist time from 0.5 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.
 	
RWES- Homework Center Afterschool will be provided by RWES school staff, with stipend, to support students with their academic needs.
 	
Sandpiper- Increase reading specialist time to 0.8 FTE to provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas.
 	
Ralston-Train teachers on scaffolding academic language in writer's workshop. Trainers will be contracted through the county or other services.
 	
Ralston- Academic counselor to support and progress monitor unduplicated students' grades, engagement, and to facilitate afterschool homework club.
		$30,000
		
		RWES:
		Certificated Salary 1000-1999, 3000-3999
		LCF1
		$77,066
		
		Sandpiper:
		Certificated Salary 1000-1999, 3000-3999
		LCF1
		$105,333
		
		Ralston:
		Contracts
		5000-5999 LCF1
		
		$2000
		Certificated Salary 1000-1999
		LCF1
		$24,094

GOAL 2:	Goal 2: School Culture and Climate-To promote a positive school culture and climate that will facilitate a safe emotional environment so that students may develop trust and connections to their peers and teachers. Students' mental health will be a priority when examining opportunities for curriculum, professional development for staff, and access to mental health services.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x_ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	There has been an increase of STAR Vista referrals at all 7 of our school sites. An increase on mental health risk assessments has also been an indicator that there is a need for services and support. Ralston Middle School in particular has had an increase in mental health and social emotional concerns.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-2017		

Student Discipline Reports	Number of suspensions in the 2015-2016 school year	Numbers of suspensions projected for the 2016-2017 school year
Central	1	0
Cipriani	2	0
Fox	-	0
Nesbit	9	3
RWES	3	0
Sandpiper	-	0
Ralston	61	10
Ralston Drop Outs	0	0
District Expulsion	0	0

From the CHKS results, you can see that areas related to school culture and climate overall as a district has improved. Green indicates that we have made improvement in those areas and the pink indicates that we have regressed overtime. The survey responses are from Belmont Redwood Shores School District. We need to continue the positive work that we have been doing and continue to provide a safe and positive school culture and climate for our students to learn.

Regression over prior assessment values	
Improvement over prior assessment values	
< 2% change in value since prior assessment	
Areas where we fall below county	

Expected Annual Measurable Outcomes:

Middle School California Healthy Kids' Survey Results:	2009/10	2011/12	2013/14	2015/16
Response Rate	*83%*	*86%*	*98%*	*95%*
Perceived Academic Ability (mostly Bs or better)	*84%*	*84%*	*83%*	*91%*
Academic Motivation (high- new for 13/14)	*n/a*	*n/a*	*40%*	*51%*
Truancy - Skipped School or Cut Class (0 times)	*90%*	*88%*	*82%*	*90%*
School Connectedness (high)	*64%*	*58%*	*60%*	*63%*
Close to people at school (agree or strongly agree)	*68%*	*68%*	*73%*	*77%*
Happy at school (agree or strongly agree)	*82%*	*76%*	*67%*	*72%*
Safe at School (agree/strongly agree)	*74%*	*68%*	*74%*	*76%*
Caring Adult Relationship at School (high)	*44%*	*42%*	*32%*	*42%*

Caring Adult Relationship at School (low)	*9%*	*7%*	*9%*	*8%*
Meaningful Participation (high)	*23%*	*16%*	*16%*	*21%*
Meaningful Participation (low)	*26%*	*26%*	*23%*	*23%*
High Expectations: Adults in School (high)	*64%*	*59%*	*57%*	*61%*
High Expectations: Adults in School (low)	*4%*	*4%*	*5%*	*6%*
Teachers treat students fairly (agree or strongly agree)	*63%*	*52%*	*64%*	*62%*
Cyber Bullying (0 times)	*86%*	*82%*	*87%*	*89%*
Mean Rumors Spread (0 times)	*57%*	*56%*	*63%*	*63%*
Hit or Pushed at school (0 times)	*61%*	*57%*	*72%*	*75%*
Afraid of Being Beat Up (0 times)	*81%*	*76%*	*83%*	*83%*
In a Physical Fight on campus (0 times)	*82%*	*82%*	*88%*	*90%*
Teased about how they look or talk (0 times)	*60%*	*57%*	*67%*	*70%*
Experienced Harassment at school (1 or more times)	*39%*	*46%*	*44%*	*36%*
Experienced Harassment due to Race, Ethnicity or National Origin (1 or more times) (Note: all other specific areas of Harassment were experienced by less than 10% of students across all years)	*14%*	*22%*	*22%*	*13%*
Seen a Weapon at School (0 times)	*81%*	*73%*	*93%*	*86%*
Property Stolen or Damaged at school (0 times)	*76%*	*75%*	*76%*	*82%*
Gang Involvement (No)	*97%*	*95%*	*97%*	*96%*

Elementary School California Healthy Kids' Survey Results:	*2009/10*	*2011/12*	*2013/14*	*2015/16*
Response Rate	*72%*	*72%*	*62%*	*72%*
Perceived Academic Ability (best/ better than most)	*48%*	*57%*	*58%*	*54%*
School Connectedness	*76%*	*73%*	*79%*	*72%*
Close to people at school (all or most of the time)	*70%*	*72%*	*68%*	*66%*
Happy at school (all or most of the time)	*89%*	*87%*	*91%*	*89%*

Feel a part of the school (all or most)	84%	86%	90%	87%
Teachers Treat Students fairly (all or most)	95%	95%	97%	93%
Safe at School (all of the time)	67%	65%	68%	56%
Safe at School (all or most of the time)	92%	91%	95%	91%
Caring Adult Relationship at School (high)	72%	68%	74%	71%
Caring Adult Relationship at School (med - low)	27-1%	32-0%	26-0%	27-2%
Meaningful Participation (high)	20%	18%	23%	25%
Meaningful Participation (med - low)	74-6%	74-8%	71-6%	70-5%
High Expectations: Adults in School (high)	69%	65%	73%	64%
High Expectations: Adults in School (med - low)	30-1%	34-1%	27-0%	33-3%
Peer Environment (high pro-social)	47%	62%	58%	
Empathy for Others (high)	42%	44%	53%	
Problem Solving (high)	35%	40%	41%	
Goals & Aspirations (high)	83%	86%	93%	
# of Times Moved in past 12 months (0 times)	73%	63%	69%	
Safe Outside of School (all of the time)	34%	35%	39%	42%
Safe Outside of School (all or most of the time)	83%	82%	91%	92%
Home Environment (high)	86%	85%	86%	
Home Without Adult Supervision (never)	61%	57%	51%	57%
Home Without Adult Supervision (all or most)	10%	6%	5%	1%
Cyber Bullying (0 times)	96%	97%	97%	93%
Mean Rumors Spread (0 times)	66%	66%	72%	61%
Hit or Pushed (never)	59%	71%	69%	70%
Teased about body (never)	76%	80%	83%	80%
Seen a weapon at School (0 times)	91%	93%	96%	95%
Wear Seat Belt (Yes, all of the time)	91%	87%	92%	95%
Wear helmet when bicycling (Yes, all of the time)	62%	61%	71%	75%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

BASE INSTRUCTIONAL PROGRAM for ALL STUDENTS
2.1 Social Emotional Learning (SEL).
• Implement the newly adopted SEL curriculum based on individual site needs in terms of level of need
• Purchase Second Step materials for new teachers
• Institutionalize Positive Behavior Intervention System (PBIS) district wide based on a based set on an implementation rubric
2.2 Professional Development on Social Emotional Learning, PBIS, and Mental Health for teachers and para educators
2.3 Develop district wide mental health task force to examine approaches and resources to support students.
2.4 School site PBIS/SEL team to support implementation of program at each site.
2.5 Involve student leadership in the California Association of Student Councils.
	LEA Wide	_X_ALL
		OR:
		_Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient __Other Subgroups
		Specify)_____
		__
			2.1 Books and materials
			  01-1100-0-0000-2140-4302-700-0000
			  $10,000
			2.2 Professional Development-Conference
			  01-1100-0-0000-2140-5210-700-0000
			  $1000
			2.4 Certificated Salary 1000, 3000
			  01-1100-0-0000-2140-1910-700-0000
			  $4668
			2.5 Materials
			  01-1100-0-0000-2140-5872-700-000
			  $1000

INCREASED or IMPROVED SERVICES
2.6 Provide parent classes in the primary language on social emotional learning for their children.
2.7 Increase STAR Vista counseling time for the unduplicated students.
2.8 Research and explore opportunities to work with Healthy City Tutors who will work one on one with the unduplicated students on their core academics and provide an adult connection that often stays with them for 8 years.
2.9 Revisit AVID as a program for middle school and elementary school for unduplicated students to encourage student engagement with school and academics and acts as an ongoing mentor to our students.
 	
Increased Site Services
Fox- Additional Star Vista –will be provided to unduplicated students to address their emotional health
Fox- PBIS signage will help remind students to make positive choices about behavior.
	LEA Wide	__ALL
		------------------------------ 	
		
		Or
		_x_Low Income pupils _x_English Learners
		_x_Foster Youth __Redesignated fluent English proficient _x_Other Subgroups
		Specify)___Homeless_____
		_____
			2.6 Materials
			  01-0000-0-1110-1000-4300-700-LCF2
			  $5,000
			2.7 Contracts
			  01-0000-0-1110-1000-5872-700-LCF2
			  $20,000
			2.8 Contracts
			  01-0000-0-0000-2100-5872-700-LCF2
			  $50,000
			2.9 Contracts
			  01-0000-0-0000-2100-5872-700-LCF2
			  $20,000
			
			Increased Site Services
			Fox: Contract 5000-5999 LCF2
			  $3000
			  Materials 4000-4999 LCF2
			  $500
			
			Nesbit:

Nesbit-Parent University-Parent University-Parents will be provided training on how to support their students at home **Nesbit**-Counselor-This counselor will serve as an academic counselor to the target students, about and beyond the regular counseling services that they can access. **RWES**-PBIS Support-Positive Behavior Intervention and Support classroom posters and materials to support social and emotional learning program. **RWES**- Tinsley Parent Night to collaborate and communicate with the communities of East Palo Alto and East Menlo Park. We share strategies and information to provide a safe experience for those students riding the bus. (Translation support)		Certificated Salary 1000-1999, 3000-3999 LCF2 $ 11,717 RWES: Materials 4000-4999 LCF2 $500

	LCAP Year 2: 2017-2018				

Expected Annual Measurable Outcomes:	Please See Healthy Kids Survey above under year 1.

Student Discipline Reports	Number of suspensions in the 2015-2016 school year	Numbers of suspensions projected for the 2016-2017 school year
Central	1	0
Cipriani	2	0
Fox	-	0
Nesbit	9	3
RWES	3	0
Sandpiper	-	0
Ralston	61	10
Ralston Drop Outs	0	0
District Expulsion	0	0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

BASE INSTRUCTIONAL PROGRAM for ALL STUDENTS
2.1 Social Emotional Learning (SEL).
• Implement the newly adopted SEL curriculum based on individual site needs in terms of level of need
• Second Step materials for new teachers
• Institutionalize Positive Behavior Intervention System (PBIS) district wide based on a based set on an implementation rubric
2.2 Professional Development on Social Emotional Learning,
	LEA Wide	_x_ALL
		OR:
		_Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient __Other Subgroups
		Specify)_____
		__
			2.1 Books and materials
			  01-1100-0-0000-2140-4302-700-0000
			  $10,000
			2.2 Professional Development-Conference
			  01-1100-0-0000-2140-5210-700-0000
			  $1000
			2.4 Certificated Salary 1000,3000
			  01-1100-0-0000-2140-1910-700-0000
			  $4742

PBIS, and Mental Health for teachers and para educators
2.3 Develop district wide mental health task force to examine approaches and resources to support students.
2.4 School site PBIS/SEL team to support implementation of program at each site.
2.5 Involve student leadership in the California Association of Student Councils.
			2.5 Materials
			  01-1100-0-0000-2140-5872-700-000
			  $1000

INCREASED or IMPROVED SERVICES
2.6 Provide parent classes in the primary language on social emotional learning for their children.
2.7 Increase STAR Vista counseling time for the unduplicated students.
2.8 Research and explore opportunities to work with Healthy City Tutors who will work one on one with the unduplicated students on their core academics and provide an adult connection that often stays with them for 8 years.
2.9 Revisit AVID as a program for middle school and elementary school for unduplicated students to encourage student engagement with school and academics and acts as an ongoing mentor to our students.
 	
Increased Site Services
Fox- Additional Star Vista –will be provided to unduplicated students to address their emotional health
Fox- PBIS signage will help remind students to make positive choices about behavior.
 	
Nesbit-Parent University-Parent University-Parents will be provided training on how to support their students at home
 	
Nesbit-Counselor-This counselor will serve as an academic counselor to the target students, about and beyond the regular counseling services that they can access.
 	
RWES-PBIS Support-Positive Behavior Intervention and Support classroom posters and materials to support social and emotional learning program.
 	
RWES- Tinsley Parent Night to collaborate and
	LEA Wide	__ALL
		----------------------------------- 	
		OR:
		x_Low Income pupils __x_English Learners
		_x_Foster Youth ___Redesignated fluent English proficient _x_Other Subgroups
		Specify)___Homeless_____
		_____Other
		----------------------------------- 	
		OR:
		x_Low Income pupils __x_English Learners
		_x_Foster Youth ___Redesignated fluent English proficient _x_Other Subgroups
		Specify)_____Homeless_____
		_____
			2.6 Materials
			  01-0000-0-1110-1000-4300-700-LCF2
			  $5,000
			2.10 Contracts
			  01-0000-0-1110-1000-5872-700-LCF2
			  $20,000
			2.11 Contracts
			  01-0000-0-0000-2100-5872-700-LCF2
			  $50,000
			2.12 Contracts
			  01-0000-0-0000-2100-5872-700-LCF2
			  $20,000
			
			Increased Site Services
			Fox:
			Contract 5000-5999 LCF2
			$3000
			Materials 4000-4999 LCF2
			$500
			
			Nesbit:
			Certificated Salary 1000-1999, 3000-3999 LCF2
			$ 11,856
			
			RWES:
			Materials 4000-4999 LCF2
			$500

communicate with the communities of East Palo Alto and East Menlo Park. We share strategies and information to provide a safe experience for those students riding the bus. (Translation support)

LCAP Year 3: 2018-2019		

Expected Annual Measurable Outcomes:

Please See Healthy Kids Survey above under year 1.

Student Discipline Reports	Number of suspensions in the 2015-2016 school year	Numbers of suspensions projected for the 2016-2017 school year
Central	1	0
Cipriani	2	0
Fox	-	0
Nesbit	9	3
RWES	3	0
Sandpiper	-	0
Ralston	61	10
Ralston Drop Outs	0	0
District Expulsion	0	0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BASE INSTRUCTIONAL PROGRAM for ALL STUDENTS 2.1 Social Emotional Learning (SEL). • Implement the newly adopted SEL curriculum based on individual site needs in terms of level of need • Second Step materials for new teachers • Institutionalize Positive Behavior Intervention System (PBIS) district wide based on a based set on an implementation rubric 2.2 Professional Development on Social Emotional Learning, PBIS, and Mental Health for teachers and para educators 2.3 Develop district wide mental health task force to examine approaches and resources to support students. 2.4 School site PBIS/SEL team to support implementation of program at each site. 2.5 Involve student leadership in the California Association of Student Councils.	LEA Wide	_x_ALL OR: _Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	2.1 Books and materials 01-1100-0-0000-2140-4302-700-0000 $10,000 2.2 Professional Development-Conference 01-1100-0-0000-2140-5210-700-0000 $1000 2.4 Certificated Salary 1000, 3000 01-1100-0-0000-2140-1910-700-0000 $4816 2.5 Materials 01-1100-0-0000-2140-5872-700-000 $1000
INCREASED or IMPROVED SERVICES	LEA Wide	__ALL	2.6 Materials

2.6 Provide parent classes in the primary language on social emotional learning for their children. 2.7 Increase STAR Vista counseling time for the unduplicated students. 2.8 Research and explore opportunities to work with Healthy City Tutors who will work one on one with the unduplicated students on their core academics and provide an adult connection that often stays with them for 8 years. 2.9 Revisit AVID as a program for middle school and elementary school for unduplicated students to encourage student engagement with school and academics and acts as an ongoing mentor to our students. **Increased Site Services** **Fox**- Additional Star Vista –will be provided to unduplicated students to address their emotional health **Fox**- PBIS signage will help remind students to make positive choices about behavior. **Nesbit**-Parent University-Parent University-Parents will be provided training on how to support their students at home **Nesbit**-Counselor-This counselor will serve as an academic counselor to the target students, about and beyond the regular counseling services that they can access. **RWES**-PBIS Support-Positive Behavior Intervention and Support classroom posters and materials to support social and emotional learning program. **RWES**- Tinsley Parent Night to collaborate and communicate with the communities of East Palo Alto and East Menlo Park. We share strategies and information to provide a safe experience for those students riding the bus. (Translation support)	OR: x_Low Income pupils___x_English Learners _x_Foster Youth___Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Homeless____ _____	01-0000-0-1110-1000-4300-700-LCF2 $5,000 2.13 Contracts 01-0000-0-1110-1000-5872-700-LCF2 **$20,000** 2.14 Contracts 01-0000-0-0000-2100-5872-700-LCF2 **$50,000** 2.15 Contracts 01-0000-0-0000-2100-5872-700-LCF2 **$20,000** **Increased Site Services** Fox: Contract 5000-5999 LCF2 $3000 Materials 4000-4999 LCF2 $500 Nesbit: Certificated Salary 1000-1999, 3000-3999 LCF2 $12,041 RWES: Materials 4000-4999 LCF2 $500

GOAL 3:	Goal 3: Engagement- To promote a school engagement with students and families in efforts to **maintain the positive attendance percentage, reduction of student discipline concerns** while addressing safety and school connectedness, and see parent input of all in decision making (including unduplicated and special needs subgroups.)	Related State and/or Local Priorities: 1__ 2_ 3_x_ 4__ 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. On average our Average Daily Attendance rate has been fairly stable. But it still is important to communicate with our families the importance of not missing school. California Health Kids Survey-Please see survey results in Goal 2.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

		District	Central	Cipriani	Fox	Nesbit	Redwood Shores	Sandpiper	Ralston
Expected Annual Measurable Outcomes:	2015-2016 Daily Average Absences (DAA)	9	8	11	8	11	9	9	8
	2016-2017 DAA Target	6	5	8	5	8	6	6	5
	2017-2018 DAA Target	3	2	5	2	5	3	3	2

	2015-2016	2016-2017 Target	2017-2018 Target
Percentage of Daily Attendance	96.96%	98%	99%
Chronic Absenteeism	3.4%	2%	1%

Student Discipline Reports	Number of suspensions in the 2015-2016 school year	Numbers of suspensions projected for the 2016-2017 school year
Central	1	0
Cipriani	2	0
Fox	-	0
Nesbit	9	3
RWES	3	0
Sandpiper	-	0
Ralston	61	10
Ralston Drop Outs	0	0
District Expulsion	0	0

***We are not a high school district so we do not have any high school dropout rates or graduation rates to report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

BASE INSTRUCTIONAL PROGRAM for ALL STUDENTS
3.1 Revision of site and district safety plans, incorporating SM County's Big 5 initiative to establish common emergency response protocols.
 	
3.2 District wide emergency drills for all certificated and classified staff will be held in April, 2017.
 	
3.3 Continue with Healthy Kids' Survey and provide additional surveys to further understand student social and emotional needs.
	LEA Wide	_x_ALL
		OR:
		_Low Income pupils __English Learners
		__Foster Youth
		__Redesignated fluent English proficient __Other Subgroups:(Specify)_____
		_____
			3.1 No funding needed
			3.2 No funding needed
			
			3.3 Materials-Survey
			   01-1100-0-0000-2140-4302-700-0000
			   $1000

INCREASED or IMPROVED SERVICES
3.6 Explore opportunities to collaborate with the Peninsula Conflict Resolution Center, with the help of BRSSD staff, PCRC will convene the families, school staff, and the bus drivers.
• Provide bilingual facilitation, childcare, food, and meeting supplies. The goals of the meeting are the following:
• Demonstrate the commitment of the BRSSD to the Tinsley families
• Build relationships between the families, school representatives, and the bus drivers
• Connect the families to each other
• Collectively address the issue of drop-off supervision
• Gather successes and other areas of tension
• Discuss strategy for next year
Build capacity of family engagement
3.7 Parent education for families of unduplicated students
• Common Core Standards
• How to read the report card and prepare for PT conferences
• How to help at home
• How to understand CAASPP data
• Getting involved and volunteer
	3.6 Nesbit, Sandpiper, Redwood Shores, District	__ALL
		OR:
		x_Low Income pupils
		_x_English Learners
		_x_Foster Youth
		__Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Homeless
			3.6 Contracts
			   01-0000-0-1110-1000-5872-700-LCFS
			   $18,000
			3.7 Materials and Supplies
			   01-1100-0-0000-2140-4302-700-0000
			   $300
			
			Increased Site Services
			Nesbit:
			Contracts 5000-5999
			LCF3
			$8000
			Translation Services 2000-2999, 3000-3999
			LCF3
			$ 17,507
			
			Ralston:
			Certificated Salary 1000-1999, 3000-3999
			LCF3
			$ 4,085
			Materials 4000-4999
			LCF3
			$500

3.8 Train district staff on the use of Foster Youth Education Toolkit (Alliance.org)

3.9 Encourage parent participation in the schools by paying for finger prints in the Volunteer process.

Increased Site Services

Nesbit-Tinsley family support meetings through PCRC to collaborate and communicate with the communities of East Palo Alto and East Menlo Park. We share strategies and information to provide a safe experience for those students riding the bus. (Translation support)

Nesbit-Translation Services

Ralston-Parent engagement (coffees, presentations, surveys, English instruction) facilitated by a parent liaison with administrator (stipend).

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

	District	Central	Cipriani	Fox	Nesbit	Redwood Shores	Sandpiper	Ralston
2015-2016 Daily Average Absences (DAA)	9	8	11	8	11	9	9	8
2016-2017 DAA Target	6	5	8	5	8	6	6	5
2017-2018 DAA Target	3	2	5	2	5	3	3	2

	2015-2016	2016-2017 Target	2017-2018 Target
Percentage of Daily Attendance	96.96%	98%	99%
Chronic Absenteeism	3.4%	2%	1%

Student Discipline Reports	Number of suspensions in the 2015-2016 school year	Numbers of suspensions projected for the 2016-2017 school year
Central	1	0
Cipriani	2	0
Fox	-	0
Nesbit	9	3
RWES	3	0
Sandpiper	-	0
Ralston	61	10

Ralston Drop Outs	0	0	
District Expulsion	0	0	

***We are not a high school district so we do not have any high school dropout rates or graduation rates to report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BASE INSTRUCTIONAL PROGRAM for ALL STUDENTS 3.1 Revision of site and district safety plans, incorporating SM County's Big 5 initiative to establish common emergency response protocols. 3.2 District wide emergency drills for all certificated and classified staff will be held in April, 2017. 3.3 Continue with Healthy Kids' Survey and provide additional surveys to further understand student social and emotional needs.	LEA Wide	_x_ALL OR: _Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	3.1 No funding needed 3.2 No funding needed 3.3 Materials-Survey 01-1100-0-0000-2140-4302-700-0000 $1000

INCREASED or IMPROVED SERVICES
3.6 Explore opportunities to collaborate with the Peninsula Conflict Resolution Center, with the help of BRSSD staff, PCRC will convene the families, school staff, and the bus drivers.
• Provide bilingual facilitation, childcare, food, and meeting supplies. The goals of the meeting are the following:
• Demonstrate the commitment of the BRSSD to the Tinsley families
• Build relationships between the families, school representatives, and the bus drivers
• Connect the families to each other
• Collectively address the issue of drop-off supervision
• Gather successes and other areas of tension
• Discuss strategy for next year
Build capacity of family engagement
3.7 Parent education for families of unduplicated students
• Common Core Standards
	3.6 Nesbit, Sandpiper, Redwood Shores, District	__ALL
		- - - - - - - - - - - - -
		OR:
		x_Low Income pupils
		_x_ English Learners
		_x_Foster Youth
		__Redesignated fluent English proficient _x_Other
		Subgroups:(Specify)_Homeless
		_____
			3.6 Contracts
			   01-0000-0-1110-1000-5872-700-LCFS
			   $18,000
			3.7 Materials and Supplies
			   01-1100-0-0000-2140-4302-700-0000
			   $300
			
			Increased Site Services
			Nesbit:
			Contracts 5000-5999
			LCF3
			$8000
			Translation Services 2000-2999, 3000-3999
			LCF3
			$ 17,785
			
			Ralston:
			Certificated Salary 1000-1999, 3000-3999
			LCF3
			$4,149
			Materials 4000-4999
			LCF3
			$500

- How to read the report card and prepare for PT conferences
- How to help at home
- How to understand CAASPP data
- Getting involved and volunteer

3.8 Train district staff on the use of Foster Youth Education Toolkit (Alliance.org)
3.10   Encourage parent participation in the schools by paying for finger prints in the Volunteer process.

Increased Site Services
Nesbit-Tinsley family support meetings through PCRC to collaborate and communicate with the communities of East Palo Alto and East Menlo Park. We share strategies and information to provide a safe experience for those students riding the bus. (Translation support)
Nesbit-Translation Services

Ralston-Parent engagement (coffees, presentations, surveys, English instruction) facilitated by a parent liaison with administrator (stipend).

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

	District	Central	Cipriani	Fox	Nesbit	Redwood Shores	Sandpiper	Ralston
2015-2016 Daily Average Absences (DAA)	9	8	11	8	11	9	9	8
2016-2017 DAA Target	6	5	8	5	8	6	6	5
2017-2018 DAA Target	3	2	5	2	5	3	3	2

	2015-2016	2016-2017 Target	2017-2018 Target
Percentage of Daily Attendance	96.96%	98%	99%
Chronic Absenteeism	3.4%	2%	1%

Student Discipline Reports	Number of suspensions in the 2015-2016 school year	Numbers of suspensions projected for the 2016-2017 school year

Central	1	0	
Cipriani	2	0	
Fox	-	0	
Nesbit	9	3	
RWES	3	0	
Sandpiper	-	0	
Ralston	61	10	
Ralston Drop Outs	0	0	
District Expulsion	0	0	

***We are not a high school district so we do not have any high school dropout rates or graduation rates to report.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
BASE INSTRUCTIONAL PROGRAM for ALL STUDENTS 3.1 Revision of site and district safety plans, incorporating SM County's Big 5 initiative to establish common emergency response protocols. 3.2 District wide emergency drills for all certificated and classified staff will be held in April, 2017. 3.3 Continue with Healthy Kids' Survey and provide additional surveys to further understand student social and emotional needs.	LEA Wide	__ALL OR: x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____	3.1 No funding needed 3.2 No funding needed 3.3 Materials-Survey 01-1100-0-0000-2140-4302-700-0000 $1000

INCREASED or IMPROVED SERVICES
3.6 Explore opportunities to collaborate with the Peninsula Conflict Resolution Center, with the help of BRSSD staff, PCRC will convene the families, school staff, and the bus drivers.
• Provide bilingual facilitation, childcare, food, and meeting supplies. The goals of the meeting are the following:
• Demonstrate the commitment of the BRSSD to the Tinsley families
• Build relationships between the families, school representatives, and the bus drivers
• Connect the families to each other
• Collectively address the issue of drop-off supervision
	3.6 Nesbit, Sandpiper, Redwood Shores	__ALL
		OR:
		x_Low Income pupils
		_x_English Learners
		_x_Foster Youth
		__Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Homeless
		_____
			3.6 Contracts
			     01-0000-0-1110-1000-5872-700-LCFS
			     $18,000
			3.7 Materials and Supplies
			     01-1100-0-0000-2140-4302-700-0000
			     $300
			
			Increased Site Services
			Nesbit:
			Contracts 5000-5999
			LCF3
			$8000
			Translation Services 2000-2999, 3000-3999
			LCF3
			$ 18,062

- Gather successes and other areas of tension
- Discuss strategy for next year

Build capacity of family engagement

3.7 Parent education for families of unduplicated students
- Common Core Standards
- How to read the report card and prepare for PT conferences
- How to help at home
- How to understand CAASPP data
- Getting involved and volunteer

3.8 Train district staff on the use of Foster Youth Education Toolkit (Alliance.org)

3.11   Encourage parent participation in the schools by paying for finger prints in the Volunteer process.

Increased Site Services
Nesbit-Tinsley family support meetings through PCRC
Nesbit-Translation Services

Ralston-Parent engagement (coffees, presentations, surveys, English instruction) facilitated by a parent liaison with administrator (stipend).

Ralston:
Certificated Salary 1000-1999, 3000-3999
LCF3
$4,214
Materials   4000-4999
LCF3
$500

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:	Improve literacy curriculum and instruction to promote proficiency for all target students		Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	Target Students: Low Income pupils, English Learners, Foster Youth, Re-designated fluent English proficient	
Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP): Using Safe Harbor Measures-10% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education).	Actual Annual Measurable Outcomes:	SBAC Percentage of students who met or exceeded standards ELL SES SPED ELA 75% 53% 38% Math 70% 31% 41%

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Professional Development (PD) in ELA and Literacy
1. Continue and develop Teacher Leaders' ELA/Literacy CCSS knowledge and PD delivery strategies
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
    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)
	Supplemental Funds $55,000
	
	General Funds $100,000
		• **ELA Teacher leaders met on a monthly basis to discuss common core implementation and planned for professional developments at their school sites.**
		• **This year SMCOE provided training to new teachers and principals. They did not work with the teacher leaders directly.**
		• **Offered Reader's & Writers Workshop Professional Development week-long Institute during summer 2015. We partnered with San Mateo Foster City School district and sent 25 teachers for training over the summer of 2015.**
		• **Ongoing site based workshop implementation support with principal meeting in their dyad teams with the support of a SMCOE staff member.**
		• **Grade level collaboration structure with funding plan only happened at Nesbit School.**
		• **District contracted with West Ed to provide professional development for principals as well as district wide staff.**
		• **Provided researched based training to all Reading Specialists to ensure the quality of intervention support for students (i.e.; Leveled Literacy Intervention) over the summer of 2015 to Leveled Literacy training through Heinemann.**
			Networks for Success $15,000 Title 1 Funds Workshop training $30,000 General Funds
			West Ed Contract $4,000 General Funds
			LLI Training with Heinnemann $3,000 General Funds

Scope of service: All Schools		Scope of service: All Schools	
__ALL OR: x Low Income pupils x English Learners x Foster Youth __Re-designated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: x Low Income pupils x English Learners x Foster Youth __Re-designated fluent English proficient x Other Subgroups:(Specify)__Homeless_____	

Curriculum and Instruction 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	Supplemental Funds $82,000 General Funds $50,000	• **Purchased Fountas and Pinnell Level Literacy Intervention (including Special Education program)** • **Purchased Leveled Library books for implementation of reader's workshop** • **Online subscriptions were renewed** • **Illuminate training was offered to staff that wanted to be a part of the initial user group.** • **Need to continue to researching a reading assessment for Ralston Middle School.** • **ELA Teacher leaders met and refined the district-wide writing assessment process.**	Online Programs $90,000 General Funds See Goal 4C See Goal 1B
Scope of service:		Scope of service:	
_x_ALL		_x_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)_____	
Assessment 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	Supplemental Funds $35,000 General Funds $30,000	• **Saturday training was held in April of 2016. Teachers were provided training by Teachers college on Guided Reading and Fountas and Pinnell.** • **Need to continue to research reading assessment for Ralston Middle School** • **Illuminate was adopted in order for our district to be able to support teachers on using data to drive instruction. An initial user group was established this year. Next year, we will implement it district wide.**	Guided Reading Training Teacher Salary $3,750 F & P Materials $13,609-General Funds
Scope of service:	All Schools	Scope of service:	All Schools
_x_ALL		_x_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)_____	

Technology 1. Continue Teacher Technology Specialist(s) at each school a. Establish a Technology Integration focus with staff and at school level 2. Introduce technology standards 3. Purchase a Chromebooks	General Funds $50,000	• **The Teacher Technology Specialist meets every month and discussed on to integrate technology into the classroom. As a result, we started a Tech Tuesday to provide district staff training.** • **We did not introduce tech standards. We are revisiting approach as there are so many district initiatives to address.** • **District purchased a Chromebook cart for each school site.**	Ed Tech Stipend $6000 General Funds Chromebook Carts $30,000 General Funds
Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _x_ALL 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?	Based upon our stakeholder input and Parent Advisory Committee review, we have consolidated Goals 1-5 from the 2015-16 LCAP and included them in three broader goals that would directly address the 8 Priorities for the 2016-19 LCAP. Upon reflection, these goals were better positioned as actions under the three categories of conditions for learning, pupil outcome, and engagement. Illuminate, a student data information system was adopted. We had small user group for roll out. We were going to roll it out district wide, but realized that it might be too much for district staff. We want to institutionalize grade level collaboration time, but did not get to it.		

Original GOAL 2 from prior year LCAP:	Improve the Math and Science program to increase all target students' proficiency	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	All Schools

Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP): Using Safe Harbor Measures-10% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education).	Actual Annual Measurable Outcomes:	SBAC% at or above standard ELL SES SPED ELA 75% 53% 38% Math 70% 31% 41%

LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Professional Development in Math	General Funds $100,000		Math Teacher Leader Stipend $6000 General Funds SVMI Professional Development $40,000 General Funds

Professional Development in Math
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
3. Offer SVMI Institute Professional Development week-long Institute during Summer 2015
   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
Professional Development in Science
7. Develop a study team of science teachers and specialists to begin exploring the Next Generation Science Standards (NGSS)
8. Partner with SMCOE to design NGSS PD and train science teacher leaders for 2016-2017 roll out
	General Funds $100,000	• **Math Teacher leaders met on a monthly basis to discuss common core implementation and planned for professional developments at their school sites.**
		• **Teachers attended SVMI summer professional development that was customized to our district needs. SVMI supported us with our text book adoption and provide comprehensive training using the newly adopted math text books and fold in SVMI mathematics pedagogy.**
		• **We held a Fall training and a Winter training for all teachers for the new math adoption. We also provided the staff with a monthly afterschool support if they needed it.**
		• **We contracted with West Ed to provide professional development on Multi-Tiered systems of support.**
		• **A leadership team of 4th-8th grade teachers was formed and we met monthly to discuss and learn about NGSS.**
		• **Partner with SMCOE to design NGSS PD and train science teacher leaders for 2016-2017 roll out**
		• **SMCOE partnered with us a supported our monthly meetings.**
			Math Teacher Leader Stipend $6000 General Funds SVMI Professional Development $40,000 General Funds

Scope of service:	All Schools		Scope of service:	All Schools	
_x_ALL			_x_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)_____		

Curriculum and Instruction 　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- 　　　a. Manga High Math-Ralston 　　　b. Moby Max Math-Gr.3-5 　　　c. IXL Math-Gr. K-2 Research changes made to FOSS Science and it's alignment to NGSS	*General Funds* *$50,000* *Supplemental Funds* *$25,000*	• **We accomplished the task of purchasing math common core materials and rolled out our adoption successfully.** • **Online programs were renewed and teachers had access at the start of school.** • **Our science leadership team researched the changes in the FOSS science and found that the changes were not as well thought out as we had hoped. Will be looking at other possible materials to address NGSS.**	See Goal 1A
Scope of service:	All Schools		Scope of service:	All Schools	

Scope of service: All Schools

__ALL

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

Scope of service: All Schools

_x_ALL

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

| 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
Staff will progress monitor success of tiered intervention with subgroup populations including English Language Learners, Latino/Hispanic, Socio-Economic disadvantaged and students with disabilities. | Assessment Supplemental funding
$20,000

General Funds
$30,000 | • **MARS assessments were given in March, scoring took place, and teachers were able to analyze the data.**
• **Illuminate was adopted, a small cohort of teachers signed up for training** | Illuminate Contract $14,000 General Funds
Illuminate Training $7500 General Funds
Teacher Pay for Illuminate Training $3,000 General Funds
Substitute teachers- MARS Assessments $ 4500 General Funds |

Scope of service: All Schools

__ALL

Scope of service: All Schools

__ALL

OR: __Low Income pupils x__English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Technology 1. Continue Teacher Technology Specialist(s) at each school a. Establish a Technology Integration focus with staff and at school level 2. Introduce technology standards Purchase a Chrome Cart for each school	*General Funds $50,000*	• **The Teacher Technology Specialist meets every month and discussed on to integrate technology into the classroom. As a result, we started a Tech Tuesday to provide district staff training.** • **We did not introduce tech standards. We are revisiting approach as there are so many district initiatives to address.** • **District purchased a Chromebook cart for each school site.**	Chromebook Carts $30,000 General Funds
Scope of service	All Schools	Scope of service	All Schools	
__ALL		_ALL	
OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _x_English Learners __Foster Youth _x_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?	Based upon our stakeholder input and Parent Advisory Committee review, we have consolidated Goals 1-5 from the 2015-16 LCAP and included them in three broader goals that would directly address the 8 Priorities for the 2016-19 LCAP. Upon reflection, these goals were better positioned as actions under the three categories of conditions for learning, pupil outcome, and engagement. We found that we did not need to partner with SMCOE this year. Our district math coach was able to design Math CCSS PD and train teacher leaders. We also did not institutionalize grade level collaboration. It is something that we need to build in to the schedule.		

		Related State and/or Local Priorities:
Original GOAL 3 from prior year LCAP:	Improve English Language Learner (ELL) curriculum and instruction to increase the rate at which our ELLs are identified as fluent in English.	1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All Schools
	Applicable Pupil Subgroups:	English Language Learners

| Expected Annual Measurable Outcomes: | Annual Measurable Achievement Objectives (AMAO)Target growth:
•	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: Reclassified Fluent English Proficient (RFEP) Percentages 3% growth | Actual Annual Measurable Outcomes: | CELDT reclassification 22%
AMAO 1   70%
AMAO 2   45%
AMAO 3   76.9%

SBAC% at or above standard   ELA   Math
All Students   74%   70%
EL   36%   31%
Low SES   41%   31% |

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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	Supplemental Funding $135,000	**We were able to form a CELDT team to deploy to the school sites. It allowed the CELDT testing process to be efficient and smooth.** **For more information please see reflection box below.**	Substitute teachers for CELDT $39,000 LCFS
Scope of service: All Schools _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** All schools __ALL OR: _x_ Low Income pupils _x_ English Learners __xFoster Youth __Redesignated fluent English proficient _x_ Other Subgroups:(Specify)_Homeless_____	
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 access to core programs 4. ELD Specialists support	Supplemental Funding $100,000	**Each site's intervention varies, but several schools initiated ELD specialist support this year.** **For more information please see reflection box below.**	Certificated Salary $150,000-LCFS

Scope of service:	All Schools		Scope of service:	All Schools	
__ALL			__ALL		
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Homeless_____			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Homeless_____		
Assessment 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.		Supplemental Funding $11,000	**We worked on refining the RFEP process with the support of our county office. We need to continue this work and seek progress monitoring approaches.** **For more information please see reflection box below.**		No spending
Scope of service:	All Schools		Scope of service:	All Schools	
__ALL			__ALL		
OR: x__Low Income pupils __xEnglish Learners _x_Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Homeless_____			OR: _xLow Income pupils _x_English Learners _x_Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)__Homeless_____		

Technology 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	Supplemental Funding $30,000	• **The Teacher Technology Specialist meets every month and discussed on to integrate technology into the classroom. As a result, we started a Tech Tuesday to provide district staff training.** • **We did not introduce tech standards. We are revisiting approach as there are so many district initiatives to address.** • **District purchased a Chromebook cart for each school site.**	Chromebook Carts $30,000 General Funds
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)_____		x_ALL 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?	After extensive review of the CAASPP data with the various stakeholder groups, we continue to see a need to strengthen our English Language Development program in our district. Although we did not begin our English Language Development professional development as planned, we did begin to re-examine our RFEP process. We will need to continue this work for next school year. We understand that ELD professional development is a district priority to ensure increased services are in place for EL learners. The district has committed funds and developed a plan to ensure that training takes place in the 2016-2017 year. Each site may vary in the way support is provided to our EL learners. Plans are in place to align district practice for ELD professional development. For this year, our ELD support at school sites increased from 1 school site to 6 school sites. We have combined goal 1, 2, 3, and 4 into one goal during the revision of the LCAP for 2016-2017.		

		Related State and/or Local Priorities:
Original GOAL 4 from prior year LCAP:	Improve Special Education curriculum and differentiate instruction to address various learning levels of all students with learning differences	1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:		Students with IEPs

Expected Annual Measurable Outcomes:	California Assessment of Student Performance and Progress (CAASPP)/California Alternate Assessment (CAA): Using Safe Harbor Measures-10% growth target for each grade level and significant subgroups (Socio-Economically Disadvantaged, English Language Learners, Hispanic-Latino, and Special Education). Pilot Co-teaching-select two district teachers.	Actual Annual Measurable Outcomes:	SPED: SBAC% at or above standard ELA 38% Math 41%

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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 when available 3. Develop and implement a professional development plan for para educators 4. Explore opportunities for Co-Teaching	*NA*	**Special education staff participated along with general education staff on all of the professional development opportunities. Para educators were also invited to attend the district wide professional development day on October 11th, 2015.**	Para Educators' pay $1,000 General Funds
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)_____		___ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education_____	

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	*Supplemental Funds $25,000*	**All special education staff had access to the district wide online programs. Core ELA and math materials were purchased for all special education staff members.**	See Goal 2B
Scope of service: All Schools		**Scope of service:** All Schools	
_x_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 _x_Other Subgroups:(Specify)_Special Education_____	
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	*Special Programs Funding $5,000*	**Fountas and Pinnell materials were purchased for all special education staff members. Special education students were also able to participate in district wide assessments.**	Leveled Literacy Intervention Kits $5,000 General Funds
Scope of service: All Schools		**Scope of service:** All Schools	
_x_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 _x_Other Subgroups:(Specify)__Special Education_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We continue to explore opportunities for Co-Teaching and schedule collaboration time between General Ed and Special Ed. We were not able to accomplish these two action items. However, it will be revisited in the 2016-2017 School year. We have combined goal 1, 2, 3, and 4 into one goal during the revision of the LCAP for 2016-2017.		

Original GOAL 5 from prior year LCAP:	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 _____
Goal Applies to:	Schools:	All Schools	
	Applicable Pupil Subgroups:	Target Students: Low Income pupils, English Learners, Foster Youth, Re-designated fluent English proficient	
Expected Annual Measurable Outcomes:	Daily Attendance Report Behavior Incidents/ Suspension Data California Healthy Kids Survey (CHKS)	Actual Annual Measurable Outcomes:	Average Daily Attendance: TK/K-3 4-6 7-8 1762 1220 693 California Health Kids Survey-Please see appendix A

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Revision of site and district safety plans, incorporating SM County's Big 5 initiative to establish common emergency response protocols	*NA*	• **The Director of Human Resources guided the revision of site and district safety plans and incorporated San Mateo County's Big 5 initiative to establish common emergency response protocols**	No spending
Review grounds staffing and custodial supervision and materials to ensure safe and clean facilities.			
Offer parent education opportunities designed for Target Student parent group needs	*Supplemental Funds $5,000*	• **District Chief Business Officer reviewed grounds staffing, custodial supervision, and materials to ensure safe and clean facilities on a regular bases.**	
Provide resources/access; including workshops, technology and materials	*General Funds $2000* *Supplemental Funds $25,000*	• **For Foster Youth: For more information please see reflection box below.**	

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	*Supplemental Funds* *$5,000*		
Scope of service: All Schools __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	*Base Funding*	**We were able to implement the newly adopted SEL curriculum based on individual site needs in terms of level of need. The work on institutionalizing Positive Behavior Intervention System district wide based on a based set on an implementation rubric has begun. Principals evaluated site progress based on the implementation rubric.**	Curriculum $40,000-General Funds
Scope of service: All Schools __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All Schools __ALL OR: __Low Income pupils _x_English Learners __Foster Youth x__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?	After we reviewed our district unduplicated student numbers with the stakeholder groups, we realized that our district did not have any Foster Youth this school year; as a result we did not train district staff on the use of Foster Youth Education Toolkit (Alliance.org) or consult the San Mateo County Office of Education and San Mateo County Human Services Agency. We realized that even though we did not have any foster youth, we still need to provide the training to staff members in the event that we do have foster youth enrolled into our schools. We did however find a need to spend more time and funding on STAR Vista Counseling. $4500 LCFF was redirected to STAR Vista at Fox elementary school.

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:	$ 697,165.00

Description of Supplemental Funds

BRSSD calculates its targeted funds to be $ 697,165.00 for fiscal year 2016-2017. These targeted funds will be used to be directed principally to unduplicated students to increase and improve services for low income pupils, English learners, and foster youth.

	District	Central	Cipriani	Fox	Nesbit	Redwood Shores	Sandpiper	Ralston
Enrollment	4084	449	365	495	566	508	502	1199
Unduplicated	539	32	34	49	161	75	95	93
Supplemental Funds	232,390	$27,593	$29,318	$42,252	$138,829	$64,672	$81,918	$80,193

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 and 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.

Justify any district-wide use of these dollars (for districts below 55%)

The District's percentage of unduplicated students is 14.03% (573 students in 2015-16) and ranges across the District's school from a low of 33 students to a high of 164 students. The LCAP goals to be supported in part by the targeted funds which will be principally directed towards the

unduplicated pupils.	
Goal 1	Conditions of Learning and Pupil Comes-Fully credentialed teachers will implement common core and NGSS standards through a broad course of study that includes all subject areas to promote academic proficiency. Efforts will be made to increase performance in the following areas: 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, and pupil outcomes in subject areas. Ensure that all school facilities are maintained in good repair for learning.
Increased or improved Action/Services	Additional support will be provided to students who are struggling academically. 1.1 Reading specialists will provide supplemental support to English Learners in ELD academic enrichment beyond their core integrated/designated instruction to improve and make academic proficiency in all areas (All 6 Elementary Schools). 1.2 After School homework centers (Fox and Ralston). 1.3 Provide additional counseling services through STAR Vista (Fox, Central, Cipriani, Ralston). 1.4 ELA/ELD Teacher Leaders Professional Learning and Coaching. • Facilitation of professional learning of 2012 CA ELD Standards and implications for implementation • Development of an instructional plan to incorporate 2012 ELD Standards into current literacy curriculum for both integrated and designated ELD • Design professional learning plan for implementation of 2012 CA ELD Standards • CCSS teacher leaders will provide training to school sites on integrated and designated ELD 1.10 Identify students, using district criteria, for students that will attend a district sponsored summer school program that focuses on reading and math.

Rationale	This year the District has directed LCFS funds to individual school sites to provide them funding to provide increased/ above and beyond the core services for unduplicated students. By involving our site principals in determining how funds will be spent allows the principals to have a more hands on approach to progress monitor their unduplicated students. The actions/services are also more targeted to the academic needs of our students. It was apparent through CAASPP and CELDT data that our students can benefit from the support of targeting a particular academic area. The ELD specialist will provide services that are above and beyond what the students are receiving instructionally. We also need to provide more ELD professional development for staff members and by unpacking ELD standards and look for integration opportunities, teachers will begin to understand what they need to do above and beyond the academic core to support our struggling learners. 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. These approaches have been vetted out at county meetings and we have collaborated with other districts that are similar to us and have shared ideas that have been successful. Ideas such as having an ELD specialist have had positive impact on other districts that we are now looking to institutionalize in our district.

Goal 2	School Culture and Climate-To promote a positive school culture and climate that will facilitate a safe emotional environment so that students may develop trust and connections to their peers and teachers. Students' mental health will be a priority when examining opportunities for curriculum, professional development for staff, and access to mental health services.
Increased or improved Action/Services	2.6 Parent education for families of unduplicated students • Common Core Standards • How to read the report card and prepare for PT conferences • How to help at home • How to understand CAASPP data 2.7 Increase STAR Vista counseling time 2.8 Research and explore opportunities to work with Healthy City Tutors 2.9 Revisit AVID as a program for middle school and elementary school for unduplicated students to encourage student engagement with school and academics
Rationale	There has been an increase of STAR Vista referrals at all 7 of our school sites. An increase on mental health risk assessments has also been an indicator that there is a need for services and support. Ralston Middle School in particular has had an increase in mental health and social emotional concerns. Our students have had such emotional and behavior support needs that it is critical that as a district we identify services, professional development, and other resources on how to support our students. We feel that parent education is so important, empowering our families to be able to support their children at home to help reduce any anxiety or stress that is going on due to school. We also feel that services such as STAR Vista or Healthy Cities Tutors can provide our students a safe adult that they can connect with regarding their emotional health. Neighboring districts have had much success with STAR Visita and Healthy Cities tutors that we feel is worth our time to explore.

Goal 3	Engagement- To promote a school engagement with students and families in efforts to facilitate the reduction of chronic

	absenteeism, reduction of student discipline concerns while addressing safety and school connectedness, and see parent input of all in decision making (including unduplicated and special needs subgroups.)
Increased or improved Action/Services	3.6 Explore opportunities to collaborate with the Peninsula Conflict Resolution Center, with the help of BRSSD staff, PCRC will convene the families, school staff, and the bus drivers. • Provide bilingual facilitation, childcare, food, and meeting supplies. The goals of the meeting are the following: • Demonstrate the commitment of the BRSSD to the Tinsley families • Build relationships between the families, school representatives, and the bus drivers • Connect the families to each other • Collectively address the issue of drop-off supervision • Gather successes and other areas of tension • Discuss strategy for next year • Build capacity of family engagement
Rationale	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. We need to engage our families and empower them on knowing how to support their children at home in order to be career and college ready. The Peninsula Conflict Resolution Center, which is a non-profit organization that we will continue to work with, has done an amazing job for our schools. They were only working with one of our schools. Because they have been so successful on helping us facilitate family engagement with our targeted community, we are now expanding their services to two other of our schools that have a significant number of target students.

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.

| 2.37 | % |

The expenditure of LCFF Supplemental/Concentration funds for additional personnel, materials or services targeted primarily to unduplicated pupils, as detailed in Section 2, provides services above and beyond those provided for all students. The base program for each student in the district consists of 6.75 hours of daily instruction, from a highly qualified teacher. All students receive at least 2 hours of ELA instruction, and 60 minutes of Math instruction. English Learners receive 30 minutes daily ELD instruction.

The LCFF S/C funds will be spent to provide a minimum of 2.37% increased services for our district's unduplicated pupils. These funds will be used to hire ELD specialists, counseling, specialized intervention materials, and PBIS support staff that provide actions and services over and above our base program. Outreach to the parents of unduplicated pupils will be enhanced and be more effective in providing access to our Foster Youth/Homeless liaisons and counselors. Funding is allocated to the retention of our highly qualified teachers and in providing training to teachers of our unduplicated pupils. Teachers will receive training and coaching in differentiation of instruction (to better meet the needs of our unduplicated pupils), English Language Development, MTSS and Social-Emotional Learning. The rationale behind this focused training is to ensure student success in mastering grade level content and to prepare our students for their successful transition to high school and future success in college and career choices.

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]