

BELMONT-REDWOOD SHORES SCHOOL DISTRICT
Office of the Superintendent
June 19, 2014

To: The Board of Trustees
From: Dr. Michael Milliken, Superintendent
Subject: Local Control Accountability Plan (LCAP) Approval

RECOMMENDATION

That the Board of Trustees approves the attached Local Control Accountability Plan as presented.

BACKGROUND

All school districts in the state are developing Local Control Accountability Plans (LCAPs) for the first time this spring, following the guidance of the State Board of Education approved in January 2014. Since February, we have consulted District stakeholders to collect input on our Local Control Accountability Plan. We have followed Education Code to the best of our knowledge and followed the advice of the County Office of Education's technical assistance team. After the Board approves an LCAP for the Belmont-Redwood Shores School District, the County Office of Education will review it. They are expected to give us feedback in July.

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

Introduction:

LEA: Belmont-Redwood Shores Contact (Name, Title, Email, Phone Number): Michael Milliken, Ph.D., Superintendent LCAP Year: 2014-15
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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>We began the process by soliciting input from all of our schools' site councils and English Learner Advisory Committees (ELACs) during February, March, and April 2014. On February 7, 2014, the superintendent emailed all staff and parents for whom we have email addresses with a list of the meeting times, inviting them to join the meetings and provide input. He visited with each site council, and most ELACs. He made a point of visiting twice with the ELAC at Nesbit, the District's only Title I school.</p> <p>In addition, the superintendent met twice with each major employee group (classified and certificated staff), once in February, and once in May.</p> <p>On April 17, the Superintendent shared an updated draft of the Local Control Accountability Plan (LCAP) with the entire school district community via email, and the draft LCAP was posted to the District's webpage. In addition, a draft of the LCAP was shared with the Board at its April 17 meeting.</p> <p>In addition, after learning that Education Code required singular parent advisory committees, we created a Parent Advisory Committee and an English Learner Parent Advisory Committee via Board action at the May 15 board meeting. For the Parent Advisory Committee, we held two meetings (one at 6pm on May 28 and one at 9am on June 3) and also offered for parents to submit their input via email. Two parents attended the meeting on June 3, 2014, and two parents submitted comments via email.</p>	<p>Parent input from site councils encouraged us to add differentiation more explicitly to Goal 1. In addition, parents wanted to continue to learn more about the Common Core State Standards, so that was added to Goal 4. Also, we heard from one parent that we could improve at notifying parents of middle schoolers when students are earning D's or F's. Other parents asked for more consistency from school to school or class to class with respect to websites and communication protocols. Both of these items were added as actions in Goal 4.</p> <p>In addition, a parent at Nesbit's February ELAC meeting proposed helpful suggestions for exploring English Learner programming improvements, such as before or after school vocabulary clubs, computer programs, and parent involvement strategies. These were added as actions to explore under Goal 3.</p> <p>Teacher input prompted us to add the ongoing improvement of literacy interventions in Goal 1.</p> <p>Certificated staff's input in February prompted us to add a review of the role of ELD specialists in Goal 3 and add translation as an action under Goal 4.</p> <p>In addition, based upon input from parents and classified staff, we are reviewing office staffing at our school sites to better support our nutrition program, safety equipment for custodians, and grounds staff to keep our schools clean.</p>

Impact on LCAP	Involvement Process
	<p>As for the English Learner Advisory Committee, we held a meeting in the afternoon of June 3, with translation provided. Seven parents attended this meeting.</p> <p>Finally, the Board held a public hearing for input on the LCAP at its June 5, 2014, regularly scheduled board meeting.</p> <p>Student demographics and achievement were discussed, with an emphasis placed on designing effective goals for continued success.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Our students need exceptional teachers who are skilled in the delivery of the Common Core State Standards instructional strategies for the diverse student body. Students also need skilled para-educators who have been trained to support teachers and students. METRIC: Teacher Participation Rate	Teacher and para-educator professional development focused on caring, committed, collaborative, instructional practices to support the implementation of the Common Core State Standards.	All Students	All Schools		90% of teachers trained and using strategies 100% of teachers participating in October Professional Development	90% of teachers trained and using strategies 100% of teachers participating in October Professional Development	90% of teachers trained and using strategies 100% of teachers participating in October Professional Development	Priority 1 -- Basic Services Priority 2 -- Common Core State Standards Priority 4 -- Student Achievement Priority 7 -- Access to a Broad Curriculum

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>in Professional Development Training- Current attendance: 95% attendance. Although participation rate is high, some teachers are not yet comfortable incorporating strategies on a daily basis.</p> <p>Most of the District Para-educators provide support for students with IEPs. Trainings are conducted</p>					95% attendance by para-educators, with 80% implementation of strategies	95% attendance by para-educators, with 90% implementation of strategies	100% attendance by para-educators, with 95% implementation of strategies	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Individually per IEP goals, and for groups of para-educators. In 2013-2014, the BEST (Behavior Education Support Therapy) program and site-based trainings provided in-depth training for approximately 75% of the District's para-educators.</p> <p>Our students need grade level proficiency in literacy skills</p>	<p>K-8 proficiency in literacy in order to access the curriculum and instruction</p>	<p>All Students</p>	<p>All Schools</p>		<p>72% proficiency for all students</p>	<p>76% proficiency for all students</p>	<p>80% proficiency for all students</p>	<p>Priority 4 – Student Achievement Priority 2 –</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Our students need grade level proficiency in math skills METRIC: -District Math Assessments -MARS -CAASPP During the 2013-2014 school year, District assessments were revised to meet CCSS. 2013 CST data reveals that 79.7% of all students were proficient or above in Math.	K-8 proficiency in mathematics to prepare students for rigorous math courses	All Students	All Schools		72% proficiency for all students	76% proficiency for all students	80% proficiency for all students	Priority 4 -- Student Achievement Priority 2 -- Common Core State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Our students need consistent and on-going measurement of student performance in reading, writing and math. METRIC: -Fountas & Pinnell Reading Assessment -SRI Assessment -District Writing Assessment -District Math Assessment Current assessments are being revised to	Continue District Assessment Committee to review, revise, and improve district assessments in reading, writing, and math	All Students	All Schools		100% of students will be tested using district assessments in reading, writing, and math	100% of students will be tested using district assessments in reading, writing, and math	100% of students will be tested using district assessments in reading, writing, and math	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
correlate with CCSS.								
Our students need exceptional teachers who are skilled in the delivery of instructional strategies for English Language Learners. METRIC: Teacher Participation Rate in Professional Development Training; Student performance on	Teacher professional development focused on instructional support for English Language Learners	English Learners	All Schools		90% of teachers trained on EL strategies. Baseline data collected on student performance will be used to determine improvement in year 2 and year 3	95% of teachers trained	95% of teachers trained	Priority 4 – Student Achievement Priority 2 – Common Core State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>CELDT and CAASPP.</p> <p>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 the learning environment.</p> <p>METRIC: -Parent Communications -Report Card</p>	<p>Ensure safe school environments that include strong communication with families by providing additional support staff, reviewing communication and safety protocols, and creating a Social Emotional Learning Committee.</p>				<p>30% Parent Participation in Parent Education Events</p> <p>Establish SEL Committee</p> <p>Review California Healthy Kids Survey (CHKS) data and establish baseline, year 2 and year 3 goals</p>	<p>35% Parent Participation in Parent Education Events</p> <p>Implement SEL Committee Recommendations</p>	<p>40% Parent Participation in Parent Education Events</p>	<p>Priority 5 – Pupil Engagement</p> <p>Priority 4 – Pupil Achievement</p> <p>Priority 3 – Parent Engagement</p> <p>Priority 6 – School Climate</p>

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

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

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Teacher and Para-Educator Professional Development focused on Common Core State Standards	Basic Services Common Core State Standards Student Achievement Access to a Broad Curriculum	Provide teacher training to all teachers from Teachers College Reader's and Writer's Workshop (TCRWP) during summer (voluntary) and during school year Provide para-educator training during the school year, facilitated by District BEST Program	All Schools		\$225,000 from CCSS, Title I, and Title II	Title I and Title II funds	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
K-8 proficiency in literacy in order to access the curriculum and instruction	Student Achievement Common Core State Standards	Continue the ELA Teacher Leader Model and SMCOE Technical Assistance through 2014-15	All Schools		\$40,300 from CCSS and Title I	Title I and Title II funds	
K-8 proficiency in literacy in order to access the curriculum and instruction	Student Achievement Common Core State Standards	Use Teachers College materials and strategies to differentiate instruction	All Schools		\$116,722 from CCSS, Title I, and Title II	Title I and Title II funds	
K-8 proficiency in literacy in order to access the curriculum and instruction	Student Achievement Common Core State Standards	Continue to refine portfolio of online instructional resources for instruction, intervention, enrichment and assessment Continue training for Tech Teacher Leaders	All Schools		\$19,264 from CCSS		
K-8 proficiency in literacy in order to access the curriculum and instruction	Student Achievement Common Core State Standards	Continue to improve consistency and quality of literacy interventions through	All Schools		\$35,000 from Title I, Title III \$110,879 from Parcel Tax for 2 nd Reading Specialist	\$110,879 from Parcel Tax for 2 nd Reading Specialist at Nesbit School	\$110,879 from Parcel Tax for 2 nd Reading Specialist at Nesbit School

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		professional development, organizational support (Reading and EL Specialists), materials (online and print) and assessment			Nesbit School		
K-8 proficiency in mathematics to prepare students for rigorous math courses	Student Achievement Common Core State Standards	Continue the Math Teacher Leader Model and SMCOE Technical Assistance through 2014-15	All Schools			\$25,300 from CCSS and Title I	
K-8 proficiency in mathematics to prepare students for rigorous math courses	Student Achievement Common Core State Standards	Hire and support elementary math coach to support teacher content knowledge and instructional strategies in math	All K-5 Schools			\$80,000 from Oracle Grant and School-Force	
K-8 proficiency in mathematics to prepare students for rigorous math courses	Student Achievement Common Core State Standards	Plan summer professional development opportunities through SMCOE and Silicon Valley Math Initiative	All Schools			\$6,000 SVMII Membership-Title II \$15,000 Grade Level Funding-CCSS	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Align report cards to CCSS in Grades K-5	Student Engagement Student Achievement Parent Engagement	Revise report cards to align with CCSS in Grades K-5	All K-5 Schools		\$5,000- CCSS	\$2000- Title II	Completed
Continue District Assessment Committee to review, revise, and improve district assessments in reading, writing, and math	Student Achievement Common Core State Standards	Review/revise timeline for administration of Foundas and Pinnell reading assessments Revise District writing assessment to match Lucy Calkins units of study for writing Revise District math assessment to align with CCSS Establish Social Emotional Learning (SEL) Committee	All Schools		\$2000- Title II, CCSS	\$1000- Title II	Completed
Ensure safe school environments that include							

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
strong communication with families by providing additional support staff, revision of safety protocols, and formation of a Social Emotional Learning Committee.	Student Engagement Student Achievement Parent Engagement School Climate	Revision of site and District safety plans, incorporating SM County's 2013-2014 initiative to establish common emergency response protocols Provide additional front office staffing at larger school sites Provide support in administering NSLP lunch program Review grounds staffing and custodial supervision and materials to ensure safe and clean facilities.					

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
K-8 proficiency in literacy in order to access the curriculum and instruction	Common Core State Standards Student Achievement	For low income pupils: Additional reading specialist teacher	At Nesbit, the District's sole Title I school		\$80,000 from general fund/parcel tax		
Teacher professional development focused on instructional support for English Language Learners	Student Achievement Common Core State Standards	For English learners: Research "best practice" resources and programs, for example: online resources, before and after school programs, and summer programs and resources	All Schools		Title I, Title II, Title III \$15,000		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		ELD specialist teacher	At Nasbit Elementary School, where the District has a significant concentration of EL students (69).			\$80,000 from general fund/parcel tax	
		For foster youth: No targeted actions or services beyond what is provided for all students, our low-income students, and our EL students.					
Teacher professional development focused on instructional support for English Language Learners	Student Achievement Common Core State Standards	For redesignated fluent English proficient pupils: Review instructional materials as identified in the ELD framework adoption May 2014 and state-approved ELD instructional materials (6/2014)	All Schools			\$5,000 from Title II	

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

Description of Increase

Belmont-Redwood Shores School District (BRSSD) is a basic aid district whose revenue are based on local property tax and not dependent upon an LCFF calculation. However, basic aid districts must perform the calculation pursuant to 5 CCR 15496(a)(5) as if they were a state aid district. BRSSD calculates its targeted funds to be \$ 752, 980 for fiscal year 2014-2015. These targeted funds will be used to increase and improve services for low income pupils, English learners, and foster youth.

Description of Expenditures

The District plans to expend these targeted funds in the LCAP year to address goals aligned with the eight state priorities and the Local Educational Agency Plan (LEAP). The LCAP goals are intended to increase and/or improve services to all students, and to subgroups of students (e.g., ELS, foster youth, low-income, and other numerically significant subgroups). Goals were identified based on an assessment of student and district needs and the engagement of district stakeholders. The targeted funds will be used strategically to supplement the district's core program.

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

The District's percentage of unduplicated students is 13.87% (522 students in 2013-14) and ranges across the District's school from a low of 30 students to a high of 133 students. The LCAP goals to be supported in part by the targeted funds and used on a districtwide/schoolwide purpose include:

- K-8 proficiency in literacy in order to access the curriculum and instruction
- K-8 proficiency in mathematics to prepare students for rigorous math courses
- Teacher and para-educator professional development focused on caring, committed, collaborative, instructional practices to support the implementation of the Common Core State Standards.

In implementing these goals, the District will hire reading teachers for each school, concentrating more reading teacher staffing at Nesbit, our Title I school. In addition, the District has purchased nearly \$6,000 in intervention software that is available to every teacher in the school district, whether they have one student below grade level in their classroom or several. 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. In addition, \$14,350 in targeted funds will go towards the districtwide training of teachers in Reading and Writing Workshop instructional strategies during the summer of 2014. This is a small portion of the roughly \$220,000 being spent on the training overall. However, 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.

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

The LCAP proportional percentage is 3.56%, from \$730,401 in 2013-14 to \$752,980 in 2014-15. Programs and services that are district wide and school wide are offered predominately at Nesbit Elementary School and Ralston Middle School, such as additional EL specialist teachers and additional reading specialist teachers. A portion of supplemental and concentration funds were allocated to all schools for intervention software. The District is increasing and improving services to unduplicated students by providing increased professional development in the area of EL instructional strategies to all teachers in the District, exploring the purchase of new instructional materials for our EL program, and reviewing the organization and staffing of our reading specialist teachers. Targeted services will meet or exceed the proportional calculation above for 2014-15.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,

42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20

U.S.C. Section 6312.