

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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 LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>*August 24th the district started actively informing and inviting stakeholders via Monthly mailer, and school “all call” phone calls, and Sept 9th Back to School night parent meeting to be part of our process to develop the LCAP goals.</p> <p>* August 21st, September 7th, September 29th, October 13th, December 15th and January 12th The district met with all instructional staff to get their input on the LCAP goals, actions and services.</p> <p>*In a special mailer on March 17th , 2016 the district included an update section for CCC and LCAP goals asking for input and giving the dates and times of upcoming meetings.</p> <p>* Our Site Council serves as our Parent Advisory Committee The LCAP discussion is an agenda item on almost every Site Council meeting beginning April 5th, 2016.</p> <p>*On April 11th , 2016 Superintendent met with all 6th -8th grade students, including the student government representatives and discussed ideas to improve the school.</p> <p>* On April 4th , 2016 ,The Superintendent spoke with Ms. Cross a SCOE foster youth liaison to get more information on the needs of Foster youth and learn what their specific needs are.</p> <p>*On March 24, 2016 The Superintendent met with Gina Javorski a foster parent to get input on the needs of foster youth.</p> <p>* The LCAP was a regular agenda item on all staff and teacher training. Ideas were generated from the union members and from other staff from August 2015.</p> <p>* April 7th The district sent home a second reminder letter informing parents of upcoming parent advisory meetings. The district made them at different times of the day and on different nights so it was more convenient for people to attend. The district received great input and ideas from stakeholders. Updates on LCAP goals were shared.</p>	<p><i>* The impact on the LCAP goals was that the goals became a more transparent view of how our district can truly serve and educate our students in every category, not just those that are identified, but even above and beyond that to improve the district as a whole. The school district is the main entity in the community binding the community together.</i></p> <p><i>* One new goal was created and implemented immediately for 2015-2016 due to staff, parent and student input and that was hiring of additional instructional aides to help meet math goals in our multi grade classrooms and to offer more 1:1 support to students in our sub groups and to all students. The district plans to continue this goal in 2016-2017.</i></p> <p><i>*The Superintendent used information from the State Superintendent’s Office, CDE, and information from the Shasta County Office of Education, parent meetings, staff meetings, testing scores, site council, healthy kids survey, and Student council meetings as data to help make decisions regarding the districts LCAP.</i></p> <p><i>* The district plans to implement goals to address the stakeholders’ concerns with the availability to relevant technology for all students.</i></p> <p><i>*The district plans to implement several goals based on data (CAASPP tests scores, parent input, and foster youth needs) and input from staff and parents regarding curriculum, student engagement and pupil outcomes. The district has purchased chrome books in grades 2-8 with a 1:1 student ratio.</i></p> <p><i>*The district plans to implement goals that incorporate a greater emphasis on college to career initiatives, helping all students in upper elementary to establish purpose and define aspiration goals.</i></p> <p><i>* The district plans to implement goals that address stakeholder</i></p>

<p>*From the communication and feedback the LEA was able to go from a broad overview to focus more on specific areas of concern such as school safety and technology and curriculum and additional adult support in the form of aides.</p> <p>*The Superintendent consulted with the bargaining unit September 4th, 2015.</p> <p>*As a result of the extensive effort to have all stakeholders attend the meetings the district met the statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01</p> <p>* LCAP Public Hearing Scheduled May 12th, 2016.</p> <p>*Board approval for LCAP is scheduled for June 8th, 2016.</p> <p>* The School Board is developing a survey to distribute to all stakeholders scheduled for June 1st, 2016.</p>	<p><i>concerns regarding the extremely important view that students continue to receive two balanced meals each school day. The data showed that we are in a high poverty area and the school nutrition program is vital.</i></p> <p><i>* The District, as a result of the consultation meeting with the Collective Bargaining Unit, has incorporated 32 minimum days throughout the 2016-2017 school year calendar to focus on PLC, technology, NGSS and state standards training for teachers and administration staff.</i></p> <p><i>April 18th</i></p> <p><i>* As a result of disaggregating, sharing the data, and getting feedback at the community and stakeholder meetings the impact on the LCAP for the next three years indicated that the District met most of the set goals for 2014-2015 and the overarching goals where still a high priority and the district was urged to keep these goals in place. New action steps were developed to facilitate reaching the LCAP goals.</i></p> <p><i>*As a result of the survey from the Board, the Board will develop any necessary programs or changes to address the findings.</i></p>
<p>Annual Update:</p> <p>* August 21st, September 7th, September 29th, October 13th, December 15th and January 12th The district met with all instructional staff to get their input on the LCAP goals, actions and services.</p> <p>* Our Site Council serves as our Parent Advisory Committee The LCAP discussion is an agenda item on almost every Site Council meeting beginning April 5th, 2016.</p> <p>*On April 11th, 2016 Superintendent met with all 6th -8th grade students, including the student government representatives and discussed ideas to improve the school.</p> <p>*On March 24, 2016 The Superintendent met with Gina Javorski a foster parent to get input on the needs of foster youth.</p> <p>* The LCAP was a regular agenda item on all staff and teacher training. Ideas were generated from the union members and from other staff from August 2015.</p>	<p>Impact :</p> <p>As a result of the data and the communication that was generated for the various meetings and focus groups the District determined to focus on technology and additional aide support.</p> <p><i>Shifting funds to hire additional aides and new technology, coupled with the impact of receiving no new money and deficit spending our district goal for hiring a reading specialist had to be postponed.</i></p> <p><i>* The District, as a result of the consultation meeting with the Collective Bargaining Unit, has incorporated 32 minimum days throughout the 2016-2017 school year calendar to focus on PLC and Common Core training for teachers and administration staff.</i></p> <p><i>February 18th</i></p>

* April 7th The district sent home a second reminder letter informing parents of upcoming parent advisory meetings. The district made them at different times of the day and on different nights so it was more convenient for people to attend. The district received great input and ideas from stakeholders.

*From the communication and feedback the LEA was able to go from a broad overview to focus more on specific areas of concern such as additional aide support and technology .

*The Superintendent consulted with the bargaining unit September 4th, 2015.

*May 12th, 2016. Site Council (Parent Advisory Committee) scheduled to review the draft of the LCAP.

* LCAP Public Hearing scheduled for May 12th, 2016.

*Board approval for LCAP is scheduled for June 8th, 2016.

**The district plans to implement goals that incorporate a greater emphasis on college to career initiatives, helping all students in upper elementary to establish purpose and define aspiration goals.*

Second –Step program and College and Career class coordinator (1 hr/day) Aide salaries & benefits \$1,692, Resource 0000, Function 1000, Obj 2115, 3000s

Implement a set time for each student to use more technology in the classroom. Stipend, salary and benefits FTE **Included in regular teacher salaries and benefits**

From the surveys and conversations every single parent/community/staff/student meeting a unanimous concern to keep and maintain 4 classrooms to reduce the grade spans and offer a more focused instruction to students was voiced by all participants. Salaries and benefits for additional FTE **\$ 55,111, Supp/conc Res 0100, Title II Res 4035, Cert Sal and Ben**

From the surveys and conversations every single parent/community/staff/student meeting a unanimous concern to increase student access to technology. Aquos boards and chrome books were purchased and implemented **\$7,100 lease payments, Res 0000, obj 7438,7439**

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school

<p>Expected Annual Measurable Outcomes:</p>	<p>SP 1: Maintain 100% Highly Qualified and appropriately assigned teachers. SP 1: All students in grades 2 to 8 will be assigned a chrome book to use for school work allowing standards aligned access to instructional material. K-1 students will be assigned daily access to chrome books allowing standards aligned access to instructional material online. SP 1: Maintain facilities at Good or better on FIT assessment. SP 2. Implementation Content and Performance Standards: Teachers will implement state standards utilizing technology and online resources as measured by walkthrough data. SP 4. Student Achievement: Increase of 10% of students will be proficient or higher on Smarter Balanced assessments. SP 4 The state Priority of EL Progress towards English Proficiency (CELDT) and EL Reclassification rates do not apply to this district because the district has 0% students who fall in these classifications. SP 7. Provide high quality instruction and broad course of study to all students including unduplicated pupils and individuals with exceptional needs using access to online and aligned content to provide extended access and differentiation as needed by students. SP 8. Local Priority: 100% students participate in Moby Max online resources and demonstrate 1 year of growth from baseline grades 2-8 SP 8. Pupil Achievement: * 10% increase in 3rd grade students reading at or above grade level from previous year. measured by the DIBELS assessment, District tests</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>To ensure the implementation and access of state standards and broad course of study for all students:</p> <ul style="list-style-type: none"> A. Provide internet access to students and families B. Maintain 1:1 chrome books in grades 2-8 C. Maintain access to Mobymax grades 2-8 D. Purchase(lease agreement) for interactive boards for three classes so all four classrooms are equipped with either smart boards or aquos boards E. Provide scheduled daily access to chrome books for K-1 students. 	<p>LEA - Wide</p>	<p><u> </u>x ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p> <hr/>	<p>Chromebooks: \$3,200, Res 0100, obj 4310</p> <p>MobyMax: \$99, Res 0000, Function 1000, obj 5801</p> <p>Aquos Boards \$7,100, Res 0000, obj 7438,7439</p>
	<p>LEA - Wide</p>	<p><u> </u>x ALL</p>	<p>Stipend \$1600, Res 0000,</p>

<p>F. Provide a technology advisor stipend to a staff member to oversee school technology</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>obj 1915, 3000s</p>
<p>To increase pupil achievement:</p> <p>G. Maintain SCOE technology agreement H. Further teacher understanding and use of appropriate technology and standards based instruction by sending all K-8 teachers to the CUE conference. I. If at any time Castle Rock enrolls an EL student, the district is prepared to provide programs and services both online and in person to enable the students access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. J. Maintain school facilities. K. Administrator will monitor teachers for being highly qualified and appropriately assigned as part of regular duties. L. Provide a broad course of study through the use of technology and online services. M. Resource teacher to administer DIBELS and document student progress, work with RTI students and other struggling readers including unduplicated pupils and students with exceptional. N. Provide Read Naturally Program via aides to all students o. Kindergarten / 1st grade reading concentration aide for Reading readiness and foundational skills. P. Provide instructional aides during math teaching time to augment multi-grade instruction</p>	<p>LEA - Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>SCOE Agreement \$2,391, Res 0000, function 7700, obj 5801</p> <p>CUE Conference Expense, \$2,000, Resource 6264, Object 5210</p> <p>No EL expense currently budgeted – to be adjusted upon enrollment of EL students</p> <p>Maintenance/Custodial , \$79,104, Function 8100, Expenditure obj 2000-5999</p> <p>Aides, Supplemental Intervention,\$21,700, Res 0100, obj 2110, 3000s</p> <p>RSP Teacher, Res 6500, Function 1120, Obj 1110, 3000s, \$15,039</p> <p>Aides, RSP, \$19,081, Res 6500, Func 1130, Obj 2110, 3000s</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

SP 1: Maintain 100% Highly Qualified and appropriately assigned teachers.
 SP 1: All students in grades 2 to 8 will be assigned a chrome book to use for school work allowing standards aligned access to instructional material. K-1 students will be assigned daily access to chrome books allowing standards aligned access to instructional material online.
 SP 1: Maintain facilities at Good or better on FIT assessment.
 SP 2. Implementation Content and Performance Standards: Teachers will implement state standards utilizing technology and online resources as measured by walkthrough data.
 SP 4. Student Achievement: Increase of 10% of students will be proficient or higher on Smarter Balanced assessments.
 SP 4: The state Priority of EL Progress towards English Proficiency (CELDT) and EL Reclassification rates do not apply to this district because the district has 0% students who fall in these classifications.
 SP 7. Provide high quality instruction and broad course of study to all students including unduplicated pupils and individuals with exceptional needs using access to online and aligned content to provide extended access and differentiation as needed by students.
 SP 8. Local Priority: 100% students participate in Moby Max online resources and demonstrate 1 year of growth from baseline grades 2-8
 SP 8. Pupil Achievement: * 10% increase in 3rd grade students reading at or above grade level from previous year. measured by the DIBELS assessment, District tests

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>To ensure the implementation and access of state standards and broad course of study for all students:</p> <ul style="list-style-type: none"> A. Purchase tablets and chrome books for grades K-1 B. Maintain Aquos (lease agreement) and Smart Boards in grades K-8. C. Maintain internet access for students and families. D. Maintain lease agreement for interactive boards for three classes so all four classrooms are equipped with either smart boards or aquos board E. Provide scheduled daily access to chrome books for K-1 students. 	LEA - Wide	<p><u> </u>x ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Chromebooks: \$3,200, Res 0100, obj 4310</p> <p>MobyMax: \$99, Res 0000, Function 1000, obj 5801</p> <p>Aquos Boards \$7,100, Res 0000, obj 7438,7439</p>
F. Maintain technology advisor stipend	LEA - Wide	<u> </u> x ALL	Stipend \$1600, Res 0000,

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	obj 1915, 3000s
To increase pupil achievement: G. Maintain SCOE technology services agreement H. Maintain teacher understanding and use of appropriate technology and standards based instruction by maintaining professional development. I. If at any time Castle Rock enrolls an EL student, the district is prepared to provide programs and services both online and in person to enable the students access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency. J. Maintain school facilities. K. Administrator will monitor teachers for being highly qualified and appropriately assigned as part of regular duties. L. Provide a broad course of study through the use of technology and online services. M. Resource teacher to administer DIBELS and document student progress, work with RTI students and other struggling readers including unduplicated pupils and students with exceptional. N. Provide Read Naturally Program via aides to all students O. Kindergarten / 1st grade reading concentration aide for Reading readiness and foundational skills. P. Provide instructional aides during math teaching time to augment multi-grade instruction	LEA - Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	SCOE Agreement \$2,391, Res 0000, function 7700, obj 5801 CUE Conference Expense, \$2,000, Resource 6264, Object 5210 No EL expense currently budgeted – to be adjusted upon enrollment of EL students Maintenance/Custodial , \$79,104, Function 8100, Expenditure obj 2000-5999 Aides, Supplemental Intervention,\$21,700, Res 0100, obj 2110, 3000s RSP Teacher, Res 6500, Function 1120, Obj 1110, 3000s, \$15,039 Aides, RSP, \$19,081, Res 6500, Func 1130, Obj 2110, 3000s

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

SP 1: Maintain 100% Highly Qualified and appropriately assigned teachers.
 SP 1: All students in grades 2 to 8 will be assigned a chrome book to use for school work allowing standards aligned access to instructional material. K-1 students will be assigned daily access to chrome books allowing standards aligned access to instructional material online.
 SP 1: Maintain facilities at Good or better on FIT assessment.
 SP 2. Implementation Content and Performance Standards: Teachers will implement state standards utilizing technology and online resources as measured by walkthrough data.
 SP 4. Student Achievement: Increase of 10% of students will be proficient or higher on Smarter Balanced assessments.
 SP 4: (4) The state Priority of EL Progress towards English Proficiency (CELDT) and EL Reclassification rates do not apply to this district because the district has 0% students who fall in these classifications.
 SP 7. Provide high quality instruction and broad course of study to all students including unduplicated pupils and individuals with exceptional needs using access to online and aligned content to provide extended access and differentiation as needed by students.
 SP 8. Local Priority: 100% students participate in Moby Max online resources and demonstrate 1 year of growth from baseline grades 2-8
 SP 8. Pupil Achievement: * 10% increase in 3rd grade students reading at or above grade level from previous year. measured by the DIBELS assessment, District tests

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>To ensure the implementation and access of state standards and broad course of study for all students:</p> <ul style="list-style-type: none"> A. Purchase tablets and chrome books for grades K-1 B. Maintain Aquos (lease agreement) and Smart Boards in grades K-8. C. Maintain internet access for students and families. D. Maintain lease agreement for interactive boards for three classes so all four classrooms are equipped with either smart boards or aquos boards E. Provide scheduled daily access to chrome books for K-1 students. 	LEA-Wide	<p><u> </u>X ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Chromebooks: \$3,200, Res 0100, obj 4310</p> <p>MobyMax: \$99, Res 0000, Function 1000, obj 5801</p> <p>Aquos Boards \$7,100, Res 0000, obj 7438,7439</p>
	LEA - Wide	<u> </u> x ALL	Stipend \$1600, Res 0000,

<p>F. Maintain technology advisor stipend</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>obj 1915, 3000s</p>
<p>To increase pupil achievement:</p> <p>G. Maintain SCOE technology services agreement</p> <p>H. Maintain teacher understanding and use of appropriate technology and standards based instruction by maintaining professional development.</p> <p>I. If at any time Castle Rock enrolls an EL student, the district is prepared to provide programs and services both online and in person to enable the students access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p> <p>J. Maintain school facilities.</p> <p>K. Administrator will monitor teachers for being highly qualified and appropriately assigned as part of regular duties.</p> <p>L. Provide a broad course of study through the use of technology and online services.</p> <p>M.Resource teacher to administer DIBELS and document student progress, work with RTI students and other struggling readers including unduplicated pupils and students with exceptional.</p> <p>N.Provide Read Naturally Program via aides to all students</p> <p>O.Kindergarten / 1st grade reading concentration aide for Reading readiness and foundational skills.</p> <p>P.Provide instructional aides during math teaching time to augment multi-grade instruction</p>	<p>LEA - Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>SCOE Agreement \$2,391, Res 0000, function 7700, obj 5801</p> <p>CUE Conference Expense, \$2,000, Resource 6264, Object 5210</p> <p>No EL expense currently budgeted – to be adjusted upon enrollment of EL students</p> <p>Maintenance/Custodial , \$79,104, Function 8100, Expenditure obj 2000-5999</p> <p>Aides, Supplemental Intervention,\$21,700, Res 0100, obj 2110, 3000s</p> <p>RSP Teacher, Res 6500, Function 1120, Obj 1110, 3000s, \$15,039</p> <p>Aides, RSP, \$19,081, Res 6500, Func 1130, Obj 2110, 3000s</p>

GOAL 2:	Maintain parent involvement and build community and parent support in the school district to enrich students' school experience and provide a safe and connected campus.		Related State and/or Local Priorities: 1__ 2_ 3_X 4_ 5_X 6_X 7_ 8_ COE only: 9__ 10__ Local : Specify _____		
Identified Need:	Stakeholders identify the need for consistent attendance to support student achievement. Attendance rates are at 90%. 50% of parents responded to parent survey. Stakeholders identified transportation as a high priority because many families are unable to transport their own children to and from school and sports activities.				
Goal Applies to:	Schools:	LEA - Wide	Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2016-17					
Expected Annual Measurable Outcomes:	SP 3. Increase in parent involvement by 5% with in class help, afterschool help (SHARE program) measured by SHARE reports, including unduplicated pupils and students with exceptional needs. SP 3: Maintain parent input in district decisions by continuing parent survey and opportunities at meetings such as school site council. SP 5. Attendance rates will be 90% or better as measured by CALPADS. Castle Rock School will maintain a 0% middle school drop out rate Maintain chronic absenteeism at <1% SP 6: Maintain 0% suspensions, Maintain 0% expulsion rate as reported on CBEDS, CDE data. SP 6: Continue to provide surveys to pupils, teachers and parents for the purpose of measuring stakeholders perceptions of safety and school connectedness.				
Actions/Services			Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
			LEA - Wide	x ALL	

<p>A. Continued implementation of Project Share / after school tutoring program with training in common core curriculum for after school staff.</p> <p>B. Train parent volunteers to help with homework and reading.</p> <p>C. Train staff and parent volunteers in Read Naturally program.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Training provided by district staff – no increased cost.</p> <p>Workshop fees to be paid from Educator Effectiveness \$2,000 res 6264 obj 5210; Coop Trainings part of SCOE Coop fee, Rs 5810, obj 5801, \$1,750</p> <p>No increased cost for training– part of teacher work day. Training provided by RSP teacher.</p>
<p>D. Maintain 4 classrooms to reduce the grade spans and offer a more focused instruction to students to target math and language arts growth goals and provide individual instruction to meet the social and emotional as well as academic needs of the student.</p> <p>E. Site council will develop and distribute to all stakeholders materials covering, safety/bullying, academics, communications, ability to be involved, and other topics.</p> <p>F. Continue to provide morning and afternoon home to school bus transportation as well as transportation for extra activities such as , athletics and field trips.</p> <p>G. Participate in project SHARE transportation grant to provide SHARE busing North and South</p> <p>H. Continue to prepare, distribute and analyze parent, teacher and student surveys.</p>	<p>LEA - Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Add 4th Classroom: \$55,111, Supp/conc Res 0100, Title II Res 4035, Obj 1110, 3000s</p> <p>Salaries, benefits and operating costs \$72,446 Res 0000, 0100, Function 3600</p> <p>Project SHARE transportation Grant funded outside of district budget</p> <p>Surveys, etc. no additional material cost.</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>SP 3. Increase in parent involvement by 5% with in class help, afterschool help (SHARE program) measured by SHARE reports, including unduplicated pupils and students with exceptional needs.</p> <p>SP 3: Maintain parent input in district decisions by continuing parent survey and opportunities at meetings such as school site council.</p> <p>SP 5. Attendance rates will be 90% or better as measured by CALPADS. Castle Rock School will maintain a 0% middle school drop out rate</p> <p>Maintain chronic absenteeism at <1%</p> <p>SP 6: Maintain 0% suspensions, Maintain 0% expulsion rate as reported on CBEDS, CDE data.</p> <p>SP 6: Continue to provide surveys to pupils, teachers and parents for the purpose of measuring stakeholders perceptions of safety and school connectedness.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A. Continued implementation of Project Share / after school tutoring program with training in LA and Math curriculum for after school staff and instructional aides.</p> <p>B. Train parent volunteers to help with homework and reading.</p> <p>C. Resource teacher to administer DIBELS and document student progress, work with RTI students and other struggling readers (4 days) and to monitor Read Naturally program</p>	LEA - Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Training provided by district staff – no increased cost.</p> <p>Workshop fees to be paid from Educator Effectiveness \$2,000 res 6264 obj 5210; Coop Trainings part of SCOE Coop fee, Rs 5810, obj 5801, \$1,750</p> <p>No increased cost for training– part of teacher work day. Training provided by RSP teacher.</p>
<p>D. Maintain 4 classrooms to reduce the grade spans and offer a more focused instruction to students.</p> <p>E. Continue to provide morning and afternoon home to school bus transportation as well as transportation for extra activities such as , athletics and field trips.</p> <p>F. Participate in project SHARE transportation grant to provide SHARE busing North and South</p> <p>G. Continue to prepare, distribute and analyze parent, teacher and student surveys.</p>	LEA - Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Addl 4th Classroom: \$55,111, Supp/conc Res 0100, Title II Res 4035, Obj 1110, 3000s</p> <p>Salaries, benefits and operating costs \$72,446</p> <p>Res 0000, 0100, Function 3600</p> <p>Project SHARE transportation Grant funded outside of district budget</p>

			Surveys, etc. no additional material cost.
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>SP 3. Increase in parent involvement by 5% with in class help, afterschool help (SHARE program) measured by SHARE reports, including unduplicated pupils and students with exceptional needs. SP 3: Maintain parent input in district decisions by continuing parent survey and opportunities at meetings such as school site council. SP 5. Attendance rates will be 90% or better as measured by CALPADS. Castle Rock School will maintain a 0% middle school drop out rate Maintain chronic absenteeism at <1% SP 6: Maintain 0% suspensions, Maintain 0% expulsion rate as reported on CBEDS, CDE data. SP 6: Continue to provide surveys to pupils, teachers and parents for the purpose of measuring stakeholders perceptions of safety and school connectedness.</p>			
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>A. Continued implementation of Project Share / after school tutoring</p>	<p>LEA-Wide</p>	<p><u>X</u> ALL</p>		<p>Foreign Language, \$4,775 Res</p>

<p>program with training in common core curriculum for after school staff.</p> <p>B. Train parent volunteers to help with homework and reading.</p> <p>C. Maintain a foreign language course: Teacher during regular work assignment.</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>0000, Program 1001, Obj 1110, 3000s,</p> <p>Training provided by district staff – no increased cost.</p> <p>Workshop fees to be paid from Educator Effectiveness \$2,000 res 6264 obj 5210; Coop Trainings part of SCOE Coop fee, Rs 5810, obj 5801, \$1,750</p> <p>No increased cost for training– part of teacher work day. Training provided by RSP teacher.</p>
<p>D. Maintain 4 classrooms to reduce the grade spans and offer a more focused instruction to students.</p> <p>E. . Continue to provide morning and afternoon home to school bus transportation as well as transportation for extra activities such as , athletics and field trips.</p> <p>F. Participate in project SHARE transportation grant to provide SHARE busing North and South</p> <p>G. Continue to prepare, distribute and analyze parent, teacher and student surveys.</p>	<p>x__ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Addl 4th Classroom: \$55,111, Supp/conc Res 0100, Title II Res 4035, Obj 1110, 3000s</p> <p>Salaries, benefits and operating costs \$72,446 Res 0000, 0100, Function 3600</p> <p>Project SHARE transportation Grant funded outside of district budget</p> <p>Surveys, etc. no additional material cost.</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: To provide a physically and emotionally safe learning environment that is culturally responsive to all students.		Related State and/or Local Priorities: 1_x 2__ 3_X 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA - Wide			
	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	The physical site of the campus will be a safe learning environment. 1. Basic Services: Decrease number of vandalism reports by 20% 6. School Climate: 1% decrease in current suspension rates as reported on CalPads and the ConnApp reports	Actual Annual Measurable Outcomes:	1. Basic Services: The District's vandalism reports actually decrease by 50% 6. School Climate: The suspension rate did remain the same at 0%	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<p>A. Provide custodial/maintenance staff to ensure clean facilities that are in good repair.</p> <p>B. To utilize an outdoor space near the library and help eliminate snake and rodent infestations the courtyard will be excavated and surfaced, adding seating and accessibility from the library. This will encourage more reading and give a quiet, secure area for students and teachers to study. It will also allow for more diverse learning for the special needs students as the RSP teachers desk is located near the fenced in (now unusable) courtyard.</p> <p>C. Fix all perimeter fencing</p> <p>D. Purchase new surveillance cameras to add to the new security system.</p>	<p>All Unrestricted: \$15,196 Salaries & Benefits \$7,000 Supplies \$5,000 Repairs & Maint.</p>	<p>A. Maintenance person increased hours for custodial work added. Custodial goals re-evaluated.</p> <p>B. . Outdoor courtyard must be transitioned to preschool playground for 16/17 so resurfacing put on hold. Roof was fixed due to leaks. Seal cracks and holes in pavement on playground. Restripe/painted playground.</p> <p>C.. Perimeter fencing fixed.</p> <p>I. Surveillance cameras were put on hold due to all stakeholder consensus that bus cameras were a bigger issue. We will revisit this if it becomes a stakeholder priority again.</p>	<p>Maintenance/Custodial , \$79,104, Function 8100, Expenditure obj 2000-5999</p>	
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>	<p style="background-color: #cccccc;"></p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>		

<p>E. Life Skills Course provided by school nurse (15 hrs/yr)</p> <p>F. Provide sports program including bus transportation after school</p>	<p>Aide salaries & benefits \$2655 Suppl/Conc funds</p> <p>Salaries & benefits \$800 Suppl/Conc funds</p> <p>Athletic director stipend \$563 Awards and league fees \$ 1400 Suppl/Conc funds</p>	<p>Second-Step program coordinator was retained and implemented program. The baseline data was 48 referrals to the office in 2014-2015, which dropped to 18 referrals to the office in 2015-2016. This showed an improvement of 38%.</p> <p>E.Life skills course was changed to allow for sex ed course as mandated.</p> <p>F.Sports program was provided and well utilized by students. 0 % of students were unable to play due to failing grades showing that instructional interventions such as aides and after school SHARE program were effective in helping students meet academic goals to retain sports eligibility. Furthermore the results showed most of the sports participants would not have been able to participate if the district had not provide bus transportation.</p>	<p>Second Step, \$1,692, Resource 0000, Function 1000, Obj 2115, 3000s</p> <p>Life Skills part of Nursing Expense, Resource 0000,6500, Function 3140, obj 5801, \$4,600</p> <p>Sports: \$4,730, Res 0000, 0100, Function 4200, Obj 1000s – 3000s</p>	
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>The District needed to change the class taught by our school nurse. Stakeholders also determined that bus cameras were a higher priority than extra campus cameras and cameras were put on hold. Based on the effectiveness of the Second Step Program we will continue its implementation next year. Based on the effectiveness of busing students to school and to athletic events we will continue to provide busing next year.</p>		

<p>Original GOAL</p>	<p>Goal 2: By spring of 2017 students will increase their achievement in the CCSS, SBAC assessments in core content areas by 5%. 70% of third grade students will</p>	<p>Related State and/or Local Priorities: 1_X 2_X 3_X 4_X 5_X 6__ 7_X 8_X</p>
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from prior year LCAP:	read at grade level and all 8th grade students will meet graduation requirements and be prepared to access A-G requirements in high school.	COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA - Wide	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<p>A. Provide professional development opportunities to teachers in reading as well as literacy in content areas.</p> <p>B. Continued implementation of Project Share / after school tutoring program with training in standards based curriculum for after school staff.</p> <p>C. Train parent volunteers to help with homework and reading.</p> <p>D. Provide a foreign language course: Teacher during regular work assignment.</p> <p>4. Pupil Achievement: * 10% increase in 3rd grade students reading at or above grade level from previous year. measured by the DIBELS assessment, District tests, and Smarter Balance Assessment s.</p> <p>7. Course Access: Maintain 100% of 8th graders to have access to foreign language class</p> <p>8. Other Pupil Outcome: * Improved literacy instruction for PK-8th grade as measured by District Exams. Resource teacher to administer DIBELS and document student progress, work with RTI students and other struggling readers (4 days)</p>	Actual Annual Measurable Outcomes:	<p>A. All teachers received professional development and collaboration time improving standards implementation as evidenced by walk-throughs.</p> <p>B. SHARE liaison received standards curriculum training which teachers report resulted in increased homework completion by participating students.</p> <p>C. 100% Parent volunteers were trained 1:1 by classroom teachers.</p> <p>D. Goal reached having 100% of 8th graders taking a foreign language</p> <p>4. Student written reports Comprehension DIBELS indicates we had a 10% increase in 3rd grade students reading at or above grade level meeting this goal.</p> <p>7. 100% of 6-8th grade students received Spanish instruction.</p> <p>8. District Exams showing an increase in GPA and comprehension. Having additional aides to provide more individualized support and opportunities for small group work was an effective intervention.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Purchase chrome books for instruction, testing and assessments</p>	<p>Purchase 5 new chrome book computers and a rolling cart \$5500 (Unres. Lottery and Common Core</p>		<p>Chromebooks, \$3,200, Res 0100, Func 1000, obj 4310</p>
<p>Provide professional development opportunities to teachers in reading as well as literacy in content areas.</p>	<p>Include in common core training provided to teachers or training provided by district staff – no increased cost.</p>	<p>18 new chrome books were purchased along with the software licenses needed to utilize them for SBAC testing.</p>	<p>Cmptr Racks – \$400 Obj 4510 Func 8100</p>
<p>Continued implementation of Project Share / after school tutoring program with training in common core curriculum for after school staff.</p>	<p>Provided by staff – no added cost</p>	<p>Computer racks made by maintenance person.</p>	<p>Aquos Boards, \$26,413 Capital Cost, obj 6410, Lease Payments obj 7438,7439 \$3,550</p>
<p>Train parent volunteers to help with homework and reading.</p>		<p>3 Aquos boards were leased to provide SBAC aligned instruction,</p>	<p>Training provided as part of SCOE SHARE grant. No cost from district funds</p>
<p>Provide a foreign language course: Teacher facilitator during regular work assignment.</p>		<p>Professional Development was provided to all teachers. As a result 100% of teachers in the district are implementing technology in instruction as evidenced in walk- throughs. 100% of teachers are using technology to implement state standards..</p>	<p>No cost – provided by district staff; Project SHARE funded by SCOE</p>
		<p>Project SHARE was successfully implemented all year with added instructional training for the liaison to help with tutoring. The reports back from classroom teachers are showing a higher completion of homework and a deeper understanding of class work is evident in those students attending the after school program.</p>	<p>Parent Volunteers – part of teacher work day, no addl cost</p>
		<p>Parent volunteers met 1:1 with classroom teachers.</p>	
		<p>A foreign language course was added. It was taught by the regular classroom teacher during regularly scheduled class time/work assignment.</p>	<p>Foreign Language: Resource 0000, Program 1001, \$4,775, Objects 1000s-3000s</p>
			<p>No cost –</p>

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			

<p>Maintain 4 classrooms to reduce the grade spans and offer a more focused instruction to students.</p> <p>Implement a set time for each student to use more technology in the classroom.</p> <p>Provide enhanced math and writing opportunities: (grades 2 – 8) Moby Max</p> <p>Kindergarten / 1st grade reading concentration aide for Reading readiness and foundational skills</p>	<p>Salaries and benefits \$</p> <p>Supp/conc funds</p> <p>Stipend salaries &</p> <p>Non-capitalized equipment \$1000</p> <p>Suppl/Conc funds Salaries & benefits</p> <p>Software licenses Suppl/Conc funds</p> <p>Salaries & benefits \$Suppl/Conc funds</p> <p>Aide salaries & benefits \$ Suppl/conc funds</p>	<p>4 classrooms were maintained successfully in 2015-2016 and it did serve to reduce the grade spans in each classroom, thus offering more focused instruction to students. Additional instructional aides were also hired to help maintain grade level instruction and provide academic support.</p> <p>Technology was implemented in 100% of subject matter so a set time was not implemented as technology use became integrated in each area.</p> <p>Moby Max accounts were purchased for students in grades K-8. Moby Max data shows 100% of students increasing math levels.</p> <p>The k-1st reading concentration was put in place helping with reading readiness and foundational skills</p> <p>Two additional aides were hired. One additional resource aide was hired.</p>	<p>Addl 4th Classroom: \$52,669, Supp/conc Res 0100, Title II Res 4035, Obj 1110, 3000s</p> <p>Teacher time included in work day – no increased cost</p> <p>Intervention Aides, Res 0100, Func 1000, obj 2110s, 3000s, \$28,601</p> <p>Technology Time included in Regular Teacher instructional sal and ben</p> <p>Moby Max, \$99, Function 1000, obj 5801</p> <p>K-1 Reading: No stipend paid. Volunteers provided coverage</p> <p>Resource Aides: Resource 6500, Function 1130, Obj 2110s, 3000s, \$19,552</p>
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Additional Instructional aides were hired. This resulted in additional costs for salaries. Chrome books were purchased. Aquos boards were leased. This resulted in additional costs. Students, parents and teachers found these changes to be beneficial to students and they will be maintained in 2016/2017. These changes have been reflected in the 2016/2017 LCAP goals.
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Original GOAL from prior year LCAP:	Goal 3: By Spring 2017, Castle Rock will fully implement the Common Core State Standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA - Wide	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Improved instruction for PK-8th grade in CCSS as a result of PD for teachers 10% increase in the number of students in each grade reading at or above grade level. 10% in academic achievement in math scores and math content knowledge from the previous year 1. Maintain 100% highly qualified teachers who are appropriately assigned 2. Common Core Imp: Math Maintain Students will have teachers who are trained in ELD standards.	Actual Annual Measurable Outcomes:	There was a 10% increase in academic achievement in math scores and math content knowledge as shown by the academic achievement awards, report cards, curriculum tests, informal and formal testing. 1. 100% highly qualified teachers assigned appropriately was maintained. 2. Common Core implementation was focused on but is being referred to as California State Standards due to the adoption of the Common Core. Students did have teachers who are trained in ELD standards
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>District will align its instruction and student learning to the Common Core State Standards for ELA, Math and Literacy in the content areas as follows:</p> <p>All teachers trained in Common Core implementation – 2 per year (1 ELA each year and 1 Math or STEM)</p> <p>Teachers to observe and connect with other schools and mentor/peer teachers for collaboration.</p> <p>Adopt and purchase of state aligned curriculum: K-8 Math</p> <p>Explore science , ELA materials, if available</p>		<p>Substitute salaries & benefits</p> <p>Instr Materials</p> <p>(Unrest LCFF and Lottery-Rest)</p>	<p>The District teachers and administration staff have gone through training and selected Common Core aligned Math curriculum to pilot. The teachers have been able to add curriculum to the existing ELA current curriculum until state approved ELA Common Core aligned material is available to pilot and select.</p> <p>All teachers participated in training and collaborative planning. However the district did not participate in STEM. Instead the district joined the ESTEEM grant through Chico State and two teachers participated in NGSS training.</p> <p>The District has viewed some of the materials out for science.</p>	<p>Training included within coop services \$1000 REAP, Resource 5810, Obj 5801</p> <p>ESTEEM Grant, Resource 9010, Program 9011; No Expenses in 2015/16; projected for 2016/17</p> <p>No expenditures yet for Science materials</p>
<p>Scope of service:</p> <p><u> </u> X <u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>		<p>Scope of service:</p> <p><u> </u> X <u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>
<p>Additional teacher training for new teachers attending BTSA</p> <p>Back to school Math night to help parents become familiar with Common Core</p>		<p>BTSA training for three teachers \$6400</p> <p>Suppl/conc funds \$3200 Spec Ed funds</p> <p>Provided by district staff – no added cost</p>	<p>¾ of the District teachers did attend training through the BTSA program.</p> <p>The District did hold informational meetings regarding math and common core implementation on several occasions including during Back to School Night.</p>	<p>No BTSA Training in 2015/16</p> <p>Provided by district staff – no added cost</p>
<p>Scope of service:</p> <p><u> </u> X <u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>		<p>Scope of service:</p> <p><u> </u> X <u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)_____</p>	<p>LEA-wide</p>

<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District did not adopt and purchase curriculum instead the district piloted curriculum. The district did not participate in STEM. Instead the district joined the ESTEEM Grant and two teachers attended NGSS training and did staff development with the rest of the staff. Stakeholders determined that combining this goal with the overall achievement for pupils goal would make more sense and align district priorities.

Original GOAL from prior year LCAP:	Goal 4: to provide home to school bus transportation, transportation to sports activities, and fieldtrips.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA – Wide	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Pupil engagement: 2% increase in students receiving perfect attendance as reported on CBEDS CDE data, 5% increase overall in school attendance as measured on PowerSchool . Maintain or reduce chronic absenteeism rate by 4%, Maintain 0% dropout rate, Maintain 0% expulsion rate as reported on CBEDS, CDE data. Higher number of students using SHARE to increase homework completion.	Actual Annual Measurable Outcomes:	We did not reach our goal to increase school attendance by 5%, however, there was no chronic absenteeism as shown by the fewer number of SARB/letters of warning for excessive absences sent out. Also, with our declining population and an attendance rate in the 90 th percentile, even though we did not increase by 5% we did maintain our attendance in the 90 th percentile. The District did maintain a 0% dropout rate. The District did maintain a 0% expulsion rate as reported on CBEDS, CDE data. On the two days of after school bus transportation there was a recorded increase in students using SHARE to complete homework.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Continue to provide morning and afternoon home to school bus transportation as well as transportation for extra activities such as afterschool SHARE, athletics and field trips.		Salaries, benefits and operating costs \$	The District did continue to provide morning and afternoon home to school bus transportation as well as transportation for extra activities such as SHARE, athletics and field trips.	Resources 0000, 0100, 9010, Function 3600, Object 2250-6510 Expenditures, \$88,374
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		All goals in this section were implemented as planned. This goal will be combined with other two goals to develop a more streamlined and understandable LCAP.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$58,436
<p>The district’s unduplicated population is projected to represent 55.93% of district students. The district plans to use the supplemental/concentration funds generated by these students to maintain smaller class sizes and smaller grade spans by holding staffing at high levels. These dollars will fund the salary of a fourth teacher. The district believes that smaller class sizes throughout the district will allow for more individualized lesson planning and instruction, creating a more effective educational environment, which will primarily help teachers reach those that are struggling and disadvantaged. This action is of a district-wide nature, but will benefit the disadvantaged pupils more intensely as it is principally directed at their needs.</p>	
<p>The district also plans to use the supplemental/concentration funds generated by these students to provide services in addition to certificated instruction. These dollars will help fund intervention hours by an instructional aide. Inherently, these funds will be targeted to those that are struggling educationally, which is how the state allows us to classify low income pupils for these purposes. The district believes that additional attention and instruction will be effective in aiding the educational development of the disadvantaged pupils.</p>	
<p>The total budgeted for these two items is \$65,492, which exceeds the estimated supplemental and concentration funding for 2016-17.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

10.66	%
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The district has budgeted to expend more than its estimated supplemental and concentration funds as outlined in Section 3a to provide a more focused and individualized education, that is principally directed at meeting the needs of its disadvantaged population. The district believes that these actions will improve the experience of the pupils by increasing the time spent individually or in small groups with educators. The amount the district intends to spend works as a proxy to prove that they have met and/or exceeded their MPP of 10.66%.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).