

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Rincon Valley Union School District

Contact Name and Title

Tony Roehrick, Ed.D.  
Superintendent

Email and Phone

troehrick@rvusd.org  
(707) 542-7375

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Rincon Valley Union School District is primarily a TK through 6th grade elementary district. The district also operates a charter 7-8 middle school program housed on two campuses. The district is located in the eastern portion of Santa Rosa. The district community consists of mostly residential housing, with the typical commercial properties to support residential living. The significant business, shopping, and industrial portions of Santa Rosa are located outside of the district's boundaries. Santa Rosa is the county seat for Sonoma County and is located in the North Bay Area, approximately 54 miles north of San Francisco. Sonoma County is well known for its wine and tourism industries.

Enrollment for district in 2017-18 was 3,442 students. Of these, 56% self-identified as White, not Hispanic, 28% self-identified as Hispanic, 5% self-identified as Asian, not Hispanic, and 3% self-identified as African American, not Hispanic. The remaining 8% of students self-identified as other ethnicities. In terms of language demographics, 78% of students are English only, 13% are English learners, 6% are reclassified English learners, and 3% are initial reclassified English learners. 49% of the district's students are eligible for the free and reduced lunch program.

The district operates ten school programs located on eight campuses. Seven of the programs are organized as district operated charter schools. The schools include Austin Creek (K-6), Binkley Charter (TK-6), Madrone (TK-6), Sequoia (K-6), Spring Creek/Matanzas Charter (TK-6, operated on two campuses), Village Charter (K-6), Whited Charter (K-6), Rincon Valley Charter School-Matanzas (7-8), and Rincon Valley Charter School-Sequoia (7-8). The district maintains TK-3 class sizes under 24 and staffs grade 4-8 class size at 30:1. The district does not configure combination classes, resulting in all general education classes of a single grade level. Each school is provided with a site administrator, an office manager, office support staff (TK-6 schools), bilingual family liaison, a support coordinator to manage interventions programs, a dedicated counselor and a counselor intern. Special Education support includes RSP teachers and support staff, Special Day

Classes (K-6), school psychologists, behaviorists, speech and language teachers, and other ancillary support staff as designated by student IEPs. Schools are also provided English learner instructional support and interventions specialists. The district employs a number of Consulting Teachers to provide support for teachers in ELA, math, technology, GATE, and English learner services.



## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2017-18 RVUSD LCAP builds upon our prior year goals and initiatives. We have consolidated two goals (Basic Supports with Full Range of Courses), though have retained the essence of our original six that address the State's eight priority areas. In doing so, we have made adjustments to our annual measurable outcomes to incorporate the new California School Dashboard accountability metrics. RVUSD has taken the approach to weave parent involvement throughout our goals. We have defined parent involvement to comprise of three components:

1. Parents as leaders (e.g., site council, ELAC/DELAC, Parent Advisory)
2. Parents as partners (e.g., attending parent/teacher conferences, parent organizations)
3. Parents as learners (e.g., parent education)

Goal #1 addresses the foundational aspects of effective schools (Basic Supports) to include:

1. Highly qualified teachers
2. Standards aligned instructional materials
3. Facilities in good repair
4. Access to the full range of core courses
5. Deep involvement of parents as leaders

Items 1 - 3 above are required by the State to address. Item #4 is our former Goal #2. Access to the full range of core courses has been folded in this goal because we consider this to as foundational as the other items included in Goal #1. RVUSD has added parent leadership as an additional foundational pillar because we know that deep involvement by parents in leadership roles is a key indicator of a healthy and vibrant learning community. In the prior LCAP year, our outcome was to ensure each school had a functioning parent organization, a site council, and for those schools with 50 or more English learners, an English Learner Advisory Council (ELAC). This LCAP year requires schools to have these leadership groups fully constituted as measured by each groups' bylaws.

Goal #3 addresses safe and positive school environments. This has been an area of emphasis for the District. In 2015-16, we committed extensive fiscal resources to bring full-time counselors to our schools. We also created an office clerk position to assist us better monitor and address attendance issues. Other efforts include expanding school-wide programs that intentionally provide students with the tools they need to be thoughtful and respectful members of our society. We believe we have made tremendous progress in this area. We are now moving beyond the implementation phase of our efforts to fine-tuning how we use our new resources to ensure students continue to experience safe and nurturing learning environments.

Goal #4 addresses our expectations concerning language arts achievement. Our metrics include State assessment results on the CAASPP, as well as local benchmark assessments. Though we are attentive to the progress of all of our students, we have specifically identified being at grade level at the end of 3rd grade as our overarching goal. We have done this because of the extensive research clearly linking end of 3rd grade status in reading as an indicator of future success as learners.

Goal #5 addresses our expectations concerning mathematics achievement. Our metrics include State assessment results on the CAASPP, as well as local benchmark assessments. Though we are attentive to the progress of all of our students, we have specifically identified being at grade level at the end of 6th grade as our overarching goal. We know that if students are not at grade level by the end of 8th grade, they will be unable to complete all of the required math coursework in high school to be eligible for a four year college. However, since our middle school population represents only a small percentage of our elementary students (most attend the comprehensive middle schools in the secondary district) we are using 6th grade as our key grade.

Goal #6 addresses the progress of our English learners in attaining English proficiency. In the prior LCAP year, our metrics were tied to the former State English learner accountability model. We have adjusted our metrics to align with the California Dashboard. However, with the change in the State assessment that measures English learner progress in attaining English, the California School Dashboard will be in a holding pattern during much of the three years this LCAP represents.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The LCFF Rubrics that are the underpinning of the California School Dashboard provide status and change information based on the spring 2016 and 2017 results. As a district, we are in the Green zone for English language arts (ELA) for all students with a Status of High (33.8 pts. above Level 3) and a Change of Maintained (-0.24 pts.). For ELA, our socio-economically disadvantaged students Maintained. In Mathematics, we are in the Green zone for all students with a Status of High (18.4 pts. above level 3) and a Change of Increased (+ 3.5 pts.). In Mathematics, all of our subgroups either Maintained or Increased over the following year.

Our California School Dashboard results for English learner progress was also promising. This measure the percent of students who have made increased one level on the CELDT from the prior

year. Our Status was High (84.3%) and our Change was Increased Significantly (19.2%). This placed us in the Blue zone on the LCFF Rubric. Other measures attest to our solid gains in English learner progress. Our reclassification rate, based on the October 2017 census, shows 14.8% of English learners were reclassified. Our LCAP goal for 2017-18 was 15%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

For English Language Arts, there are four subgroups in the Orange zone (English learners, socio-economically disadvantaged, students with disabilities, and Hispanic students). We have adopted a new ELA program that includes a comprehensive ELD component. This program includes specific materials and strategies for differentiation of curriculum for varying groups of students. We have provided extensive professional development for our teachers and will provide additional professional development this summer.

In Mathematics, English learners are in the Orange zone. We identified improvement in Mathematics as a key initiative for the LCAP years this plan addresses. Additional Professional development designed to ensure greater consistency in instruction occurs. We have also provided extensive professional development for our principals in both the components of our math program and also in strategies to collect data on program implementation and coaching for teachers. Our overall focus on increasing principal capacity as instructional leaders is a key aspect of our efforts.

For Suspension /Rate, here are two subgroups in the Orange zone (socio-economically disadvantaged and two or more races). The increases in suspensions from year to year is due to an internal recording protocol of suspensions. Suspensions were over-reported last year. We expect this area to rectify itself in future years.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

For English Language Arts, there are four subgroups in the Orange zone (English learners, socio-economically disadvantaged, students with disabilities, and Hispanic students) that are two levels below the all students result of being in the blue zone. We have adopted a new ELA program that includes a comprehensive ELD component. This program includes specific materials and strategies for differentiation of curriculum for varying groups of students. We have provided extensive professional development for our teachers and will provide additional professional development this summer.

In Mathematics, English learners (Orange zone) are the only subgroup to be two levels below the all students in the Green zone. We identified improvement in Mathematics as a key initiative for the LCAP years this plan addresses. Additional Professional development designed to ensure greater consistency in instruction occurs. We have also provided extensive professional development for

our principals in both the components of our math program and also in strategies to collect data on program implementation and coaching for teachers. Our overall focus on increasing principal capacity as instructional leaders is a key aspect of our efforts.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The key improved service for English learners is the provision of a comprehensive and daily designated ELD program that will be delivered to English learners based on their current status on the continuum of acquiring English. Extensive professional development for all teachers occurred last the summer. Site and district administrators have also received this training and are therefore, better equipped to guide the implementation of our new new ELA/ELD curriculum. We also have two full-time consulting teachers that will assist teachers. Our administrative team will continually review their observations of practice so we understand the success of our implementation. While none of this improved service is funded through supplemental funding, it does demonstrate the District's commitment to closing our achievement gap and accelerating reclassification for our English learners.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION   | AMOUNT          |
|---|-----------------|
| Total General Fund Budget Expenditures For LCAP Year  | \$31,888,827.00 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | \$8,599,450.00  |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

All of the district's expenditures that support our LCAP goals are embedded with each goal. Additional General Fund expenditures support our core mission as an educational organization. these include, but are not limited to clerical, custodial, maintenance, food service, and other related administrative costs.

| DESCRIPTION                                 | AMOUNT       |
|---|--------------|
| Total Projected LCFF Revenues for LCAP Year | \$12,048,246 |

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Every student has access to highly qualified teachers, standards aligned instructional materials, and facilities in good repair (Basic Supports).

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| <p><b>Metric/Indicator</b></p> <p>1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 50 or more English learners, as defined by each groups bylaws.</p> | <p>1. Every student received all core instruction from highly qualified teachers as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials.</p> <p>2. Every student was provided standards aligned instructional materials in all core subject areas as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every student was housed in facilities that meet the State criteria for being in good repair as verified by annual FIT site inspections.</p> <p>4. Parents participate in a number of site-based decision-making groups that include Site Council, PTA/PTO, and ELAC. The percent of parent participation in Site Council, as defined by their bylaws, is 100%. The percent of parent participation in PTA/PTO, as defined by their bylaws, is 100%. The percent of parent participation in ELAC, as defined by their bylaws, is 100%.</p> |

## Expected

### 17-18

1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials.
2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.
3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.
4. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.

### Baseline

1. Every student received all core instruction from highly qualified teachers as defined by the State of California's Highly Qualified teacher criteria and measured by an audit of all teacher credentials.
2. Every student was provided standards aligned instructional materials in all core subject areas as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.
3. Every student was housed in facilities that meet the State criteria for being in good repair as verified by annual FIT site inspections.
4. Parents were provided multiple opportunities to participate in leadership groups including PTA/PTO, School Site Council, School and District Advisory Committees, and ELAC/DELAC, that consult and advise individual schools and the District.

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures   |
|--|---|--|--|
| Ensure every student receives all core instruction from highly qualified teachers. | Every student received all core instruction from highly qualified teachers. | Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3) 0000: Unrestricted LCFF<br>\$52,000 | Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3) 0000: Unrestricted LCFF<br>\$47,869 |

|  |  |   |   |
|--|--|---|---|
|  |  | Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3) 0000: Unrestricted LCFF \$5,800,000 | Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3) 0000: Unrestricted LCFF \$5,871,700 |
|  |  | District staff salary and benefits (MGMT 5100, obj. 1-3) 0000: Unrestricted LCFF \$208,000  | District staff salary and benefits (MGMT 5100, obj. 1-3) 0000: Unrestricted LCFF \$224,643  |

## Action 2

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures                             | Estimated Actual<br>Expenditures                    |
|--|---|--|---|
| Ensure every student is provided with standards aligned instructional materials in all core subject areas. | Every student was provided standards aligned instructional materials in all core subject areas. | Obj 4110 MGMT 5200 0000: Unrestricted LCFF \$100,000 | Obj 4110 MGMT 5200 0000: Unrestricted LCFF \$73,297 |

## Action 3

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| Ensure every student is housed in facilities that meet the State criteria for being in good repair. | Every student was housed in facilities that meet the State criteria for being in good repair. | 8150 LCFF \$1,500,000    | 8150 LCFF \$1,493,140            |

## Action 4

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| Ensure each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 50 or more English learners. | Every school had a site council, an active parent group, and for those sites with the requisite number of English learners, an ELAC. In addition, every school's parent group described above was fully constituted with parent participation as defined by each group's bylaws. | No additional costs      | No additional costs              |

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were fully implemented and every goal achieved. Our annual analysis of teacher assignments revealed that all teachers are highly qualified and possess the appropriate credentials for their assignments. Our annual sufficiency resolution, as adopted by the Governing Board verified that every student was in possession of all adopted core instructional materials. This was after each teacher verified they had sufficient instructional materials for every one of their assigned students. Our annual inspections of individual school facilities noted that all campuses were in either good or exceptional condition. As in past years, individual schools and the district have been successful in garnering parent participation on school and district leadership committees and groups.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district's actions and services to meet this goal and metrics have been fully met, therefore, the stated actions and services were highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference is for action #2 whereby we budgeted \$100,000 for standards aligned instructional materials. Our estimated actual expenditures were \$73,297, which is \$26,703 less than budgeted and is 73% of what was anticipated. This was due to our ability to purchase more of the anticipated items in the prior fiscal year than was anticipated during the LCAP development process.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis: The District has met all of the its Williams Act indicators. As a result, the district can assert that it continues to attract and hire highly qualified and appropriately credential teachers for all vacancies. Core adopted instructional materials are available in sufficient supply to ensure each student is provided with all core adopted materials. The district continues to provide school facilities that are in great condition as evidenced by our annual site inspections and lack of concern as reported by our greater community. Parents continue to be deeply involved in site and district leadership committees and groups.

Change: Since the District is meeting its Williams Act indicators, no changes to the revised LCAP have been made in these areas. However, for 2018-19, the current goal #2 has been collapsed within Goal #1. The reasons for this are outlined in the 2018-19 goals section.

# Annual Update

## LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 2

Every student has access to the full range of courses offered by the District.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 7: Course Access (Conditions of Learning)  
Local Priorities:

### Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <p><b>Metric/Indicator</b><br/>Participation of students in the District's GATE, special education, and advanced coursework programs mirror the demographics of the District's students, especially for English learner and socio-economically disadvantaged students as measured by an audit of the sub-group participation in each program.</p> <p><b>17-18</b><br/>Participation of students in the District's GATE, special education, and advanced coursework programs mirror the demographics of the District's students, especially for English learner and socio-economically disadvantaged students as measured by an audit of the sub-group participation in each program.</p> | <p>The District has mistakenly interpreted the State's definition of course access to include specialized programs, rather than limit to subject matter courses. The programs in this goal are provided based on district, state, and federal criteria for participation, therefore not all students will have access to our special education or GATE programs. The advanced coursework referenced for our middle school was a one year experiment (2016-17) and was not continued in the current year. As noted in the goals section, this goal as been collapsed into Goal #1 for the 2018-19 school year. Therefore, the actions and services noted in this section were discontinued for the 2017-18 school year.</p> |

## Expected

### Baseline

Every student in the Rincon Valley Union School District has access to the full range of courses offered by the District. As a core K-6 district, courses are provided through grade level classes. In the charter middle school (grades 7-8), every student maintains a similar schedule, differing by elective choice. Programs such as GATE, advanced coursework (grades 7-8), and special education are only offered to students who meet predefined criteria.

An examination of students who are identified as gifted revealed three subgroups are underrepresented based on the demographics of our district as a whole: Hispanic/Latino (27% of our total population, 11% of the GATE population), English Learners (10% of our total population, 0% of the GATE population), and Economically Disadvantaged students (33% of our total population, 14% of the GATE population).

An examination of students who have been identified as being eligible for special education and related services revealed over representation of two subgroups of students: English Learners (10% of the total population, 18% of the special education population) and Economically Disadvantaged students (33% of the total population, 44% of the special education population). The examination also identified an under represented group: White (58% of our total population, 43% of our special education population).

An examination of students who were identified for Advanced Coursework in middle school revealed two subgroups are underrepresented based on the demographics of the school as a whole: Hispanic/Latino (27% of our total population, 8% of the Advanced Coursework population) and Economically Disadvantaged students (27% of our total population, 11% of the Advanced Coursework population).

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Implement any changes to the District's GATE identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

This action and/or service noted was discontinued for the 2017-18 school year.

No additional costs

No additional costs

## Action 2

### Planned Actions/Services

Implement any changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

### Actual Actions/Services

This action and/or service noted was discontinued for the 2017-18 school year.

### Budgeted Expenditures

No additional costs

### Estimated Actual Expenditures

No additional costs

## Action 3

### Planned Actions/Services

Implement any changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

### Actual Actions/Services

This action and/or service noted was discontinued for the 2017-18 school year.

### Budgeted Expenditures

No additional costs

### Estimated Actual Expenditures

No additional costs

## Action 4

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Identify middle school students eligible for advanced coursework at the beginning of each school year based on quantitative (placement test) and qualitative (prior teacher recommendation, observation of student critical thinking/problem solving) measures.

This action and/or service noted was discontinued for the 2017-18 school year.

No additional costs

No additional costs

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Section N/A: The actions and services noted in this goal are irrelevant to the State's intend of course access as special education and GATE are programs with defined access criteria. In addition, the advanced coursework planned for this LCAP year was not provided. Therefore, this goal has been collapsed into Goal #1 and the actions and services listed in this section were discontinued.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Section N/A: The actions and services noted in this goal are irrelevant to the State's intend of course access as special education and GATE are programs with defined access criteria. In addition, the advanced coursework planned for this LCAP year was not provided. Therefore, this goal has been collapsed into Goal #1 and the actions and services listed in this section were discontinued.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Section N/A: The actions and services noted in this goal are irrelevant to the State's intend of course access as special education and GATE are programs with defined access criteria. In addition, the advanced coursework planned for this LCAP year was not provided. Therefore, this goal has been collapsed into Goal #1 and the actions and services listed in this section were discontinued.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Section N/A: The actions and services noted in this goal are irrelevant to the State's intend of course access as special education and GATE are programs with defined access criteria. In addition, the advanced coursework planned for this LCAP year was not provided. Therefore, this goal has been collapsed into Goal #1 and the actions and services listed in this section were discontinued.

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 3: Parental Involvement (Engagement)  
                                 Priority 5: Pupil Engagement (Engagement)  
                                 Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

### Expected

#### Metric/Indicator

1. Maintain district-wide P-2 attendance rate at 96% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
2. Reduce district-wide P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
3. Maintain district-wide P-2 charter middle school drop-out rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students as measured by CALPADS.
4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
6. Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey (79% of students report "often"/"always" feeling safe at school and 82% of students reported being happy at school "often/always").

As an elementary district, high school drop-out and graduation rates do not apply.

### Actual

1. The P-2 attendance rates for all students was 95.8%, for English learners was 96.4%, socio-economically disadvantaged students was 96.3%, and special education students was 92.6%.
2. The P-2 chronic absenteeism rate was 5.9% for all students and for English learners was 4.7%, socio-economically disadvantaged students was 8.8%, and special education students was 11.0%.
3. The P-2 charter middle school drop-out rate at 0% for all students and for English learners was 0%, socio-economically disadvantaged students was 0%, and special education students was 0% as measured by CALPADS.
4. The P-2 pupil suspension rate was 1.6% for all students and for English learners was 1.0%, socio-economically disadvantaged students was 2.5%, and special education students was 5.0%.
5. The district-wide P-2 pupil expulsion rate at 0% for all students and for English learners was 0%, socio-economically disadvantaged students was 0%, and special education students was 0%.
6. Students self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey (77% of students report "often"/"always" feeling safe at school and 80% of students reported being happy at school "often/always").

## Expected

### 17-18

1. Increase district-wide P-2 attendance rate to 96.5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
2. Reduce district-wide P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
3. Maintain district-wide P-2 charter middle school drop-out rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students as measured by CALPADS.
4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.
6. Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey (79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always").

As an elementary district, high school drop-out and graduation rates do not apply.

### Baseline

The number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey was 79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

| Planned<br>Actions/Services                  | Actual<br>Actions/Services                              | Budgeted<br>Expenditures                        | Estimated Actual<br>Expenditures                |
|--|---|---|---|
| Maintain counseling programs at each school. | Counseling programs have been maintained at each school | MNGMT 6150 0000: Unrestricted<br>LCFF \$165,000 | MNGMT 6150 0000: Unrestricted<br>LCFF \$119,525 |

## Action 2

| Planned<br>Actions/Services                           | Actual<br>Actions/Services   | Budgeted<br>Expenditures                    | Estimated Actual<br>Expenditures            |
|---|--|---|---|
| Maintain clerical attendance support for each school. | Clerical support for attendance has been maintained at each school | MGMT OFFC 0000: Unrestricted LCFF \$235,500 | MGMT OFFC 0000: Unrestricted LCFF \$240,106 |

## Action 3

| Planned<br>Actions/Services                                | Actual<br>Actions/Services  | Budgeted<br>Expenditures   | Estimated Actual<br>Expenditures  |
|--|---|--|---|
| Expand school site participation in Restorative Practices. | Restorative Practices and Restorative Conferencing have been expanded to include training for classified staff and new teachers to 4th-6th grade. | MGMT MAAD 0000: Unrestricted Supplemental \$30,000<br>MGMT MAAD 0000: Unrestricted LCFF \$14,005 | MGMT MAAD 0000: Unrestricted Supplemental \$30,000<br>MGMT MAAD 0000: Unrestricted LCFF \$564 |

## Action 4

| Planned<br>Actions/Services                                       | Actual<br>Actions/Services   | Budgeted<br>Expenditures                             | Estimated Actual<br>Expenditures                     |
|---|--|--|--|
| Maintain the PlayWorks program to increase student participation. | Playworks continues to be an area of need and focus. Staffing has been the biggest challenge to this action. | Part of designated reserve 0000: Unrestricted LCFF 0 | Part of designated reserve 0000: Unrestricted LCFF 0 |

## Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events. | The District has continued to offer Back to School Nights, Open House, Math Nights and Gate Camp. A large district-wide parent event had been planned for the fall of 2017 and was displaced due to the October Wildfires and the need to provide resources to our community. | No additional costs      | No additional costs              |

## Action 6

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures                               | Estimated Actual<br>Expenditures                      |
|---|--|--|---|
| Continue district-wide efforts to implement culturally responsive teaching practices. | Schools showcase their cultural diversity through events and providing families opportunity to participate in parent organizations. Teachers embed culturally relevant material into their instruction and projects throughout the year. | MGMT 5200 OBJ 5200 0000:<br>Unrestricted LCFF \$12,000 | MGMT 5200 OBJ 5200 0000:<br>Unrestricted LCFF \$9,860 |

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions/services were implemented during the 2017-18 LCAP year. Counseling and attendance clerk positions were maintained. Restorative practices training was expanded to classified employees. Schools continue to provide many opportunities for enhancing cultural awareness and celebrations. Our challenges have been to hire classified staff to fill all of the Yard Duty II positions to provide the PlayWorks program. The October fires canceled our hallmark parent engagement event, though several other trainings were held.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district's actions and services to meet this goal and metrics were nearly fully met. One area not met was a slight dip in our local student indicator. This instrument was given during a period of time when school shootings were fresh and in everyone's minds. The October fires also continue to linger within our students. In addition, the high suspension rate for SPED students was due to our operating a multi-district Special Education program that includes services to students with significant behavior issues. for reporting purposes, even though many of the students are not RVUSD students, they are enrolled in our programs so impact our statistics. Given these circumstances the stated actions and services were highly effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were two material difference between budgeted expenditures and estimated actual expenditures for Goal #3. The first was in action #1 where \$165,000 was allocated, though only \$119,525 was expended. This is a difference of \$45,475 and 72% of the budgeted amount. The reason for the material difference was there were classified counseling stipends budgeted in unrestricted for \$56,000 in the prior year. In 2017/18 we decreased the stipend amount to \$27,000 and are paying it out of Medi-Cal funds. The second was in action #3 where \$14,005 was allocated, though only \$564 was expended. This is a difference of \$13,441 and 4% of the budgeted amount. The reason for the material difference was there were originally teacher extra duties that were budgeted for that were not needed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Analysis: The district's actions and services to meet this goal and metrics were nearly met. One area not met was a slight dip in our local student indicator. This instrument was given during a period of time when school shootings were fresh and in everyone's minds. The October fires also continue to linger within our students. The other area was the suspension rate for SPED students, which is inflated due to a district operated program.

Change: Given these circumstances, no changes to the stated actions and services are planned.

# Annual Update

## LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 4

Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP English language arts standard with special attention to 3rd grade students.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

| Expected  | Actual   |
|---|--|
| <p><b>Metric/Indicator</b></p> <ol style="list-style-type: none"><li>1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard for language arts to 60%.</li><li>2. Increase the percent of English learner 3rd students grade meeting or exceeding the CAASPP standard for language arts to 30%.</li><li>3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 50%.</li><li>4. 60% of students will meet or exceed local benchmarks at each trimester.</li></ol> <p>The Academic Performance Index, UC/CSU/CTE courses, AP test participation, and EAP do not apply as the district does not serve high school students.</p> | <ol style="list-style-type: none"><li>1. 61% of all 3rd grade students met or exceeded the 2017 CAASPP standard for language arts.</li><li>2. 19% percent of English learner 3rd grade students met or exceeded the 2017 CAASPP standard for language arts.</li><li>3. 38% percent of socio-economically disadvantaged 3rd grade students met or exceeded the 2017 CAASPP standard for language arts.</li><li>4. 79% percent of 3rd grade students met or exceeded local reading benchmarks at Trimester 2.</li></ol> <p>The Fall 2017 update of the California Dashboard designates the District as High (33.8 pts. above Level 3) for our Status and Maintained (-2.4 pts.) for our Change. Our rubric color is Green.</p> <p>The Academic Performance Index, UC/CSU/CTE courses, AP test participation, and EAP do not apply as the district does not serve high school students.</p> |

## Expected

### 17-18

1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard for language arts to 70%.
2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 40%.
3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 60%.
4. 65% of students will meet or exceed local benchmarks at each trimester.

### Baseline

Spring 2017 CAASPP results are unavailable at the time the LCAP was adopted, therefore the districts progress in meeting the expected annual outcomes will be included in the 2016-17 Annual Update that is incorporated into the 2018-19 LCAP.

Based on CAASPP results, the California School Dashboard report designates the District as Medium (8.2 pts. above Level 3) for our Status and Maintained (+0.2 pts.) for our Change. Our rubric color is Yellow. However, these results are relevant to the 2015-16 LCAP year, not the 2016-17 LCAP year this update is intended to address.

Trimester 2 local benchmark (STAR Reading) data:

District-wide: 68% of all students met benchmark; 29% of English learners met benchmark; 53% of economically disadvantaged students met benchmark.

Third grade: 64% of all students met benchmark; 40% of English learners met benchmark; 57% of economically disadvantaged students met benchmark.

Early literacy screening (DIBELS) data for K-1:

70% of all students ready for "core" instruction, 51% of English learners ready for "core instruction; 56% of economically disadvantaged students ready for "core" instruction.

Kindergarten Readiness (READY) data: 52% of all students entered Kindergarten "ready to go", 28% of English earners entered Kindergarten "ready to go"; (economically disadvantaged status was not tracked for this data.

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

| Planned<br>Actions/Services                                      | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| Maintain a systematic reading instructional program (K-3 SIPPS). | SIPPS has been fully implemented across the district. This year all schools provided refresher courses for SIPPS to grade K-3 teachers to re-calibrate the instructional routines and procedures. | No additional Cost       | No additional Cost               |

### Action 2

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures   |
|---|--|---|--|
| Maintain and utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets. | Each school operates a Multi-Tiered System of Support (MTSS) to identify students who do not meet state and/or local benchmarks. Schools are assigned a Student Support Coordinator who trains/manages a team of interventionists to provide support for students. | Intervention Budgets (MGMT 0652-0653) 0000: Unrestricted Supplemental \$240,000 | Intervention Budgets (MGMT 0652) 0000: Unrestricted Supplemental \$221,523 |

### Action 3

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|--|--------------------------|----------------------------------|
| Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students. | All kindergarten teachers participated in the READY project in Aug/Sept 2017. Teachers used the information to communicate with parents and provide additional support for students who scored in the "not ready" zone on the assessment/observation tool. | No additional Cost       | No additional Cost               |

### Action 4

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures                           | Estimated Actual<br>Expenditures                  |
|---|---|--|---|
| Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets. | Due to construction projects across the district (which created unsafe conditions for students on campuses), we did not offer summer school in July 2017. It is our intent to continue this action, pending the availability of safe campuses, in 2018 or 2019. | MGMT 0650 0000: Unrestricted Supplemental \$35,000 | MGMT 0650 0000: Unrestricted Supplemental \$9,203 |
|   |   | MGMT 0650 0000: Unrestricted LCFF \$8,000          | MGMT 0650 0000: Unrestricted LCFF \$0             |

## Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures                          | Estimated Actual<br>Expenditures                  |
|---|--|---|---|
| Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards. | We have provided professional development towards full ELA/ELD standards alignment through buyback days, District Wednesday inservices, Consulting Teacher coaching and support, and optional after school workshops. Principals embarked on a year-long study of the 5 Dimensions of Teaching and Learning (Center for Educational Leadership). | No additional Cost - Educator Effectiveness Funds | No additional Cost - Educator Effectiveness Funds |

## Action 6

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures                          | Estimated Actual<br>Expenditures                  |
|---|--|---|---|
| Provide a Technology Summer Institute to train staff in effective integration of technology into ELA instruction. | Technology integration was embedded into the Benchmark Advance summer trainings. | No additional Cost - Educator Effectiveness Funds | No additional Cost - Educator Effectiveness Funds |

## Action 7

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.

Schools hosted family literacy night events and offered parent workshops in early literacy.

Included in Student Support Budget

Included in Student Support Budget

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services, except summer school, were implemented. There was some variation between schools in the level of parent education that was provided. For example, all schools held a family literacy event, but at some schools offered a series of parent workshops while other schools offered only one class.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Districtwide, we saw an overall gain of 4% in the percent of students scoring Met or Exceeded Standard on the 2017 ELA CAASPP. Local assessments also continue to show an increasing number of students who are meeting or exceeding benchmark.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference between budgeted expenditures and estimated actual expenditures for action #4, where \$43,000 was allocated, though only \$9,203 was expended. This is a difference of \$33,977 and 21% of the budgeted amount. The reason for the material difference was that due to summer construction, the only summer school program held was our ELD Academy designed for English learners.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our success in meeting our local and LCFF evaluation rubric goals gives us confidence in our plan to increase student achievement in English Language Arts. Therefore, we will continue with the same actions/services for the 2018-19 LCAP year.

# Annual Update

## LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 5

Increase the percent of all students, including significant subgroups, meeting or exceeding the CAASPP Math standard with special attention to 8th grade students.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

| Expected  | Actual  |
|---|---|
| <p><b>Metric/Indicator</b></p> <ol style="list-style-type: none"><li>1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 55%.</li><li>2. Increase the percent of English learner 6th students grade meeting or exceeding the CAASPP standard for math to 55%.</li><li>3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 35%.</li><li>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.</li></ol> | <ol style="list-style-type: none"><li>1. 46% of all 6th grade students met or exceeded the 2017 CAASPP standard for math.</li><li>2. 8% percent of English learner 6th grade students met or exceeded the 2017 CAASPP standard for math.</li><li>3. 20% percent of socio-economically disadvantaged 6th grade students met or exceeded the 2017 CAASPP standard for math.</li><li>4. We are piloting two local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard. The calculation of a baseline and decisions about cut scores for "met standard" will be determined after the third trimester.</li></ol> <p>The Fall 2017 update of the California Dashboard designates the District as High (18.4 pts. above Level 3) for our Status and Increased (+3.5 pts.) for our Change. Our rubric color is Green.</p> |

## Expected

### 17-18

1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 55%.
2. Increase the percent of English learner 6th students grade meeting or exceeding the CAASPP standard for math to 55%.
3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 35%.
4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.

### Baseline

Spring 2017 CAASPP results are unavailable at the time the LCAP was adopted, therefore the districts progress in meeting the expected annual outcomes will be included in the 2016-17 Annual Update that is incorporated into the 2018-19 LCAP.

Based on CAASPP results, the California School Dashboard report designates the District as Medium (-17.0 pts. above Level 3) for our Status and Declined (-1.3 pts.) for our Change. Our rubric color is Orange. However, these results are relevant to the 2015-16 LCAP year, not the 2016-17 LCAP year this update is intended to address.

### 2016-17 Local Measures

We piloted a new local benchmark this year and our goal was to establish a baseline. The platform we piloted proved difficult to manage and our Trimester 2 data could not be compared to Trimester 1 due to concerns about validity of scores in Trimester 1). If we set the benchmark at 70% correct for Trimester 2: District-wide: 37% of all students met benchmark; 12% of English learners met benchmark; 22% of economically disadvantaged students met benchmark.

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets.

Each school operates a Multi-Tiered System of Support (MTSS) to identify students who do not meet state and/or local benchmarks. Schools are assigned a Student Support Coordinator who trains/manages a team of interventionists to provide support for students.

No additional cost

No additional cost

## Action 2

### Planned Actions/Services

Provide a summer school program for intermediate grade students not on track to meet 8th grade CAASPP Math targets.

### Actual Actions/Services

Due to construction projects across the district (which created unsafe conditions for students on campuses), we did not offer summer school in July 2017. It is our intent to continue this action, pending the availability of safe campuses, in 2018 or 2019.

### Budgeted Expenditures

No additional cost - Included in Goal 4 #2

### Estimated Actual Expenditures

No additional cost - Included in Goal 4 #2

## Action 3

### Planned Actions/Services

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State Math standards.

### Actual Actions/Services

We have provided professional development towards full Math standards alignment through District Wednesday inservices, Consulting Teacher coaching and support, and optional after school workshops. Principals embarked on a year-long study of the 5 Dimensions of Teaching and Learning (Center for Educational Leadership).

2017-18 actions included a renewed focus on the adopted Math program, including additional

### Budgeted Expenditures

No additional Cost

### Estimated Actual Expenditures

No additional Cost

training and support for teachers; creation and revision of assessments; and curriculum maps to help with pacing, key standards, and grading.

#### Action 4

| Planned<br>Actions/Services  | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|--|---|--------------------------|----------------------------------|
| Provide a Technology Summer Institute to train staff in effective integration of technology into Math instruction. | Technology integration was embedded into the Engage New York Math summer trainings. | No additional cost       | No additional cost               |

#### Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|---|---|--------------------------|----------------------------------|
| Provide training to teachers and principals in the implementation of a new local math benchmark assessment. | The Math Consulting Teacher provided support and direction for teachers in the administration of the assessments, and worked with teacher representatives throughout the year to create and/or revise end-of-module assessments. Principals received limited training this year, but will spend time at the end of the year examining student performance from beginning to end of year, discussing our baselines and cut scores, and developing a plan for improving the use of assessment results to drive classroom instruction. | No additional cost       | No additional cost               |

#### Action 6

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards.

Each school held a Family Math (or STEAM) night.

Immaterial cost

Immaterial cost

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services for Goal 5, except summer school, were implemented this year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Examination of local math assessment results through the end of the second trimester indicate that about 60% of students in grades kindergarten through grade 3 are performing at or above "met standard." This percentage shrinks considerably in the intermediate grades. In response to this data, we have provided additional support and training for our intermediate grade math teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

2017-18 actions included a renewed focus on the adopted Math program, including additional training and support for teachers; creation and revision of assessments; and curriculum maps to help with pacing, key standards, and grading. This focus is not called out separately in the LCAP, but is reflected in the Actual Actions/Services portion of this Annual Update. This focus will continue in 2018-19 and be reflected in the Actions/Services section.

# Annual Update

## LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 6

Every English learner moves at least one level on the California English learner assessment (CELDT or LPAC) and is on target and within timelines, as defined by State and local criteria, to become Reclassified as Fluent English Proficient (RFEP).

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
1. The California Dashboard will show a Status of High, with 75% or more of English learners demonstrating at least one level of growth on the CELDT, representing an Increase towards Change.  
2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).

**17-18**  
1. The California Dashboard will show a Status of High, with 75% or more of English learners demonstrating at least one level of growth on the CELDT, representing an Increase towards Change.  
2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).

1. The Fall 2017 update of the California Dashboard shows a Status of High, with 84.3% or more of English learners demonstrating at least one level of growth on the CELDT, resulting in a Change of Significant over the prior year of 19.2%.  
2. 14.8% of English learners district wide were reclassified as Fluent English Proficient (RFEP).

## Expected

### Baseline

The California Dashboard results show the percentage of English learners, plus RFEP students, demonstrating at least one level of growth on the 2015 CELDT from the 2014 CELDT was 69.4%. This represents a status of Medium. These results were a Decline from the previous year of 6.4% (75.8%) of English learners demonstrated at least one level of growth on the CELDT.

The percent of English learners reclassified at the October census for the 2016-17 school year was 17.2%. This is a four year high and an increase of 4.8% over the prior year.

## Actual

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

| Planned<br>Actions/Services  | Actual<br>Actions/Services   | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                                    |
|--|--|---|---|
| Implement designated ELD programs and adopt for the 2017-18 school year. | First-year implementation of Benchmark Advance Designated ELD began in September 2017. | ELD Coordinator (MGM ELDC) 0000: Unrestricted Supplemental \$22,000 | ELD Coordinator (MGM ELDC) 0000: Unrestricted Supplemental \$22,000 |
|  |  | ELD Coordinator (MGM ELDC) 0000: Unrestricted LCFF \$59,215         | ELD Coordinator (MGM ELDC) 0000: Unrestricted LCFF \$84,309         |

### Action 2

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures                    | Estimated Actual<br>Expenditures            |
|---|---|---|---|
| Maintain support and professional development for teachers and principals with full implementation of integrated ELD. | Integrated ELD strategies has been embedded into mandatory professional development sessions this year and several optional workshops have been offered for interested teachers and principals. | No Additional Cost - Educator Effectiveness | No Additional Cost - Educator Effectiveness |

### Action 3

| Planned<br>Actions/Services   | Actual<br>Actions/Services   | Budgeted<br>Expenditures                           | Estimated Actual<br>Expenditures                   |
|---|--|--|--|
| Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner. | A two-week ELD Academy was offered in July 2017. Approximately 100 students from across the district maintained regular attendance in the program. | MGMT ELDA 0000: Unrestricted Supplemental \$25,000 | MGMT ELDA 0000: Unrestricted Supplemental \$19,283 |

#### Action 4

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures                   | Estimated Actual<br>Expenditures           |
|---|---|--|--|
| Provide parents of English learners support and resources in order for them to assist their children with homework. | English Learner Advisory Committees (ELACs), Pasitos, Latino Family Literacy, and Homework Clubs have been utilized to provide support for parents to assist their children with school/homework. | Included in MGMT 0652 - no additional cost | Included in MGMT 0652 - no additional cost |

#### Action 5

| Planned<br>Actions/Services   | Actual<br>Actions/Services  | Budgeted<br>Expenditures  | Estimated Actual<br>Expenditures                                  |
|---|---|---|---|
| Provide adult English classes for parents who are English learners. | We began a partnership with Santa Rosa Junior College in September 2017. Parents and community members can attend adult English classes twice per week, with open enrollment throughout the year. | Resource 0000, MGMT 4201 0000: Unrestricted Supplemental \$25,000 | Resource 0000, MGMT 4201 0000: Unrestricted Supplemental \$26,186 |

#### Action 6

| Planned<br>Actions/Services | Actual<br>Actions/Services | Budgeted<br>Expenditures | Estimated Actual<br>Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

Provide instructional support to EL students with EL Assistants.

The EL Coordinator provides monthly training for EL Assistants. Topics include high leverage strategies for language acquisition, working with teachers, supporting ELs in reading and mathematics, and examining student CELDT data. This has allowed our EL Assistants to provide more structured support for English Learners.

Resource 0000, MGMT 4203  
0000: Unrestricted Supplemental  
\$16,500

Resource 0000, MGMT 4203  
0000: Unrestricted LCFF \$5,986

Resource 0000, MGMT 4203  
0000: Unrestricted Supplemental  
\$16,500

Resource 0000, MGMT 4203  
0000: Unrestricted LCFF \$189

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions/services for this goal were fully implemented during the 2017-18 LCAP year. Our most significant step this year was the implementation of comprehensive, district-wide designated ELD instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our actions/services for this goal have been consistent over the past three years. Therefore, our success in significantly increasing the percent of ELs advancing at least one level on the CELDT is connected to our plan described under this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were two material difference between budgeted expenditures and estimated actual expenditures for Goal #6. The first was in action #1 where \$59,215 was allocated, though \$84,309 was expended. This is a difference of \$25,094 and 142% of the budgeted amount. The reason for the material difference was that originally only salaries were budgeted. The larger amount expended includes the associated benefits. The second was in action #6 where \$5,986 was allocated, though only \$189 was expended. This is a difference of \$5,797 and 3% of the budgeted amount. The reason for the material difference was an inability to hire for a vacant position.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our success in meeting our local and LCFF evaluation rubric goals gives us confidence our plan to increase English language acquisition among our EL students is working. Therefore, we will continue with the same actions/services for the 2018-19 LCAP year.



# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

### Introduction

The Rincon Valley Union School District is committed to meaningful stakeholder engagement and understand this is an integral part in developing an effective strategic plan. As such, the Rincon Valley Union School District used a variety of site and district-based meetings and events to involve and hear from our stakeholders. These included a series of site-based meetings for each of our stakeholder groups led by our principals throughout the Annual Update, a series of site-based meetings, co-presented by the principals and the superintendent, to review the initial draft of the new LCAP, and a series of district-wide meetings with other stakeholder groups, such as employees (CTA, CSEA, non-represented), District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and students.

Austin Creek held three stakeholder sessions on December 6, 2017 (Site Council), December 11, 2017 (Parent Community), and December 18, 2017 (Student Council). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Binkley held four stakeholder sessions on November 14, 2017 (Binkley Boosters Parent Group), November 15, 2017 (Classified Employees), November 26, 2017 (ELAC), and December 1, 2017 (Site Council). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Madrone held three stakeholder sessions on December 4, 2017 (Site Council), December 18, 2017 (ELAC), and December 18, 2017 (Parent Community). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Rincon Valley Charter School held five stakeholder sessions on November 11, 2017 (Executive Committee), November 15, 2017 (Students), November 16, 2017 (Students), November 28, 2017 (Parents' Association), and November 28, 2017 (Staff). These meetings were vice-principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Spring Creek-Matanzas held three stakeholder sessions on November 2, 2017 (Staff), November 15, 2017 (PTA), and November 17, 2017 (Site Council and ELAC). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Sequoia held two stakeholder sessions on December 4, 2017 (Site Council), December 18, 2017 (ELAC), and December 18, 2017 (Parent Community). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Village held four stakeholder sessions on November 1, 2017 (Parents' Club), November 2, 2017 (Site Council), November 3, 2017 (Teachers), and November 16, 2017 (ELAC). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Whited School held two stakeholder sessions on December 7, 2017 (PTO) and December 21, 2017 (ELAC). These meetings were principal led based on a script developed by the District LCAP Committee for site-based input. Each group discussed progress in meeting current goals. Suggestions for modifying goals and/or actions/services were encouraged.

Administrative Council, including site and district administrators and bargaining unit representation, met on December 19, 2017 and February 20, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

District English Learner Advisory Council met on January 31, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

Superintendent's Student Advisory Committee met on February 8, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

The District held two community-wide LCAP input meetings on February 20, 2018 (Matanzas) and March 7, 2017 (Austin Creek). The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

Parent Advisory Committee met on March 7, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

The District conducted a stakeholder survey from March 5 through March 12, 2018. Included were the following stakeholder groups: Parents/guardians of enrolled students, certificated, classified, and administrative employees, and middle school students. The survey was conducted in English and Spanish. Participants reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

The District met with our teachers' association, RVUTA, on March 13, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

The District met with our classified employees association, CSEA, On March 15, 2018. The group reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

Governing Board met on April 10, 2018. Trustees reviewed reviewed progress made toward meeting goals in 2016-17 and made recommendations concerning draft of goals, measurable outcomes, and actions/services for the next three years.

Governing Board met on May 8, 2018. Trustees held a Public Hearing on the 2017-18, 2018-19, 2019-20 LCAP. At the same meeting, there was a public hearing on the 2017-18 Budget.

Governing Board met on June 12, 2018. Trustees approved the 2018-19, 2019-20, 2020-21 LCAP and 2018-19 Budget.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Austin Creek stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the variety of supervised activities provided students during recess
- Appreciate teachers willingness to hold regular (weekly) circles
- Appreciate support for students in writing and math

Austin Creek stakeholder suggestions for the 2018-19 LCAP to include:

- Ongoing support for families with GATE students

Binkley stakeholder feedback concerning the 2017-18 goals included:

- Appreciate having a full-time counselor
- Appreciate the routine students have developed to participate in the supervised recess activities
- Appreciate the site's town hall meetings
- Appreciate the results shown for students with SIPPS
- Appreciate the role of the support coordinator in organizing and delivering intervention
- Appreciate the establishment of a homework club

Suggestions for the 2018-19 LCAP to include:

- Provide additional training for classified classroom assistants in the new ELA and math programs.

- Focus on deepening involvement of parents when students are in Kindergarten
- Develop more ways to support second language parents support their children with homework at home

Madrone stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the new facility and field/track
- Appreciate the counselors, especially following the fires
- Appreciate the role of the office clerks in reducing truancy
- Appreciate the positive impact of Restorative Circles and Kimochis
- Appreciate the extra support for struggling students
- Appreciate the support that EL assistants provide English learners

Suggestions for the 2018-19 LCAP to include:

- Recommend training in NGSS for teachers
- Recommend to continue the provision of daycare for Back-to-School Night
- Establish a homework club
- Recommend that Family Math Night provide more opportunities for parents to learn more about the math program
- Recommend that adult English classes be offered at night

RVCS stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the hard work the teachers provide on behalf of students
- Appreciate the quality of the school facilities
- Appreciate the focus on Project Based Learning
- Appreciate the availability of counseling
- Appreciate circles
- Appreciate Fall Festival as a community building event

Suggestions for the 2018-19 LCAP include:

- Recommend providing teachers with professional development aimed at challenging GATE students within the context of the daily classroom
- Recommend ongoing training in ELD
- Recommend additional counseling time
- Recommend more dances and game nights
- Recommend more support for struggling students, e.g., student support coordinator, older students as tutors
- Recommend moving away from the block schedule for math instruction

- Recommend more planning time focused on aligning classroom assessments to standards

Spring Creek-Matanzas stakeholders feedback concerning the 2017-18 goals included:

- Appreciate the counselor remains consistent between the two sites
- Appreciate the Restorative Practices program
- Appreciate having organized activities for students at recess
- Appreciate having Spanish language support for parents at conferences

Suggestions for the 2018-19 LCAP include:

- Consistent practices among staff for homework
- Increase and find new ways to communicate to the community about school-based activities and parent meetings
- Increase counseling time
- Provide access to technology beyond school hours with families that lack these resources at home
- Open computer labs and library as options for students at recess
- Minimize the impact of losing out on classroom instruction and activities for students pulled for various support programs
- Look at scheduling options for translators for conferences

Sequoia stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the process for identifying GATE students that has expanded beyond the Raven
- Appreciate opportunities, such as Family Math Night, when parents can learn alongside their children

Suggestions for the 2018-19 LCAP include:

- Provision of resources and training for parents in math

Village stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the high level of instruction provided students by the teachers
- Appreciate the facility improvements being made that will improve classrooms and playground options for students
- Appreciate the level of school-to-home communication
- Appreciate the use of non-traditional instruments being used to identify GATE students
- Appreciate the contributions of the counselors
- Appreciate evening programs such as Story Night
- Appreciate additional support efforts and the communication with parents about these options
- Appreciate the Engage NY math training last summer

- Appreciate the designated ELD time
- Appreciate the work of the ELD Coordinator in assisting families support English language acquisition of students

Suggestions for the 2018-19 LCAP include:

- Provide more support and materials for teachers to implement NGSS
- Increase counseling and dedicate time for SEL instruction into the classroom routine
- Recommend more assemblies that teach about cultural differences
- Recommend increasing classroom push-in support
- Increase communication from the classrooms on how to support students with math at home

Whited stakeholder feedback concerning the 2017-18 goals included:

- Appreciate the counselor program
- Appreciate the school's homework club
- Appreciate the focus on designated ELD program
- Appreciate Kimochis and Restorative Practices
- Appreciate the PlayWorks program

Suggestions for the 2018-19 LCAP include:

- Increasing counseling time
- Provide more information to families about the social/emotional programs
- Provide an indoor play option for students in the morning
- Increase after school tutoring options for student
- Send math activities home for parents to work on with their children
- Provide more individualized instruction for students learning English
- Provide the GATE curriculum to all students
- Provide the GATE as a pull-out program
- Recommend monthly evening events for families

Administrative Council stakeholder feedback concerning the 2017-18 goals included:

- Appreciate counseling services
- Appreciate support for students not meeting grade level expectations

Suggestions for the 2018-19 LCAP include:

- Expand counseling services, ultimately to one full-time counselor per school

- Review the local metrics for ELA and math that are used to measure student progress during the school year to ensure they both inform instruction and predict student success on the SBAC

All questions were answered at the meeting. The council did not provide any written comments to the District they wanted responded to in writing.

The District English Learner Advisory Council feedback concerning the 2017-18 goals included:

- Appreciate Counseling resources for students
- Appreciate academic resources and support for English learners

Suggestions for the 2018-19 LCAP include:

- Provide after school homework and tutoring options for students
- Provide ongoing parent education to prepare parents to support the learning of students at home

All questions were answered at the meetings. The DELAC did not provide any written comments to the District they wanted responded to in writing.

The Superintendent's Student Advisory Committee stakeholder feedback concerning the 2017-18 goals included:

- Appreciate counseling services
- Appreciate the PlayWorks program that provides various activities at recess
- Appreciate the extra support students receive when needed

Suggestions for the 2018-19 LCAP include:

- Provide more than one game option each day under the PlayWorks program
- Provide indoor recess options such as opening the library or for chess clubs
- Provide students an anonymous way to provide their teachers feedback or state concerns
- Adjust instructional activities that activate each students' curiosity, thus increasing interest and motivation to learn

All questions were answered at the meeting. The committee did not provide any written comments to the District they wanted responded to in writing.

The Parent Advisory Committee stakeholder feedback concerning the 2017-18 goals included:

- Appreciate counseling services

- Appreciate communication efforts through One-Call-Now and Facebook

Suggestions for the 2018-19 LCAP include:

- Provide on going parent education, especially in the areas of strategies to monitor a child's social media interactions and in transitioning to middle school

All questions were answered at the meeting. The committee did not provide any written comments to the District they wanted responded to in writing.

Community-wide LCAP stakeholder feedback concerning the 2017-18 goals included:

- Appreciate counseling services
- Appreciate support for students not meeting grade level expectations

Suggestions for the 2018-19 LCAP include:

- Incorporate the Art Docent program as a parent partnership opportunity within parent engagement
- Suggest that high achieving and GATE students are identified for services within the LCAP
- Provide a summer program for GATE students
- Provide parents training in the Kimochi program

All questions were answered at the various meetings.

Parent community LCAP stakeholder survey result feedback concerning the 2017-18 goals included:

- All proposed actions and services received support of at least 85% of the respondents
- The actions/services receiving the highest level of support were (in order):

\* Strengthen intervention support in primary grades in ELA

\* Strengthen support for all students in math

\* Maintain counseling services

\* Provide instructional support for English learners

\* Provide school-based activities such as Family Math night, etc.

Parent community suggestions for the 2018-19 LCAP include:

- More resources for struggling students in the upper grades
- Options for students who are quick learners in math as the instructional pace can frustrate them
- Strengthen resources to eliminate bullying behavior, such as counseling
- Increase site-based community events as they are more successful and useful than district-wide ones

English learner parent community LCAP stakeholder survey result feedback concerning the 2017-18 goals included:

- This survey only received two submissions, therefore the results are not valid

English learner parent community suggestions for the 2018-19 LCAP include:

- N/A

Employee community LCAP stakeholder survey result feedback concerning the 2017-18 goals included:

- All proposed actions and services received support of at least 95% of the respondents
- The actions/services receiving the highest level of support were (in order):

\* Strengthen intervention support in primary grades in ELA

\* Strengthen support for all students in math

\* Maintain counseling services

\* Provide instructional support for English learners

\* Provide school-based activities such as Family Math night, etc.

Employee community suggestions for the 2018-19 LCAP include:

- Keep Writing By Design as core writing program
- Maintain small class sizes in primary grades
- Provide additional resources to supplement ENY; intervention and 1st instruction
- Full-time counselors at each school site
- Additional classroom support during DELD instruction

Middle school student community LCAP stakeholder survey result feedback concerning the 2017-18 goals included:

- All proposed actions and services received support of at least 85% of the respondents

- The actions/services receiving the highest level of support were (in order):

- \* Maintain counseling services
- \* Strengthen intervention support in primary grades in ELA
- \* Strengthen support for all students in math
- \* Strengthen tools to measure student growth in meeting math standards
- \* Provide instructional support for English learners

Middle school student community suggestions for the 2018-19 LCAP include:

- Provide more time during the school day for students to read
- Additional teacher time for students who are struggling
- Add opportunities for parent to be in classrooms

Results were posted on the district website.

RVUTA stakeholder feedback concerning the 2017-18 goals included:

- The association generally supports the goals and actions/services proposed by the district

Suggestions for the 2018-19 LCAP include:

- RVUTA did not provide specific suggestions

All questions were answered at the meeting. The association did not provide any written comments to the District they wanted responded to in writing.

CSEA stakeholder feedback concerning the 2017-18 goals included:

- The association generally supports the goals and actions/services proposed by the district

Suggestions for the 2018-19 LCAP include:

- CSEA suggested we conduct a survey during the Annual Update portion of our process as well as the one held to receive feedback on our first draft of actions/services.

All questions were answered at the meeting. The association did not provide any written comments to the District they wanted responded to in writing.

At the April 10, 2018 Regular meeting, Trustees reviewed the draft LCAP for the 2018-19 school year. Trustees appreciated the incorporation of the California Dashboard into the document.

At the May 8, 2018 Regular meeting, The Governing Board provided an opportunity for community comment. No public comment was given.

At the June 12, 2018 Regular meeting, the Governing Board approved the 2018-19 and 2019-20 LCAP as presented.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

Every student has access to highly qualified teachers, standards aligned instructional materials, facilities in good repair (Basic Supports) and to the full range of course offered by the District.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

Every student benefits when they are provided core instruction from highly qualified teachers, are provided standards aligned instructional materials, and are housed in facilities in good repair. The Rincon Valley Union School District consistently provides every student with these Basic Supports and is committed to continue to do so. As a primarily TK-6 grade district, every student in the Rincon Valley Union school District is provided the full range of core instructional subjects offered by the District to include English Language Arts, Math, Science, Social Science/History, and Physical Education.

### Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19   | 2019-20   |
|---|---|---|---|---|
| 1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria | 1. Every student received all core instruction from highly qualified teachers as defined by the State of California's Highly Qualified teacher criteria | 1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria | 1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria | 1. Every teacher providing core instruction is classified as highly qualified as defined by the State of California's Highly Qualified teacher criteria |

| Metrics/Indicators  | Baseline   | 2017-18  | 2018-19   | 2019-20   |
|---|--|--|---|---|
| <p>and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 50 or more English learners, as defined by each groups bylaws.</p> | <p>and measured by an audit of all teacher credentials.</p> <p>2. Every student was provided standards aligned instructional materials in all core subject areas as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every student was housed in facilities that meet the State criteria for being in good repair as verified by annual FIT site inspections.</p> <p>4. Parents were provided multiple opportunities to participate in leadership groups including PTA/PTO, School Site Council, School and District Advisory Committees, and ELAC/DELAC, that consult and advise individual schools and the District.</p> | <p>and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.</p> | <p>and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Every student has access to the full range of courses offered by the District to include English Language Arts, Math, Science, Social Science/History, and Physical Education.</p> <p>5. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.</p> | <p>and measured by an audit of all teacher credentials.</p> <p>2. Every student is provided core instructional materials that align to the California State adopted standards as supported by the State textbook adoption criteria as verified by the Instructional Materials Order Form submitted by each teacher.</p> <p>3. Every school and learning facility operated by the District meets the State's criteria of good repair as verified by annual FIT site inspections.</p> <p>4. Every student has access to the full range of courses offered by the District to include English Language Arts, Math, Science, Social Science/History, and Physical Education.</p> <p>5. Parent groups have multiple opportunities to advise individual schools and the District as evidenced by school and district calendared events.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
|                    |          |         |         |         |

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Ensure every student receives all core instruction from highly qualified teachers.

#### 2018-19 Actions/Services

Ensure every student receives all core instruction from highly qualified teachers.

#### 2019-20 Actions/Services

Ensure every student receives all core instruction from highly qualified teachers.

### Budgeted Expenditures

|                  |  |  |  |
|------------------|--|--|--|
| Year             | 2017-18  | 2018-19  | 2019-20  |
| Amount           | \$48,000   | \$50,000   | \$54,000   |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 0000: Unrestricted Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3)                              | 0000: Unrestricted Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3)                              | 0000: Unrestricted Kindergarten Assistants salary and benefits (mgmt KIND, OBJ 2-3)                              |
| Amount           | \$5,860,000  | \$5,960,000  | \$6,000,000  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 0000: Unrestricted Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3) | 0000: Unrestricted Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3) | 0000: Unrestricted Maintain highly qualified teachers and site staff– salary and benefits (Mgmt 0100, Obj. 11-3) |
| Amount           | \$225,000  | \$227,000  | \$230,000  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 0000: Unrestricted District staff salary and benefits (MGMT 5100, obj. 1-3)                                      | 0000: Unrestricted District staff salary and benefits (MGMT 5100, obj. 1-3)                                      | 0000: Unrestricted District staff salary and benefits (MGMT 5100, obj. 1-3)                                      |

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged  
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Ensure every student is provided with  
standards aligned instructional materials in  
all core subject areas.

#### 2018-19 Actions/Services

Ensure every student is provided with  
standards aligned instructional materials in  
all core subject areas.

#### 2019-20 Actions/Services

Ensure every student is provided with  
standards aligned instructional materials in  
all core subject areas.

### Budgeted Expenditures

| Year                | 2017-18                                  | 2018-19                                  | 2019-20                                  |
|---------------------|--|--|--|
| Amount              | \$70,000                                 | \$35,000                                 | \$50,000                                 |
| Source              | LCFF                                     | LCFF                                     | LCFF                                     |
| Budget<br>Reference | 0000: Unrestricted<br>Obj 4110 MGMT 5200 | 0000: Unrestricted<br>Obj 4110 MGMT 5200 | 0000: Unrestricted<br>Obj 4110 MGMT 5200 |

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth,  
and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to  
Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or  
Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged  
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Ensure every student is housed in facilities that meet the State criteria for being in good repair.

**2018-19 Actions/Services**

Ensure every student is housed in facilities that meet the State criteria for being in good repair.

**2019-20 Actions/Services**

Ensure every student is housed in facilities that meet the State criteria for being in good repair.

**Budgeted Expenditures**

| Year             | 2017-18     | 2018-19     | 2019-20     |
|------------------|-------------|-------------|-------------|
| Amount           | \$1,500,000 | \$1,500,000 | \$1,500,000 |
| Source           | LCFF        | LCFF        | LCFF        |
| Budget Reference | 8150        | 8150        | 8150        |

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services****2018-19 Actions/Services****2019-20 Actions/Services**

Ensure each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 50 or more English learners.

Ensure each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 21 or more English learners.

Ensure each school has full parent leadership participation on parent groups, site councils, and ELACS for schools with 21 or more English learners.

### Budgeted Expenditures

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Budget Reference | No additional costs | No additional costs | No additional costs |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Every student has access to the full range of courses offered by the District.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

Beginning with the 2018-19 school year, this goal has been incorporated within Goal #1 (Basic Supports). Access to the full range of courses is as foundational to each students' educational experience as highly qualified teachers, access to instructional materials, adequate facilities, and involved and engaged parents. In RVUSD, our foundation is strong and each of these Basic Supports are in place.

### Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline   | 2017-18   | 2018-19        | 2019-20        |
|---|--|---|----------------|----------------|
| Participation of students in the District's GATE, special education, and advanced coursework programs mirror the demographics of the District's students, especially for English learner and socio- | Every student in the Rincon Valley Union School District has access to the full range of courses offered by the District. As a core K-6 district, courses are provided through grade level classes. In the | Participation of students in the District's GATE, special education, and advanced coursework programs mirror the demographics of the District's students, especially for English learner and socio- | Not Applicable | Not Applicable |

| Metrics/Indicators  | Baseline   | 2017-18   | 2018-19 | 2019-20 |
|---|--|---|---------|---------|
| economically disadvantaged students as measured by an audit of the sub-group participation in each program. | <p>charter middle school (grades 7-8), every student maintains a similar schedule, differing by elective choice. Programs such as GATE, advanced coursework (grades 7-8), and special education are only offered to students who meet predefined criteria.</p> <p>An examination of students who are identified as gifted revealed three subgroups are underrepresented based on the demographics of our district as a whole: Hispanic/Latino (27% of our total population, 11% of the GATE population), English Learners (10% of our total population, 0% of the GATE population), and Economically Disadvantaged students (33% of our total population, 14% of the GATE population).</p> <p>An examination of students who have been identified as being</p> | economically disadvantaged students as measured by an audit of the sub-group participation in each program. |         |         |

| Metrics/Indicators | Baseline  | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
|                    | <p>eligible for special education and related services revealed over representation of two subgroups of students: English Learners (10% of the total population, 18% of the special education population) and Economically Disadvantaged students (33% of the total population, 44% of the special education population). The examination also identified an under represented group: White (58% of our total population, 43% of our special education population).</p> <p>An examination of students who were identified for Advanced Coursework in middle school revealed two subgroups are underrepresented based on the demographics of the school as a whole: Hispanic/Latino (27% of our total population, 8% of the Advanced Coursework population) and Economically</p> |         |         |         |

| Metrics/Indicators | Baseline   | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---------|---------|---------|
|                    | Disadvantaged students (27% of our total population, 11% of the Advanced Coursework population). |         |         |         |

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

Implement any changes to the District's GATE identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

#### 2018-19 Actions/Services

Not Applicable

#### 2019-20 Actions/Services

Not Applicable

## Budgeted Expenditures

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Budget Reference | No additional costs | No additional costs | No additional costs |

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action  
Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

### 2017-18 Actions/Services

Implement any changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

### 2018-19 Actions/Services

Not Applicable

### 2019-20 Actions/Services

Not Applicable

## Budgeted Expenditures

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Budget Reference | No additional costs | No additional costs | No additional costs |

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

#### 2017-18 Actions/Services

Implement any changes to the District's special education identification process found to unfairly identify students based on any demographic factor such as English language proficiency, culture, or socio-economic background.

#### 2018-19 Actions/Services

Not Applicable

#### 2019-20 Actions/Services

Not Applicable

### Budgeted Expenditures

| Year             | 2017-18             | 2018-19             | 2019-20             |
|------------------|---------------------|---------------------|---------------------|
| Budget Reference | No additional costs | No additional costs | No additional costs |

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

Identify middle school students eligible for advanced coursework at the beginning of each school year based on quantitative (placement test) and qualitative (prior teacher recommendation, observation of student critical thinking/problem solving) measures.

**2018-19 Actions/Services**

Not Applicable

**2019-20 Actions/Services**

Not Applicable

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Budget

Reference No additional costs

No additional costs

No additional costs

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Every student is enrolled in a school that promotes a positive school climate that results in a safe learning environment.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Rincon Valley Union School District has high attendance rates, low chronic absenteeism rates, and has no history of its charter middle school student dropping out of school. The District also benefits from an extremely low suspension and expulsion rates in recent years. The most recent Student Survey indicates that 79% of students often/always feel safe at school while 82% are often/always happy to be at their school.

### Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline   | 2017-18   | 2018-19  | 2019-20   |
|---|--|---|--|---|
| 1. Maintain district-wide P-2 attendance rate at 96% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and | The number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey was 79% of students | 1. Increase district-wide P-2 attendance rate to 96.5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and | 1. Reduce district-wide P-2 attendance rate to 96.75% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and | 1. Maintain district-wide P-2 attendance rate at 97% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and |

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|--|--|--|--|--|
| <p>special education students.</p> <p>2. Reduce district-wide P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>3. Maintain district-wide P-2 charter middle school drop-out rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students as measured by CALPADS.</p> <p>4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students</p> | <p>report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".</p> | <p>special education students.</p> <p>2. Reduce district-wide P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>3. Maintain district-wide P-2 charter middle school drop-out rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students as measured by CALPADS.</p> <p>4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students</p> | <p>special education students.</p> <p>2. Maintain district-wide P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>3. Maintain district-wide P-2 charter middle school drop-out rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students as measured by CALPADS.</p> <p>4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students</p> | <p>special education students.</p> <p>2. Maintain district-wide P-2 chronic absenteeism rate to below 5% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>3. Maintain district-wide P-2 charter middle school drop-out rate at 0% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students as measured by CALPADS.</p> <p>4. Reduce district-wide P-2 pupil suspension rate below 1.1% for all students and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>5. Maintain district-wide P-2 pupil expulsion rate at 0% for all students</p> |

| Metrics/Indicators  | Baseline | 2017-18   | 2018-19   | 2019-20   |
|---|----------|---|---|---|
| <p>and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>6. Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey (79% of students report "often"/"always" feeling safe at school and 82% of students reported being happy at school "often/always".</p> <p>As an elementary district, high school drop-out and graduation rates do not apply.</p> |          | <p>and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>6. Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey (79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".</p> <p>As an elementary district, high school drop-out and graduation rates do not apply.</p> | <p>and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>6. Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey (79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".</p> <p>As an elementary district, high school drop-out and graduation rates do not apply.</p> | <p>and significant subgroups to include English learner, socio-economically disadvantaged, and special education students.</p> <p>6. Increase the number of students who self-identify they attend a school with a positive school climate as measured by the district-wide local student climate survey (79% of students report "often"/"always" feeling safe at school and 78% of students reported being happy at school "often/always".</p> <p>As an elementary district, high school drop-out and graduation rates do not apply.</p> |

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain counseling programs at each school.

2018-19 Actions/Services

Maintain counseling programs at each school.

2019-20 Actions/Services

Maintain counseling programs at each school.

**Budgeted Expenditures**

| Year             | 2017-18                          | 2018-19                          | 2019-20                          |
|------------------|----------------------------------|----------------------------------|----------------------------------|
| Amount           | \$120,000                        | \$130,000                        | \$135,000                        |
| Source           | Supplemental                     | Supplemental                     | Supplemental                     |
| Budget Reference | 0000: Unrestricted<br>MNGMT 6150 | 0000: Unrestricted<br>MNGMT 6150 | 0000: Unrestricted<br>MNGMT 6150 |

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Maintain clerical attendance support for each school.

**2018-19 Actions/Services**

Maintain clerical attendance support for each school.

**2019-20 Actions/Services**

Maintain clerical attendance support for each school.

**Budgeted Expenditures**

| Year             | 2017-18                         | 2018-19                         | 2019-20                         |
|------------------|---------------------------------|---------------------------------|---------------------------------|
| Amount           | \$240,000                       | \$245,000                       | \$250,000                       |
| Source           | LCFF                            | LCFF                            | LCFF                            |
| Budget Reference | 0000: Unrestricted<br>MGMT OFFC | 0000: Unrestricted<br>MGMT OFFC | 0000: Unrestricted<br>MGMT OFFC |

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Expand school site participation in Restorative Practices.

### 2018-19 Actions/Services

Maintain school site participation in social emotional practices, for example, Kimochis, ToolBox, and Restorative Practices.

### 2019-20 Actions/Services

Maintain school site participation in social emotional practices, for example, Kimochis, ToolBox, and Restorative Practices.

## Budgeted Expenditures

| Year             | 2017-18                         | 2018-19                         | 2019-20                         |
|------------------|---------------------------------|---------------------------------|---------------------------------|
| Amount           | \$30,000                        | \$30,000                        | \$30,000                        |
| Source           | Supplemental                    | Supplemental                    | Supplemental                    |
| Budget Reference | 0000: Unrestricted<br>MGMT MAAD | 0000: Unrestricted<br>MGMT MAAD | 0000: Unrestricted<br>MGMT MAAD |
| Amount           | \$2,000                         | \$2,000                         | \$5,000                         |
| Source           | Supplemental                    | Supplemental                    | Supplemental                    |
| Budget Reference | 0000: Unrestricted<br>MGMT MAAD | 0000: Unrestricted<br>MGMT MAAD | 0000: Unrestricted<br>MGMT MAAD |

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Maintain the PlayWorks program to increase student participation.

**2018-19 Actions/Services**

Maintain the PlayWorks program to increase student participation.

**2019-20 Actions/Services**

Strengthen recess activity programs to increase student participation.

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | 0  | 0  | 0  |
| Source           | LCFF   | LCFF   | LCFF   |
| Budget Reference | 0000: Unrestricted<br>Part of designated reserve | 0000: Unrestricted<br>Part of designated reserve | 0000: Unrestricted<br>Part of designated reserve |

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events.

2018-19 Actions/Services

Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events.

2019-20 Actions/Services

Provide ongoing school-based activities that promote school to home/school collaboration such as Back to School Night, Open House, Family Math Night, Family Literacy Night, and other site-based community events.

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

No additional costs

No additional costs

No additional costs

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action  | Modified Action                    | Unchanged Action                   |
|---|------------------------------------|------------------------------------|
| 2017-18 Actions/Services  | 2018-19 Actions/Services           | 2019-20 Actions/Services           |
| Continue district-wide efforts to implement culturally responsive teaching practices. | This action has been discontinued. | This action has been discontinued. |

### Budgeted Expenditures

| Year             | 2017-18                                  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$13,000                                 |  |  |
| Source           | LCFF                                     |  |  |
| Budget Reference | 0000: Unrestricted<br>MGMT 5200 OBJ 5200 | This action has been discontinued-<br>no additional costs. | This action has been discontinued-<br>no additional costs. |

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 4

Ensure that all students, including significant subgroups, demonstrate growth year to year as measured by the ELA CAASPP assessments and reflected on the status and change placement on the California School Dashboard.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Obtaining grade level expectations for reading by 3rd grade is a key indicator of subsequent student success in English language arts. Spring 2016 CAASPP results reveal that 52% of all Rincon Valley 3rd grade students met or exceeded the standard for English language arts. For 6th grade, the last year in the district for most students, 58% of all students met the grade level criteria. For English learners, 14% of 3rd and 46% of 6th graders met or exceeded this standard. For socio-economically disadvantaged students, 35% of 3rd and 37% 6th graders met or exceeded this standard.

### Expected Annual Measurable Outcomes

| Metrics/Indicators   | Baseline   | 2017-18  | 2018-19  | 2019-20  |
|--|--|--|--|--|
| 1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard | Spring 2017 CAASPP results are unavailable at the time the LCAP was adopted, therefore the districts progress in | 1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard | 1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard | 1. Increase the percent of all 3rd grade students meeting or exceeding the CAASPP standard |

| Metrics/Indicators  | Baseline  | 2017-18  | 2018-19  | 2019-20  |
|---|---|--|--|--|
| <p>for language arts to 60%.</p> <p>2. Increase the percent of English learner 3rd students grade meeting or exceeding the CAASPP standard for language arts to 30%.</p> <p>3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 50%.</p> <p>4. 60% of students will meet or exceed local benchmarks at each trimester.</p> <p>The Academic Performance Index, UC/CSU/CTE courses, AP test participation, and EAP do not apply as the district does not serve high school students.</p> | <p>meeting the expected annual outcomes will be included in the 2016-17 Annual Update that is incorporated into the 2018-19 LCAP.</p> <p>Based on CAASPP results, the California School Dashboard report designates the District as Medium (8.2 pts. above Level 3) for our Status and Maintained (+0.2 pts.) for our Change. Our rubric color is Yellow. However, these results are relevant to the 2015-16 LCAP year, not the 2016-17 LCAP year this update is intended to address.</p> <p>Trimester 2 local benchmark (STAR Reading) data:</p> <p>District-wide: 68% of all students met benchmark; 29% of English learners met benchmark; 53% of economically disadvantaged students met benchmark.</p> | <p>for language arts to 70%.</p> <p>2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 40%.</p> <p>3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 60%.</p> <p>4. 65% of students will meet or exceed local benchmarks at each trimester.</p> | <p>for language arts to 80%.</p> <p>2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 50%.</p> <p>3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 70%.</p> <p>4. 70% of students will meet or exceed local benchmarks at each trimester.</p> | <p>for language arts to 85%.</p> <p>2. Increase the percent of English learners 3rd students grade meeting or exceeding the CAASPP standard for language arts to 60%.</p> <p>3. Increase the percent of socio-economically disadvantaged 3rd grade students meeting or exceeding the CAASPP standard for language arts to 80%.</p> <p>4. 75% of students will meet or exceed local benchmarks at each trimester.</p> |

| Metrics/Indicators | Baseline   | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---------|---------|---------|
|                    | <p>Third grade: 64% of all students met benchmark; 40% of English learners met benchmark; 57% of economically disadvantaged students met benchmark.</p> <p>Early literacy screening (DIBELS) data for K-1: 70% of all students ready for "core" instruction, 51% of English learners ready for "core instruction; 56% of economically disadvantaged students ready for "core" instruction.</p> <p>Kindergarten Readiness (READY) data: 52% of all students entered Kindergarten "ready to go", 28% of English learners entered Kindergarten "ready to go"; (economically disadvantaged status was not tracked for this data.</p> |         |         |         |

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Maintain a systematic reading instructional program (K-3 SIPPS).

2018-19 Actions/Services

Maintain a systematic reading instructional program (K-3 SIPPS); integrate with core ELA-ELD program.

2019-20 Actions/Services

Maintain a systematic reading instructional program (K-3 SIPPS); integrate with core ELA-ELD program

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

No additional Cost

No additional Cost

No additional costs

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Maintain and utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets.

**2018-19 Actions/Services**

Maintain and utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets.

**2019-20 Actions/Services**

Utilize a Multi-tiered System of Support (MTSS) for students not meeting CAASPP and/or local benchmark assessment targets.

**Budgeted Expenditures**

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Amount           | \$222,000   | \$226,000   | \$250,00  |
| Source           | Supplemental  | Supplemental  | Supplemental  |
| Budget Reference | 0000: Unrestricted Intervention Budgets (MGMT 0652) | 0000: Unrestricted Intervention Budgets (MGMT 0652) | 0000: Unrestricted Intervention Budgets (MGMT 0652) |

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: Kindergarten**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.

2018-19 Actions/Services

Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.

2019-20 Actions/Services

Participate in the Sonoma County READY Program to measure school readiness of all Kindergarten students.

**Budgeted Expenditures**

Year 2017-18

Budget

Reference

No additional Cost

2018-19

No additional Cost

2019-20

No additional costs

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: Special Education  
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets.

2018-19 Actions/Services

Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets.

2019-20 Actions/Services

Provide a summer school program for primary grade students not on track to meet 3rd grade CAASPP ELA targets.

**Budgeted Expenditures**

| Year             | 2017-18                         | 2018-19                         | 2019-20                         |
|------------------|---------------------------------|---------------------------------|---------------------------------|
| Amount           | \$9,000                         | \$15,500                        | \$36,000                        |
| Source           | Supplemental                    | Supplemental                    | Supplemental                    |
| Budget Reference | 0000: Unrestricted<br>MGMT 0650 | 0000: Unrestricted<br>MGMT 0650 | 0000: Unrestricted<br>MGMT 0650 |

|                  |                                 |                                 |                                 |
|------------------|---------------------------------|---------------------------------|---------------------------------|
| Amount           | \$0                             | \$0                             | \$12,000                        |
| Source           | LCFF                            | LCFF                            | LCFF                            |
| Budget Reference | 0000: Unrestricted<br>MGMT 0650 | 0000: Unrestricted<br>MGMT 0650 | 0000: Unrestricted<br>MGMT 0650 |

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards.

### 2018-19 Actions/Services

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards.

### 2019-20 Actions/Services

Continue to provide support and professional development for teachers and principals towards full alignment of instruction to the California State ELA/ELD standards.

## Budgeted Expenditures

|                  |                    |                    |                    |
|------------------|--------------------|--------------------|--------------------|
| Year             | 2017-18            | 2018-19            | 2019-20            |
| Budget Reference | No additional Cost | No additional Cost | No Additional Cost |

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

Embed technology skills/integration into ELA-ELD summer professional learning opportunities.

### 2018-19 Actions/Services

Embed technology skills/integration into ELA-ELD summer professional learning opportunities.

### 2019-20 Actions/Services

Embed technology skills/integration into ELA-ELD summer professional learning opportunities.

## Budgeted Expenditures

|                  |                    |                    |                    |
|------------------|--------------------|--------------------|--------------------|
| Year             | 2017-18            | 2018-19            | 2019-20            |
| Budget Reference | No additional Cost | No additional Cost | No additional cost |

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

**2017-18 Actions/Services**

Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.

**2018-19 Actions/Services**

Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.

**2019-20 Actions/Services**

Provide parent education that provides strategies for families to support reading skills, such as, decoding, fluency, and comprehension, for their children.

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

Included in Student Support Budget

Included in Student Support Budget

Included in Student Support Budget

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 5

Ensure that all students, including significant subgroups, demonstrate growth year to year as measured by the Math CAASPP assessments and reflected on the status and change placement on the California School Dashboard.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Obtaining grade level expectations for math by 8th grade is a key indicator of student success in high school math courses. As a primarily TK-6th grade district, students entering 7th grade that meet or exceed the 6th grade CAASPP standard are best equipped to continue their success in math through middle school. Spring 2016 CAASPP results reveal that 43% of all Rincon Valley 6th grade students met or exceeded the standard for math. For English learners, 14% of 6th graders met or exceeded this standard. For socio-economically disadvantaged students, 20% of 6th graders met or exceeded this standard.

### Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline   | 2017-18   | 2018-19   | 2019-20   |
|---|--|---|---|---|
| 1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 55%. | Spring 2017 CAASPP results are unavailable at the time the LCAP was adopted, therefore the districts progress in | 1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 55%. | 1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 70%. | 1. Increase the percent of all 6th grade students meeting or exceeding the CAASPP standard for math to 85%. |

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19   | 2019-20   |
|---|---|---|---|---|
| <p>2. Increase the percent of English learner 6th students grade meeting or exceeding the CAASPP standard for math to 55%.</p> <p>3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 35%.</p> <p>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.</p> | <p>meeting the expected annual outcomes will be included in the 2016-17 Annual Update that is incorporated into the 2018-19 LCAP.</p> <p>Based on CAASPP results, the California School Dashboard report designates the District as Medium (-17.0 pts. above Level 3) for our Status and Declined (-1.3 pts.) for our Change. Our rubric color is Orange. However, these results are relevant to the 2015-16 LCAP year, not the 2016-17 LCAP year this update is intended to address.</p> <p>2016-17 Local Measures</p> <p>We piloted a new local benchmark this year and our goal was to establish a baseline. The platform we piloted proved difficult to manage and our Trimester 2 data could not be compared to Trimester 1 due to</p> | <p>2. Increase the percent of English learner 6th students grade meeting or exceeding the CAASPP standard for math to 55%.</p> <p>3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 35%.</p> <p>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.</p> | <p>2. Increase the percent of English learner 6th grade students meeting or exceeding the CAASPP standard for math to 70%.</p> <p>3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 50%.</p> <p>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.</p> | <p>2. Increase the percent of English learner 6th grade students meeting or exceeding the CAASPP standard for math to 85%.</p> <p>3. Increase the percent of socio-economically disadvantaged 6th grade students meeting or exceeding the CAASPP math to 65%.</p> <p>4. Establish a baseline for local benchmark assessments to ensure students are on track to meet 6th grade CAASPP standard.</p> |

| Metrics/Indicators | Baseline  | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
|                    | concerns about validity of scores in Trimester 1). If we set the benchmark at 70% correct for Trimester 2: District-wide: 37% of all students met benchmark; 12% of English learners met benchmark; 22% of economically disadvantaged students met benchmark. |         |         |         |

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: Students not meeting standards

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action  
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets.

2018-19 Actions/Services

Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets.

2019-20 Actions/Services

Maintain intervention programs for students not meeting CAASPP and/or local benchmark targets.

### Budgeted Expenditures

Year 2017-18

Budget

Reference

No additional cost

2018-19

No additional cost

2019-20

No additional cost

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Specific Student Groups: Students not meeting standards

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

#### 2017-18 Actions/Services

Provide a summer school program for intermediate grade students not on track to meet 8th grade CAASPP Math targets.

#### 2018-19 Actions/Services

Provide a summer school program for intermediate grade students not on track to meet 6th grade CAASPP Math targets.

#### 2019-20 Actions/Services

Provide a summer school program for intermediate grade students not on track to meet 6th grade CAASPP Math targets.

### Budgeted Expenditures

| Year             | 2017-18                                    | 2018-19                                    | 2019-20                                    |
|------------------|--|--|--|
| Budget Reference | No additional cost - Included in Goal 4 #2 | No additional cost - Included in Goal 4 #2 | No additional cost - Included in Goal 4 #2 |

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

Continue to provide support and professional development for teachers and

#### 2018-19 Actions/Services

Continue to provide support and professional development for teachers and

#### 2019-20 Actions/Services

Continue to provide support and professional development for teachers and

principals towards full alignment of instruction to the California State Math standards.

principals towards full alignment of instruction to the California State Math standards.

principals towards full alignment of instruction to the California State Math standards.

### Budgeted Expenditures

| Year             | 2017-18   | 2018-19   | 2019-20   |
|------------------|---|---|---|
| Budget Reference | No additional Cost - Educator Effectiveness Funds | No additional Cost - Educator Effectiveness Funds | No additional Cost - Educator Effectiveness Funds |

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Embed technology skills/integration into summer Math professional learning opportunities.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Embed technology skills/integration into summer Math professional learning opportunities.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Embed technology skills/integration into summer Math professional learning opportunities.

### Budgeted Expenditures

|                  |                    |                    |                    |
|------------------|--------------------|--------------------|--------------------|
| Year             | 2017-18            | 2018-19            | 2019-20            |
| Budget Reference | No additional cost | No additional cost | No additional cost |

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 Actions/Services

Provide training to teachers and principals in the implementation of a new local math benchmark assessment.

### 2018-19 Actions/Services

Provide training to teachers and principals in the implementation of a new local math benchmark assessment.

### 2019-20 Actions/Services

This action will have been met.

## Budgeted Expenditures

|                  |                    |                    |                    |
|------------------|--------------------|--------------------|--------------------|
| Year             | 2017-18            | 2018-19            | 2019-20            |
| Budget Reference | No additional cost | No additional cost | No additional cost |

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

**2017-18 Actions/Services**

Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards.

**2018-19 Actions/Services**

Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards.

**2019-20 Actions/Services**

Provide parent education that strengthens parent understanding of the mathematical concepts and practices embedded within the California State standards.

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

Immaterial cost

Immaterial cost

Immaterial cost

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 6

Every English learner moves at least one level on the California English learner assessment (CELDT or ELPAC) and is on target and within timelines, as defined by State and local criteria, to be Reclassified as Fluent English Proficient (R-FEP).

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

The California Dashboard results show that the percentage of English learners, plus RFEP students, demonstrating at least one level of growth on the 2015 CELDT from the 2014 CELDT was 69.4%. This represents a status of Medium. These results were a Decline from the previous year of 6.4% (75.8%) of English learners demonstrated at least one level of growth on the CELDT. The percent of English learners reclassified at the October census for the 2016-17 school year was 17.2%. This is a four year high and an increase of 4.8% over the prior year.

### Expected Annual Measurable Outcomes

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19  | 2019-20  |
|---|---|---|--|--|
| 1. The California Dashboard will show a Status of High, with 75% or more of English learners demonstrating at least one level of growth on the CELDT, | The California Dashboard results show the percentage of English learners, plus RFEP students, demonstrating at least one level of growth on | 1. The California Dashboard will show a Status of High, with 75% or more of English learners demonstrating at least one level of growth on the CELDT, | 1. The California School Dashboard English learner indicators will be frozen for at least two years due to the transition from the CELDT to the ELPAC. | 1. The California School Dashboard English learner indicators will be frozen for at least two years due to the transition from the CELDT to the ELPAC. |

| Metrics/Indicators  | Baseline  | 2017-18   | 2018-19  | 2019-20  |
|---|---|---|--|--|
| <p>representing an Increase towards Change.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p> | <p>the 2015 CELDT from the 2014 CELDT was 69.4%. This represents a status of Medium. These results were a Decline from the previous year of 6.4% (75.8%) of English learners demonstrated at least one level of growth on the CELDT.</p> <p>The percent of English learners reclassified at the October census for the 2016-17 school year was 17.2%. This is a four year high and an increase of 4.8% over the prior year.</p> | <p>representing an Increase towards Change.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p> | <p>Therefore, the District is only including reclassification rates as the sole indicator for these two years.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p> <p>3. 100% of English learners will be provided comprehensive and on-going designated ELD instruction that matches their English language acquisition needs as measured by Principal observations of classroom instruction.</p> | <p>Therefore, the District is only including reclassification rates as the sole indicator for these two years.</p> <p>2. 15% of English learners district wide will be reclassified as Fluent English Proficient (RFEP).</p> <p>3. 100% of English learners will be provided comprehensive and on-going designated ELD instruction that matches their English language acquisition needs as measured by Principal observations of classroom instruction.</p> |

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Implement designated ELD programs and adopt for the 2017-18 school year.

**2018-19 Actions/Services**

Maintain designated ELD programs and deepen Implementation.

**2019-20 Actions/Services**

Maintain designated ELD programs and deepen Implementation.

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$22,000   | \$25,000   | \$27,000   |
| Source           | Supplemental                                     | Supplemental                                     | Supplemental                                     |
| Budget Reference | 0000: Unrestricted<br>ELD Coordinator (MGM ELDC) | 0000: Unrestricted<br>ELD Coordinator (MGM ELDC) | 0000: Unrestricted<br>ELD Coordinator (MGM ELDC) |
| Amount           | \$84,000   | \$82,450   | \$80,000   |
| Source           | Supplemental                                     | Supplemental                                     | Supplemental                                     |
| Budget Reference | 0000: Unrestricted<br>ELD Coordinator (MGM ELDC) | 0000: Unrestricted<br>ELD Coordinator (MGM ELDC) | 0000: Unrestricted<br>ELD Coordinator (MGM ELDC) |

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain support and professional development for teachers and principals with full implementation of integrated ELD.

2018-19 Actions/Services

Maintain support and professional development for teachers and principals with full implementation of integrated ELD.

2019-20 Actions/Services

Maintain support and professional development for teachers and principals with full implementation of integrated ELD.

**Budgeted Expenditures**

| Year             | 2017-18            | 2018-19            | 2019-20            |
|------------------|--------------------|--------------------|--------------------|
| Budget Reference | No Additional Cost | No Additional Cost | No Additional Cost |

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner.

### 2018-19 Actions/Services

Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner.

### 2019-20 Actions/Services

Provide a summer ELD academy that targets English learners at the intermediate CELDT level to accelerate their acquisition of English toward reclassification thereby preventing their classification as a long term English learner.

## Budgeted Expenditures

| Year             | 2017-18                         | 2018-19                         | 2019-20                         |
|------------------|---------------------------------|---------------------------------|---------------------------------|
| Amount           | \$19,000                        | \$19,500                        | \$20,000                        |
| Source           | Supplemental                    | Supplemental                    | Supplemental                    |
| Budget Reference | 0000: Unrestricted<br>MGMT ELDA | 0000: Unrestricted<br>MGMT ELDA | 0000: Unrestricted<br>MGMT ELDA |

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide parents of English learners support and resources in order for them to assist their children with homework.

2018-19 Actions/Services

Provide parents of English learners support and resources in order for them to assist their children with homework.

2019-20 Actions/Services

Provide parents of English learners support and resources in order for them to assist their children with homework.

## Budgeted Expenditures

| Year             | 2017-18                                    | 2018-19                                    | 2019-20                                    |
|------------------|--|--|--|
| Budget Reference | Included in MGMT 0652 - no additional cost | Included in MGMT 0652 - no additional cost | Included in MGMT 0652 - no additional cost |

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Provide adult English classes for parents who are English learners.

**2018-19 Actions/Services**

Provide adult English classes for parents who are English learners.

**2019-20 Actions/Services**

Provide adult English classes for parents who are English learners.

**Budgeted Expenditures**

| Year             | 2017-18  | 2018-19  | 2019-20  |
|------------------|--|--|--|
| Amount           | \$26,000                                       | \$27,000                                       | \$28,000                                       |
| Source           | Supplemental                                   | Supplemental                                   | Supplemental                                   |
| Budget Reference | 0000: Unrestricted<br>Resource 0000, MGMT 4201 | 0000: Unrestricted<br>Resource 0000, MGMT 4201 | 0000: Unrestricted<br>Resource 0000, MGMT 4201 |

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Provide instructional support to EL students with EL Assistants.

**2018-19 Actions/Services**

Provide instructional support to EL students with EL Assistants.

**2019-20 Actions/Services**

Provide instructional support to EL students with EL Assistants.

**Budgeted Expenditures**

|                  |  |  |  |
|------------------|--|--|--|
| Year             | 2017-18  | 2018-19  | 2019-20  |
| Amount           | \$16,500                                       | \$17,500                                       | \$18,500                                       |
| Source           | Supplemental                                   | Supplemental                                   | Supplemental                                   |
| Budget Reference | 0000: Unrestricted<br>Resource 0000, MGMT 4203 | 0000: Unrestricted<br>Resource 0000, MGMT 4203 | 0000: Unrestricted<br>Resource 0000, MGMT 4203 |
| Amount           | \$350  | \$7,500  | \$8,000  |
| Source           | Supplemental                                   | Supplemental                                   | Supplemental                                   |
| Budget Reference | 0000: Unrestricted<br>Resource 0000, MGMT 4203 | 0000: Unrestricted<br>Resource 0000, MGMT 4203 | 0000: Unrestricted<br>Resource 0000, MGMT 4203 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$572,884

Percentage to Increase or Improve Services

5.22%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District does not receive Concentration funds. Supplemental funds for the 2018-19 school year will be used for our Multi Tiered System of Support (MTSS) programs. The components of our MTSS program funded with supplemental funding include a range of intervention support, an ELD Summer Academy, to support a district-wide ELD coordinator, support the district's restorative practices program, fund a summer learning program, fund a portion of our family liaisons, and fund a portion of our EL assistants. (Averill & Rinaldi, 2011; California Department of Education, 2015)

**Intervention Programs:** These resources are principally directed to serve our unduplicated students by providing direct instruction to students who are not meeting grade level CAASPP and/or local assessment targets. While these services are not strictly limited to our unduplicated students, these subgroups comprise the majority of students benefiting from the services. Intervention services are provided within an extensive MTSS system that includes Student Support Coordinators, classroom teachers, and intervention teachers. Student Support Coordinators provide direct instruction to students, monitor the progress of all students being served with support services and meet with grade level teams and principals to review the progress of groups and individuals. English language arts and mathematics are the targeted subjects for identifying and supporting students. Supplemental funds are used for Student Support Coordinator and intervention teachers' salaries and benefits. (California Department of Education, 2015)

**Cost of the Intervention Programs charged to Supplemental Funds:** \$226,459, Resource Code 0000 Object 1000-6000 (Management Codes 0652)

**Summer ELD Academy:** This program is principally directed to serve our unduplicated students by providing direct instruction and monitoring of student progress within our overall system of supports. Students participating in the Summer ELD Academy are English

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

learners at the Intermediate level as measured by CELDT. The goal of this service is to accelerate English language acquisition so that English learners do not become long term ELs. Summer EL Academy classroom teachers provide the instruction. Supplemental funds are used for Summer ELD Academy classroom teachers' and classified employees' salaries and benefits and instructional materials. (Ward-Singer, 2007; California Department of Education, ELD Standards Appendix C, 2015)

Cost of the Summer ELD Academy charged to Supplemental Funds: \$19,595, Resource Code 0000 Object 1000-6000 (Management Code ELDA)

EL Coordinator: This program is principally directed to serve our unduplicated students by coordinating and monitoring of EL student progress within our overall system of supports. Supplemental funds are used for EL Coordinator salary and benefits. (Schmoker, 2006)

Cost of the EL Coordinator charged to Supplemental Funds: \$107,457, Resource Code 0000 & 0016, Object 1000-6000 (Management Code ELDC)

Restorative Practices: This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used to fund the cost of personnel (counselors) and to support the training for certificated and classified personnel in the use of the Restorative Practices protocols. This effort will result in district-wide implementation of this practice. (International Institute for Restorative Practices, 2007)

Cost of Maintaining Restorative Practices charged to Supplemental Funds: \$32,119, Resource Code 0000 Object 1000-6000 (Management Code MAAD)

Cost of Personnel (counselors) charged to supplemental funds: \$130,201, Resource Code 0000 Object 1000-6000 (Management Code 6150)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

**Summer Learning:** This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used for Summer Learning classroom teachers' and classified employees' salaries and benefits. (Smith, ASCD, 2012)

Cost of the Summer Learning program charged to Supplemental Funds: \$15,454, Resource Code 0000 Object 1000-6000 (Management Code 0650)

**Family Liaison:** This program is principally directed to serve our unduplicated students by providing school-to-home related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Family Liaisons provide an important link between our schools and families. These individuals provide support for families across a wide range of school attendance, social/emotional needs, and connecting to community-wide resources. Supplemental funds are used for classified employees' salaries and benefits. (Breiseth, Robertson & Lafond, 2015)

Cost of the Family Liaisons charged to Supplemental Funds: \$26,936, Resource Code 0000 Object 1000-6000 (Management Code 4201)

**EL Assistants:** This program is principally directed to serve our unduplicated students by providing instructional services. EL Assistants provide direction instructional support to our newcomer EL students. Supplemental funds are used for classified employees' salaries and benefits. (Robertson & Ford, 2013)

Cost of the EL Assistants charged to Supplemental Funds: \$24,764, Resource Code 0000 Object 1000-3000 (Management Code 4203)

Note: Although the minimum is \$572,884, the District is spending approximately \$10K over the minimum.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District is increasing services by directing all new Supplemental funds to services that are principally directed towards our unduplicated students. All new and ongoing Supplemental funding is directed towards our Multi Tiered System of Support services. Detailed information concerning the use of these funds are included in Section 3:A.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$382,590

3.5%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District does not receive Concentration funds. Supplemental funds for the 2017-18 school year were used for our Multi Tiered System of Support (MTSS) programs. The components of our MTSS program funded with supplemental funding include a range of intervention support, an ELD Summer Academy, to support a district-wide ELD coordinator, support the district's restorative practices program, fund a summer learning program, fund a portion of our family liaisons, and fund a portion of our EL assistants. (Averill & Rinaldi, 2011; California Department of Education, 2015)

Intervention Programs: These resources are principally directed to serve our unduplicated students by providing direct instruction to students who are not meeting grade level CAASPP and/or local assessment targets. While these services are not strictly limited to our unduplicated students, these subgroups comprise the majority of students benefiting from the services. Intervention services are provided within an extensive MTSS system that includes Student Support Coordinators, classroom teachers, and intervention teachers. Student Support Coordinators provide direct instruction to students, monitor the progress of all students being served with support services and meet with grade level teams and principals to review the progress of groups and individuals. English language arts and mathematics are the targeted subjects for identifying and supporting students. Supplemental funds are used for Student Support Coordinator and intervention teachers' salaries and benefits. (California Department of Education, 2015)

Cost of the Intervention Programs charged to Supplemental Funds: \$222,240, Resource Code 0000 Object 1000-6000 (Management Codes 0652)

Summer ELD Academy: This program is principally directed to serve our unduplicated students by providing direct instruction and monitoring of student progress within our overall system of supports. Students participating in the Summer ELD Academy are English learners at the Intermediate level as measured by CELDT. The goal of this service is to accelerate English language acquisition so that English learners do not become long term ELs. Summer EL Academy classroom teachers provide the instruction. Supplemental funds are used for Summer ELD Academy classroom teachers' and classified employees' salaries and benefits and instructional materials. (Ward-Singer, 2007; California Department of Education, ELD Standards Appendix C, 2015)

Cost of the Summer ELD Academy charged to Supplemental Funds: \$20,307, Resource Code 0000 Object 1000-6000 (Management Code ELDA)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

EL Coordinator: This program is principally directed to serve our unduplicated students by coordinating and monitoring of EL student progress within our overall system of supports. Supplemental funds are used for EL Coordinator salary and benefits. (Schmoker, 2006)

Cost of the EL Coordinator charged to Supplemental Funds: \$105,961, Resource Code 0000 & 0016, Object 1000-6000 (Management Code ELDC)

Restorative Practices: This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used to support the training for certificated and classified personnel in the use of the Restorative Practices protocols. This effort will result in district-wide implementation of this practice. (International Institute for Restorative Practices, 2007)

Cost of Maintaining Restorative Practices charged to Supplemental Funds: \$44,005, Resource Code 0000 Object 1000-6000 (Management Code MAAD)

Summer Learning: This program is principally directed to serve our unduplicated students by providing counseling related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Supplemental funds are used for Summer Learning classroom teachers' and classified employees' salaries and benefits. (Smith, ASCD, 2012)

Cost of the Summer Learning program charged to Supplemental Funds: \$0, Resource Code 0000 Object 1XXX (Management Code 0650)

Family Liaison: This program is principally directed to serve our unduplicated students by providing school-to-home related services. While these services are not strictly limited to our unduplicated students, these subgroups comprise a significant subset of students benefiting from the services. Family Liaisons provide an important link between our schools and families. These individuals provide

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

support for families across a wide range of school attendance, social/emotional needs, and connecting to community-wide resources. Supplemental funds are used for classified employees' salaries and benefits. (Breiseth, Robertson & Lafond, 2015)

Cost of the Family Liaisons charged to Supplemental Funds: \$26,085, Resource Code 0000 Object 1000-3000 (Management Code 4201)

EL Assistants: This program is principally directed to serve our unduplicated students by providing instructional services. EL Assistants provide direction instructional support to our newcomer EL students. Supplemental funds are used for classified employees' salaries and benefits. (Robertson & Ford, 2013)

Cost of the EL Assistants charged to Supplemental Funds: \$22,486, Resource Code 0000 Object 1000-3000 (Management Code 4203)

Note: Although the minimum is \$426,176, the District is spending approximately \$15K over the minimum.

The District is increasing services by directing all new Supplemental funds to services that are principally directed towards our unduplicated students. All new and ongoing Supplemental funding is directed towards our Multi Tiered System of Support services. Detailed information concerning the use of these funds are included in Section 3:A.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### **Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 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 *EC* 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?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 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 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

*Prepared by the California Department of Education, October 2016*

# LCAP Expenditure Summary

| Total Expenditures by Funding Source |                                      |                                    |              |              |              |  |
|--------------------------------------|--------------------------------------|------------------------------------|--------------|--------------|--------------|--|
| Funding Source                       | 2017-18<br>Annual Update<br>Budgeted | 2017-18<br>Annual Update<br>Actual | 2017-18      | 2018-19      | 2019-20      | 2017-18<br>through<br>2019-20<br>Total |
| All Funding Sources                  | 8,553,206.00                         | 8,509,897.00                       | 8,506,850.00 | 8,599,450.00 | 8,508,500.00 | 25,614,800.00                          |
| LCFF                                 | 8,159,706.00                         | 8,165,202.00                       | 7,956,000.00 | 8,017,000.00 | 8,096,000.00 | 24,069,000.00                          |
| Supplemental                         | 393,500.00                           | 344,695.00                         | 550,850.00   | 582,450.00   | 412,500.00   | 1,545,800.00                           |

\* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type |                                      |                                    |              |              |              |  |
|-----------------------------------|--------------------------------------|------------------------------------|--------------|--------------|--------------|--|
| Object Type                       | 2017-18<br>Annual Update<br>Budgeted | 2017-18<br>Annual Update<br>Actual | 2017-18      | 2018-19      | 2019-20      | 2017-18<br>through<br>2019-20<br>Total |
| All Expenditure Types             | 8,553,206.00                         | 8,509,897.00                       | 8,506,850.00 | 8,599,450.00 | 8,508,500.00 | 25,614,800.00                          |
|                                   | 1,500,000.00                         | 1,493,140.00                       | 1,500,000.00 | 1,500,000.00 | 1,500,000.00 | 4,500,000.00                           |
| 0000: Unrestricted                | 7,053,206.00                         | 7,016,757.00                       | 7,006,850.00 | 7,099,450.00 | 7,008,500.00 | 21,114,800.00                          |

\* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source |                     |   |                                       |              |              |              |  |
|--|---------------------|---|---------------------------------------|--------------|--------------|--------------|--|
| Object Type  | Funding Source      | 2017-18<br>Annual<br>Update<br>Budgeted | 2017-18<br>Annual<br>Update<br>Actual | 2017-18      | 2018-19      | 2019-20      | 2017-18<br>through<br>2019-20<br>Total |
| All Expenditure Types                                | All Funding Sources | 8,553,206.00                            | 8,509,897.00                          | 8,506,850.00 | 8,599,450.00 | 8,508,500.00 | 25,614,800.00                          |
|  | LCFF                | 1,500,000.00                            | 1,493,140.00                          | 1,500,000.00 | 1,500,000.00 | 1,500,000.00 | 4,500,000.00                           |
| 0000: Unrestricted                                   | LCFF                | 6,659,706.00                            | 6,672,062.00                          | 6,456,000.00 | 6,517,000.00 | 6,596,000.00 | 19,569,000.00                          |
| 0000: Unrestricted                                   | Supplemental        | 393,500.00                              | 344,695.00                            | 550,850.00   | 582,450.00   | 412,500.00   | 1,545,800.00                           |

\* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal |                                      |                                    |              |              |              |  |
|----------------------------|--------------------------------------|------------------------------------|--------------|--------------|--------------|--|
| Goal                       | 2017-18<br>Annual Update<br>Budgeted | 2017-18<br>Annual Update<br>Actual | 2017-18      | 2018-19      | 2019-20      | 2017-18<br>through<br>2019-20<br>Total |
| Goal 1                     | 7,660,000.00                         | 7,710,649.00                       | 7,703,000.00 | 7,772,000.00 | 7,834,000.00 | 23,309,000.00                          |
| Goal 2                     |                                      |                                    | 0.00         | 0.00         | 0.00         | 0.00                                   |
| Goal 3                     | 456,505.00                           | 400,055.00                         | 405,000.00   | 407,000.00   | 420,000.00   | 1,232,000.00                           |
| Goal 4                     | 283,000.00                           | 230,726.00                         | 231,000.00   | 241,500.00   | 73,000.00    | 545,500.00                             |
| Goal 5                     |                                      |                                    | 0.00         | 0.00         | 0.00         | 0.00                                   |
| Goal 6                     | 153,701.00                           | 168,467.00                         | 167,850.00   | 178,950.00   | 181,500.00   | 528,300.00                             |
| Goal 7                     |                                      |                                    | 0.00         | 0.00         | 0.00         | 0.00                                   |
| Goal 8                     |                                      |                                    | 0.00         | 0.00         | 0.00         | 0.00                                   |
| Goal 10                    |                                      |                                    | 0.00         | 0.00         | 0.00         | 0.00                                   |

\* Totals based on expenditure amounts in goal and annual update sections.