

**Introduction:**

**LEA:** Redding Elementary School District **Contact (Name, Title, Email, Phone Number):** Rick Fauss, Superintendent, rfauss@rsdnmp.org, (530) 225-0011 **LCAP Year:** 2016-17

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>In developing the 2016/17 LCAP Redding School District used multiple opportunities to engage with parents, staff and stakeholders. The efforts began early in the year with engagement meetings at every site in the District followed by stakeholder meetings, administration meetings and various other advisory meetings. These engagement opportunities are outlined as follows:</p> <p>District Meetings</p> <ul style="list-style-type: none"> <li>• Cabinet Meetings (Weekly)</li> </ul>	<p>The results of the stakeholders meetings as well as LCAP development meetings identified the following common themes:</p> <ul style="list-style-type: none"> <li>• Additional Counselors to service the K-5 student population</li> <li>• Additional state standards aligned materials</li> <li>• Additional Technology support</li> <li>• Continuation of the Instructional and Technology Coaches and support teams</li> <li>• Additional support for the K-5 music program</li> </ul>

- Curriculum & Instruction Mtg. (2/04)
- Leadership Meetings (Monthly)
- Development Meetings (9/28, 11/16, 12/03, 2/10, 2/26, 3/04, 3/10, 3/11, 3/14, 3/21, 4/11, 4/12, 4/13, 4/14)

#### Road Shows (Staff Engagement)

- CY (9/10)
- CDS (9/15)
- SQ (9/23)
- TB (9/28)
- BV (10/06)
- SY (10/14)
- MZ (10/28)
- JU (11/04)

#### Mid-Year Study Session:

- Stakeholder Input (Staff, Parents, Board Members, Students - 01/22)

#### District Advisory Groups

- DAC (9/17, 2/26, 5/05)
- DELAC (3/17)

#### Site Meetings (locally scheduled mtgs.)

- Staff Meetings
- School Site Council
- o MZ (3/02)
- o SQ (2/12)
- o CDS (2/01)
- o BV (2/16)
- o JU (1/22, 2/9, 2/11)
- o SY (2/25)
- o CY (2/11)
- o TB (2/29)

#### Student Engagement Meeting

- TB (4/25)
- CY (4/26)
- MZ (5/02)

Many of these themes are supported in the actions section of the LCAP and are tied to desired expected measurable outcomes.

<ul style="list-style-type: none"> <li>• SQ (5/04)</li> <li>• SY (5/09)</li> </ul> <p>Union Consultation Meetings</p> <ul style="list-style-type: none"> <li>• RTA &amp; CSEA (3/03)</li> </ul> <p>Surveys:</p> <ul style="list-style-type: none"> <li>• Teacher Survey (1/04)</li> <li>• Support Staff Survey (1/19)</li> <li>• Site Parent Survey - BV (1/16 &amp; 1/19)</li> <li>• Site Parent Survey - CY (1/13)</li> <li>• Site Parent Survey - JU (1/14)</li> <li>• Site Parent Survey - MZ (1/13)</li> <li>• Site Parent Survey - SQ (1/14)</li> <li>• Site Parent Survey - SY (1/15)</li> <li>• Site Parent Survey - TB (1/13)</li> <li>• Site Parent Survey - CDS (1/16)</li> </ul> <p>Initial Public Hearing of LCAP Draft</p> <ul style="list-style-type: none"> <li>• Regularly Scheduled Board Meeting (06/14/16)</li> </ul> <p>Submitted for Board Approval</p> <ul style="list-style-type: none"> <li>• Regularly Scheduled Board Meeting (06/21/16)</li> </ul>	
<p><b>Annual Update:</b></p> <p>Stakeholders were notified of the mid-year study session and given opportunity to participate in the process. Personal invites went out to teachers, staff, administration, families, and community members through multiple means. Site administrators held follow-up meetings with parent groups based upon the mid-year study session and LCAP development discussions.</p>	<p><b>Annual Update:</b></p> <p>Communication with parents, staff and other stakeholders has helped guide the further development of the District LCAP. The engagement opportunities helped the District focus on those actions needing to be continued as well as additional actions in order to achieve goals aimed at improving student achievement.</p>

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for 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).

**Action/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 climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<p>GOAL 1:</p>	<p>In order to offer a broad course of study the District will retain appropriately assigned and fully qualified professionals in a clean, safe and functional environment, offering competitive wages with the support of ongoing professional development that improves the design and delivery of curriculum and assessment of the California State Standards.</p>	<p>Related State and/or Local Priorities:            1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>             COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>             Local : Specify</p>
<p>Identified Need :</p>	<p>New state standards have identified a need within our instructional staff to learn a wide variety of instructional strategies that fully align with Common Core. Stakeholders have also recognized the need to have materials aligned with new standards. Facilities in need of repair cause distractions to students and staff.</p>	
<p>Goal Applies to:</p>	<p>Schools: All            Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures. (SARC)
- Misassignments–Maintain 0%
- Pupils will benefit from state standards aligned materials. Text Sufficiency Resolution – Maintain 100%
- Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD.
- Staff Survey – 5% Increase in Teachers stating they are more prepared
- (RCBM) Reading Fluency – 1% increase over previous years scores
- (AR STAR) Reading Comprehension – 1% increase over previous years scores
- CAASPP – 3% Increase over previous years scores
- (API) - Base to be determined in 2016-17
- EL Reclassification Rate – Maintain 5% or better reclassification rate.
- EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification.
- Master Schedule - All students have access to all courses as evidenced by school schedule.
- Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.
- Monthly Safety Inspections completed – Maintain monthly inspections.
- Williams Report Findings – Maintain 0% findings.
- Parent Survey Positive Responses – 1% increase in positive parent responses.
- Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)
- Staff Survey (Facilities clean, safe, functional) – Maintain or increase over 2015-16 baseline.

Note: Redding School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop out rate, and High School Graduation Rate. For the 2016-17 school year, API is not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Principal will verify and Maintain a broad course of study for all students as defined in California Education Codes 51210(K- 6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.	All for this Goal	<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)	No additional cost incurred.

<p>HR assesses competitive wage structure. HR Director conducts “like” district comparisons.</p>	<p>All for this Goal</p>	<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)</p>	<p>Resource:  Unrestricted (0610)  Object: (2310,3)  Base \$1,000</p>
<p>Conduct professional development to increase knowledge of CCSS, ELD, STEM and Next Generation Science Standards (NGSS). Provide strategies that directly impact low-income, English learners &amp; foster youth. Maintain 3 Staff Development Days for Teachers.</p>	<p>All for this Goal</p>	<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)</p>	<p>Resource:  Unrestricted (0105)  Object: (1110,3)  Base \$200,800</p>
<p>Conduct teacher collaboration to share effective instructional strategies aligned with CCSS, ELD, STEM and NGSS. Provide strategies that directly impact low-income, English learners &amp; foster youth. 3 Staff development days - training costs.</p>	<p>All for this Goal</p>	<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)</p>	<p>Resource:  Restricted (4035)  Object: (1**2,1**5,3-4)  Title II \$35,000</p>
<p>Conduct professional development to increase knowledge of instructional strategies aligned with CCSS, ELD, STEM and NGSS. Use Multiple Measures aligned to CCSS, ELD, STEM and NGSS. Math Lesson Study Cycles.</p>	<p>All for this Goal</p>	<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)</p>	<p>Resource:  Restricted (4035)  Object: (1*2,3-4)  Title II \$15,000</p>
<p>Evaluate ELA materials for alignment to CCSS to determine if adoption is needed.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>Resource:  Restricted (4035)</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Object: (1-3) Title II \$7,000
District will perform monthly site inspections to review site condition as defined in Education Code.	All for this Goal	<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)	Resource: Restricted (8150) Object: (2310,3) Other \$12,500
An appropriate plan will be developed and implemented to address maintenance needs. Maintain annual maintenance account.	All for this Goal	<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)	Resource: Unrestricted (0754) Object: (1-7) Base \$245,000
Maintain Site Instructional Coaches, Technology Coach and support team on each campus to principally support Low Income, English Learners and Foster Youth. <ul style="list-style-type: none"> <li>• Site Instructional Coaches</li> <li>• District Technology Coach</li> <li>• Dean of Students (Middle School)</li> <li>• Support team (Aides per site as needed)</li> </ul>	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1-3) Supplemental and Concentration \$1,155,830
Increase intervention for low achievement students (that substantially include low income, English learners and foster youth) on each campus. Resource Teacher intervention services for non-IEP students based on caseload by site.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$187,500

		English proficient _ Other Subgroups: (Specify)	
Support 5th grade participation in WES Camp which is aligned to NGSS. This action is principally directed towards, and effective in, meeting the districts goals for its unduplicated pupils (Low-Income, English Learners & Foster Youth).	All for this Goal	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (5805) Supplemental and Concentration \$75,000
Translation of communication documents for parents of English Learners.	All for this Goal	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (5801) Supplemental and Concentration \$4,000
Provide District ESL coordinator & Support Team for English Learners & Redesignated fluent English proficient.	All for this Goal	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1-5) Supplemental and Concentration \$110,000
Enhanced training for teachers of English learners to implement ELD instruction in classroom.	All for this Goal	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0105) Restricted (4035) Object: (1**2, 1**5,3-5) Included in 3 staff development day training costs.

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes: Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures. (SARC)  
 Misassignments–Maintain 0%

Pupils will benefit from state standards aligned materials.  
 Text Sufficiency Resolution – Maintain 100%

Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD.  
 Staff Survey – 5% Increase in Teachers stating they are more prepared  
 (RCBM) Reading Fluency – 1% increase over previous years scores  
 (AR STAR) Reading Comprehension – 1% increase over previous years scores  
 CAASPP – 3% Increase over previous years scores  
 (API) - Base to be determined in 2016-17  
 EL Reclassification Rate – Maintain 5% or better reclassification rate.  
 EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification.  
 Master Schedule - All students have access to all courses as evidenced by school schedule.

Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.  
 Monthly Safety Inspections completed – Maintain monthly inspections.  
 Williams Report Findings – Maintain 0% findings.  
 Parent Survey Positive Responses – 1% increase in positive parent responses.  
 Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)  
 Staff Survey (Facilities clean, safe, functional) – Maintain or increase over 2015-16 baseline.

Note: Redding School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop out rate, and High School Graduation Rate. For the 2016-17 school year, API is not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Principal will verify and Maintain a broad course of study for all students as defined in California Education Codes 51210(K- 6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.	All for this Goal	<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)	No additional cost incurred.

HR assesses competitive wage structure. HR Director conducts "like" district comparisons.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0610) Object: (2310,3) Base \$1,000
Conduct professional development to increase knowledge of CCSS, ELD, STEM and Next Generation Science Standards (NGSS). Provide strategies that directly impact low-income, English learners & foster youth. Maintain 3 Staff Development Days for Teachers.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0105) Object: (1110,3) Base \$205,000
Conduct teacher collaboration to share effective instructional strategies aligned with CCSS, ELD, STEM and NGSS. Provide strategies that directly impact low-income, English learners & foster youth. 3 Staff development days - training costs.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Restricted (4035) Object: (1**2,1**5,3,4-5) Title II \$35,000
Conduct professional development to increase knowledge of instructional strategies aligned with CCSS, ELD, STEM and NGSS. Use Multiple Measures aligned to CCSS, ELD, STEM and NGSS. Math Lesson Study Cycles.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Restricted (4035) Object: (5210) Title II \$15,000
District will perform monthly site inspections to review	All for this	<input checked="" type="checkbox"/> All	Resource:

<p>site condition as defined in Education Code.</p>	<p>Goal</p>	<p>OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Restricted (8150)                  Object: (2310,3)                  Other \$12,500</p>
<p>An appropriate plan will be developed and implemented to address maintenance needs. Maintain annual maintenance account.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Resource:                  Unrestricted (0754)                  Object: (1-7)                  Base \$245,000</p>
<p>Maintain Site Instructional Coaches, Technology Coach and support team on each campus to principally support Low Income, English Learners and Foster Youth.</p> <ul style="list-style-type: none"> <li>• Site Instructional Coaches</li> <li>• District Technology Coach</li> <li>• Dean of Students (Middle School)</li> <li>• Support team (Aides per site as needed)</li> </ul>	<p>All for this Goal</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Resource:                  Unrestricted (0709)                  Object: (1-3)                  Supplemental and Concentration \$1,155,830</p>
<p>Increase intervention for low achievement students (that substantially include low income, English learners and foster youth) on each campus. Resource Teacher intervention services for non-IEP students based on caseload by site.</p>	<p>All for this Goal</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>Resource:                  Unrestricted (0709)                  Object: (1110,3)                  Supplemental and Concentration \$187,500</p>
<p>Support 5th grade participation in WES Camp which is aligned to NGSS. This action is principally directed towards, and effective in, meeting the districts goals for its unduplicated pupils (Low-Income, English Learners &amp;</p>	<p>All for this Goal</p>	<p>All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners</p>	<p>Resource:                  Unrestricted (0709)                  Object: (5805)                  Supplemental and Concentration \$75,000</p>

Foster Youth).		<input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
Translation of communication documents for parents of English Learners.	All for this Goal	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (5801) Supplemental and Concentration \$4,000
Provide District ESL coordinator & Support Team for English Learners & Redesignated fluent English proficient.	All for this Goal	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1-5) Supplemental and Concentration \$110,000
Enhanced training for teachers of English learners to implement ELD instruction in classroom.	All for this Goal	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Resource: Unrestricted (0105) Restricted (4035) Object: (1**2, 1**5,3-5) Included in 3 staff development day training costs.

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:

- Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures. (SARC)
- Misassignments–Maintain 0%
- Pupils will benefit from state standards aligned materials. Text Sufficiency Resolution – Maintain 100%
- Pupils will benefit from teachers increasing rigor & relevance in their learning of CCSS, NGSS and ELD.
- Staff Survey – 5% Increase in Teachers stating they are more prepared
- (RCBM) Reading Fluency – 1% increase over previous years scores
- (AR STAR) Reading Comprehension – 1% increase over previous years scores
- CAASPP – 3% Increase over previous years scores
- (API) - Base to be determined in 2016-17
- EL Reclassification Rate – Maintain 5% or better reclassification rate.
- EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification.
- Master Schedule - All students have access to all courses as evidenced by school schedule.
- Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will perform monthly site inspections to review site conditions.
- Monthly Safety Inspections completed – Maintain monthly inspections.
- Williams Report Findings – Maintain 0% findings.
- Parent Survey Positive Responses – 1% increase in positive parent responses.
- Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)
- Staff Survey (Facilities clean, safe, functional) – Maintain or increase over 2015-16 baseline.

Note: Redding School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop out rate, and High School Graduation Rate. For the 2016-17 school year, API is not applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Principal will verify and Maintain a broad course of study for all students as defined in California Education Codes 51210(K- 6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.	All for this Goal	<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)	No additional cost incurred.

HR assesses competitive wage structure. HR Director conducts "like" district comparisons.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0610) Object: (2310,3) Base \$1,000
Conduct professional development to increase knowledge of CCSS, ELD, STEM and Next Generation Science Standards (NGSS). Provide strategies that directly impact low-income, English learners & foster youth. Maintain 3 Staff Development Days for Teachers.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0105) Object: (1110,3) Base \$209,000
Conduct teacher collaboration to share effective instructional strategies aligned with CCSS, ELD, STEM and NGSS. Provide strategies that directly impact low-income, English learners & foster youth. 3 Staff development days - training costs.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Restricted (4035) Object: (1**2,1**5,3,4-5) Title II \$35,000
Conduct professional development to increase knowledge of instructional strategies aligned with CCSS, ELD, STEM and NGSS. Use Multiple Measures aligned to CCSS, ELD, STEM and NGSS. Math Lesson Study Cycles.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Restricted (4035) Object: (5210) Title II \$15,000
District will perform monthly site inspections to review site condition as defined in Education Code.	All for this Goal	<input checked="" type="checkbox"/> All OR:	Resource: Restricted (8150)

		Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Object: (2310,3) Other \$12,500
An appropriate plan will be developed and implemented to address maintenance needs. Maintain annual maintenance account.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0754) Object: (1-7) Base \$245,000
Maintain Site Instructional Coaches, Technology Coach and support team on each campus to principally support Low Income, English Learners and Foster Youth. <ul style="list-style-type: none"> <li>• Site Instructional Coaches</li> <li>• District Technology Coach</li> <li>• Dean of Students (Middle School)</li> <li>• Support team (Aides per site as needed)</li> </ul>	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1-3) Supplemental and Concentration \$1,155,830
Increase intervention for low achievement students (that substantially include low income, English learners and foster youth) on each campus. Resource Teacher intervention services for non-IEP students based on caseload by site.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$187,500
Support 5th grade participation in WES Camp which is aligned to NGSS. This action is principally directed towards, and effective in, meeting the districts goals for its unduplicated pupils (Low-Income, English Learners & Foster Youth).	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Resource: Unrestricted (0709) Object: (5805) Supplemental and Concentration \$75,000

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Translation of communication documents for parents of English Learners.	All for this Goal	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (5801) Supplemental and Concentration \$4,000
Provide District ESL coordinator & Support Team for English Learners & Redesignated fluent English proficient.	All for this Goal	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1-5) Supplemental and Concentration \$110,000
Enhanced training for teachers of English learners to implement ELD instruction in classroom.	All for this Goal	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0105) Restricted (4035) Object: (1**2, 1**5,3-5) Included in 3 staff development day training costs.

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

<p>GOAL 2:</p>	<p>Increase student achievement and decrease any gaps that exist among demographic groups through college and career readiness/pathways, student engagement strategies, up to date technology and improved parent/guardian involvement and communications.</p>	<p>Related State and/or Local Priorities:          1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _          COE only: 9 _ 10 _          Local : Specify</p>
<p>Identified Need :</p>	<p>Local measures show a low college attending/completion rate which facilitates a need for increased student knowledge of college requirements and career readiness/pathways connected to student learning. In order for college and career readiness to be impactful student engagement strategies need to create a safe, caring and orderly classroom for every child. To be both career and college ready there is a need for increased student ethical use of technology to communicate, collaborate, think critically, and create. Stakeholders have identified a need for improvement in greater parent communication and feedback opportunities.</p>	
<p>Goal Applies to:</p>	<p>Schools: All          Applicable Pupil Subgroups:</p>	<p>All</p>

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.
- College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.
- Healthy Kids Survey (connected) – 5th/7th grade (2% increase from previous year)
- Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.
- 6-8 Pupils will be more engaged in their learning by setting goals and tracking progress.
- School Attendance Rates – Maintain 96% or better Average Daily Attendance (ADA).
- Middle School Drop Out Rate – Maintain 0% drop-out rate.
- Pupils will improve their ability to communicate, collaborate, think critically, and create with technology.
- Analytics of student tools – Base 2016 = 63,093 unique documents, increase base by 5%.
- Pupils will benefit from increased parent involvement with school and classroom electronic communications.
- Track use of site and classroom electronic communications Website Visits – Increase website hits by 5% over previous year of 84,847.
- Parent Survey Participation Rate – Increase 11% over previous years of 19% parent survey participation rate.
- Pupils will benefit from Capturing Kids Hearts (CKH) trained staff implementing strategies.
- Chronic Absenteeism rate – Maintain at or under 2%
- Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions
- Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.
- Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%
- Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6-8 sites implementing Teen Leadership courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	All for this Goal	<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)	Resource: (0606) Object: (2410,3) Base \$208,000
Continue using School Messenger auto dialer to make daily calls in order to inform parents of their child's absences.	All for this Goal	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Resource: (0163) Object: (5805) Base \$6,100

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide 4.0 FTE Counselors to service multiple sites in order to principally benefit low income, English learners and foster youth.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1250,3) Supplemental and Concentration \$319,600
Teacher Collaboration Wednesday to address academic achievement for the lowest performing students (that substantially include low income, English learners and foster youth).	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$468,580
Teacher on-site preparation day which enables staff to prepare implementing college going culture as well as preparation of CCSS and ELD instruction. This principally benefits low income, English learners and foster youth.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$66,940
Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS). Maintain CDS program to rehabilitate students back to regular education system.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1-5) Supplemental and Concentration \$378,250

		(Specify)	
Middle School Opportunity Class. Middle school program as interim step to District CDS program	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$67,500
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Maintain 3 Staff Development Days for Teachers.	All for this Goal	<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)	Expense noted in previous goal.
Align CCSS instruction with college and career. Provide staff training on student goal setting. 3 Staff development days - training costs.	All for this Goal	<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)	Expense noted in previous goal.
Evaluate and Build a supportive infrastructure for multiple uses. <ul style="list-style-type: none"> <li>• Wired</li> <li>• Wireless Devices</li> </ul> Enhance ability to effectively integrate technology District-wide by means of infrastructure upgrade. Continue to principally support Low Income, Foster Youth and English Learners by means of technology devices.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0163) Object: (74**) Base \$57,800

<p>Train teachers.</p> <ul style="list-style-type: none"> <li>• Devices</li> <li>• Software</li> <li>• Curriculum Integration</li> </ul> <p>Maintain 3 Staff Development Days for Teachers. 3 Staff development days - training costs.</p>	<p>All for this Goal</p>	<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)</p>	<p>Expense noted in previous goal.</p>
<p>Provide access to tools that increase parent engagement, student learning, and student efficiency.</p> <ul style="list-style-type: none"> <li>• Software</li> <li>• Web based products</li> <li>• Devices</li> <li>• Digital Textbooks</li> </ul>	<p>All for this Goal</p>	<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)</p>	<p>Resource:  Unrestricted (0163)  Object: (58**) Base \$78,800</p> <hr/> <p>Resource:  Restricted (3010)  Object: (58**) Title I \$15,000</p>
<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, as well as other District-wide implementation strategies.</p>	<p>All for this Goal</p>	<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)</p>	<p>Resource:  Restricted (4035)  Object: (5000's)  Title II \$78,500</p>
<p>Provide access to enhanced learning software (Lexia for K-5; iReady for 6-8) to principally benefit Low Income, Foster Youth and English Learners.</p>	<p>All for this Goal</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Unrestricted (0709)  Object: (5805)  Supplemental and Concentration \$271,400</p>
<p>Provide Psychologists to work with at risk students to principally benefit Low Income, Foster Youth and English Learners.</p>	<p>All for this Goal</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Resource:  Unrestricted (0105)</p>

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Object: (1260,3) Base \$221,028 <hr/> Resource: Restricted (3010) Object: (1260,3) Title I \$107,500
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**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	<p>Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.</p> <p>College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.</p> <p>Healthy Kids Survey (connected) – 5th/7th grade (2% increase from previous year)</p> <p>Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.</p> <p>6-8 Pupils will be more engaged in their learning by setting goals and tracking progress.</p> <p>School Attendance Rates – Maintain 96% or better Average Daily Attendance (ADA).</p> <p>Middle School Drop Out Rate – Maintain 0% drop-out rate.</p> <p>Pupils will improve their ability to communicate, collaborate, think critically, and create with technology.</p> <p>Analytics of student tools – Base 2016 = 63,093 unique documents, increase base by 5%.</p> <p>Pupils will benefit from increased parent involvement with school and classroom electronic communications.</p> <p>Track use of site and classroom electronic communications Website Visits – Increase website hits by 5% over previous year of 84,847.</p> <p>Parent Survey Participation Rate – Increase 11% over previous years of 19% parent survey participation rate.</p> <p>Pupils will benefit from Capturing Kids Hearts (CKH) trained staff implementing strategies.</p> <p>Chronic Absenteeism rate – Maintain at or under 2%</p> <p>Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions</p> <p>Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.</p> <p>Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%</p> <p>Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6-8 sites implementing Teen Leadership courses.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	Resource: (0606) Object: (2410,3) Base \$208,000

		(Specify)	
Continue using School Messenger auto dialer to make daily calls in order to inform parents of their child's absences.	All for this Goal	<input checked="" type="checkbox"/> All OR: ----- Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: (0163) Object: (5805) Base \$6,100
Provide 4.0 FTE Counselors to service multiple sites in order to principally benefit low income, English learners and foster youth.	All for this Goal	All OR: ----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1250,3) Supplemental and Concentration \$319,600
Teacher Collaboration Wednesday to address academic achievement for the lowest performing students (that substantially include low income, English learners and foster youth).	All for this Goal	All OR: ----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$468,580
Teacher on-site preparation day which enables staff to prepare implementing college going culture as well as preparation of CCSS and ELD instruction. This principally benefits low income, English learners and foster youth.	All for this Goal	All OR: ----- <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$66,940

<p>Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS). Maintain CDS program to rehabilitate students back to regular education system.</p>	<p>All for this Goal</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Resource:  Unrestricted (0709)  Object: (1-5)  Supplemental and Concentration \$378,250</p>
<p>Middle School Opportunity Class. Middle school program as interim step to District CDS program</p>	<p>All for this Goal</p>	<p>All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Resource:  Unrestricted (0709)  Object: (1110,3)  Supplemental and Concentration \$67,500</p>
<p>Staff to gain knowledge and awareness of requirements of career and college A-G (language). Maintain 3 Staff Development Days for Teachers.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Expense noted in previous goal.</p>
<p>Align CCSS instruction with college and career. Provide staff training on student goal setting. 3 Staff development days - training costs.</p>	<p>All for this Goal</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>Expense noted in previous goal.</p>
<p>Evaluate and Build a supportive infrastructure for multiple uses.</p>	<p>All for this Goal</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Resource:  Unrestricted (0163)</p>

<ul style="list-style-type: none"> <li>• Wired</li> <li>• Wireless Devices</li> </ul> <p>Enhance ability to effectively integrate technology District-wide by means of infrastructure upgrade. Continue to principally support Low Income, Foster Youth and English Learners by means of technology devices.</p>		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Object: (4510) Base \$74,000 <hr/> Resource: Unrestricted (0709) Object: (4510) Supplemental and Concentration \$100,000
<p>Train teachers.</p> <ul style="list-style-type: none"> <li>• Devices</li> <li>• Software</li> <li>• Curriculum Integration</li> </ul> <p>Maintain 3 Staff Development Days for Teachers. 3 Staff development days - training costs.</p>	All for this Goal	<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)	Expense noted in previous goal.
<p>Provide access to tools that increase parent engagement, student learning, and student efficiency.</p> <ul style="list-style-type: none"> <li>• Software</li> <li>• Web based products</li> <li>• Devices</li> <li>• Digital Textbooks</li> </ul>	All for this Goal	<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)	Resource: Unrestricted (0163) Object: (58**) Base \$78,800 <hr/> Resource: Restricted (3010) Object: (58**) Title I \$15,000
<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, as well as other District-wide implementation strategies.</p>	All for this Goal	<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)	Resource: Restricted (4035) Object: (5000's) Title II \$78,500
<p>Provide access to enhanced learning software (Lexia for K-5; iReady for 6-8) to principally benefit Low Income, Foster Youth and English Learners.</p>	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Resource: Unrestricted (0709) Object: (5805) Supplemental and Concentration \$271,400

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide Psychologists to work with at risk students to principally benefit Low Income, Foster Youth and English Learners.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Resource: Unrestricted (0105) Object: (1260,3) Base \$221,028 <hr/> Resource: Restricted (3010) Object: (1260,3) Title I \$107,500

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

- Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.
- College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.
- Healthy Kids Survey (connected) – 5th/7th grade (2% increase from previous year)
- Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.
- 6-8 Pupils will be more engaged in their learning by setting goals and tracking progress.
- School Attendance Rates – Maintain 96% or better Average Daily Attendance (ADA).
- Middle School Drop Out Rate – Maintain 0% drop-out rate.
- Pupils will improve their ability to communicate, collaborate, think critically, and create with technology.
- Analytics of student tools – Base 2016 = 63,093 unique documents, increase base by 5%.
- Pupils will benefit from increased parent involvement with school and classroom electronic communications.
- Track use of site and classroom electronic communications Website Visits – Increase website hits by 5% over previous year of 84,847.
- Parent Survey Participation Rate – Increase 11% over previous years of 19% parent survey participation rate.
- Pupils will benefit from Capturing Kids Hearts (CKH) trained staff implementing strategies.
- Chronic Absenteeism rate – Maintain at or under 2%
- Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions
- Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.
- Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%
- Percent of Teen leadership courses implemented (Middle School) - Maintain 100% of 6-8 sites implementing Teen Leadership courses.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Office staff members dedicated to track daily attendance and make phone calls to absent students.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: (0606) Object: (2410,3) Base \$208,000
Continue using School Messenger auto dialer to make daily calls in order to inform parents of their child's absences.	All for this Goal	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	Resource: (0163) Object: (5805) Base \$6,100

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Provide 4.0 FTE Counselors to service multiple sites in order to principally benefit low income, English learners and foster youth.	All for this Goal	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1250,3) Supplemental and Concentration \$319,600
Teacher Collaboration Wednesday to address academic achievement for the lowest performing students (that substantially include low income, English learners and foster youth).	All for this Goal	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$468,580
Teacher on-site preparation day which enables staff to prepare implementing college going culture as well as preparation of CCSS and ELD instruction. This principally benefits low income, English learners and foster youth.	All for this Goal	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$66,940
Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS). Maintain CDS program to rehabilitate students back to regular education system.	All for this Goal	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1-5) Supplemental and Concentration \$378,250

		(Specify)	
Middle School Opportunity Class. Middle school program as interim step to District CDS program	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$67,500
Staff to gain knowledge and awareness of requirements of career and college A-G (language). Maintain 3 Staff Development Days for Teachers.	All for this Goal	<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 Other Subgroups: (Specify)	Expense noted in previous goal.
Align CCSS instruction with college and career. Provide staff training on student goal setting. 3 Staff development days - training costs.	All for this Goal	<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 Other Subgroups: (Specify)	Expense noted in previous goal.
Evaluate and Build a supportive infrastructure for multiple uses. <ul style="list-style-type: none"> <li>• Wired</li> <li>• Wireless Devices</li> </ul> Enhance ability to effectively integrate technology District-wide by means of infrastructure upgrade. Continue to principally support Low Income, Foster Youth and English Learners by means of technology devices.	All for this Goal	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	Resource: Unrestricted (0163) Object: (4510) Base \$80,000 <hr/> Resource: Unrestricted (0709) Object: (4510) Supplemental and Concentration \$125,000

<p>Train teachers.</p> <ul style="list-style-type: none"> <li>• Devices</li> <li>• Software</li> <li>• Curriculum Integration</li> </ul> <p>Maintain 3 Staff Development Days for Teachers. 3 Staff development days - training costs.</p>	<p>All for this Goal</p>	<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)</p>	<p>Expense noted in previous goal.</p>
<p>Provide access to tools that increase parent engagement, student learning, and student efficiency.</p> <ul style="list-style-type: none"> <li>• Software</li> <li>• Web based products</li> <li>• Devices</li> <li>• Digital Textbooks</li> </ul>	<p>All for this Goal</p>	<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)</p>	<p>Resource:  Unrestricted (0163)  Object: (5805)  Base \$78,800</p> <hr/> <p>Resource:  Restricted (3010)  Object: (58**)  Title I \$15,000</p>
<p>Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, as well as other District-wide implementation strategies.</p>	<p>All for this Goal</p>	<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)</p>	<p>Resource:  Unrestricted (4035)  Object: (5000's)  Title II \$78,500</p>
<p>Provide access to enhanced learning software (Lexia for K-5; iReady for 6-8) to principally benefit Low Income, Foster Youth and English Learners.</p>	<p>All for this Goal</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Resource:  Unrestricted (0709)  Object: (5805)  Supplemental and Concentration \$271,400</p>
<p>Provide Psychologists to work with at risk students to principally benefit Low Income, Foster Youth and English Learners.</p>	<p>All for this Goal</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Resource:  Unrestricted (0709)</p>

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Object: (1260,3) Supplemental and Concentration \$221,028 <hr/> Resource: Restricted (3010) Object: (1260,3) Title I \$107,500
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

## Annual Update

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

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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 1 from prior year LCAP:	In order to offer a broad course of study the District will retain appropriately assigned and fully qualified professionals in a clean, safe and functional environment, offering competitive wages with the support of ongoing professional development that improves the design and delivery of curriculum and assessment of the California State Standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 10  Local : Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>Pupils will benefit from retention of skilled veteran teachers and classified staff through competitive K-8 District wage structures. (SARC) Misassignments–Maintain 0%</p> <p>Pupils will benefit from Common Core aligned materials. Text Sufficiency Resolution – Maintain 100%</p> <p>Pupils will benefit from teachers increasing rigor &amp; relevance in their learning of CCSS, NGSS and ELD. Staff Survey – 5% Increase in Teachers stating they are more prepared (RCBM) Reading Fluency – 1% increase over previous years scores (AR STAR) Reading Comprehension – 1% increase over previous years scores CAASPP – 3% Increase over previous years scores (API) - Base to be determined in 2016-17 EL Reclassification Rate – Maintain 5% or better reclassification rate EL Pupils California English Development Test (CELDT) Progress– Maintain at least 69% of students making progress annually towards reclassification. Master Schedule - All students have access to all courses as evidenced by school schedule.</p> <p>Clean and safe facilities maintained in good repair will lead to increased pupil sense of well-being and less distractions. District will</p>	Actual Annual Measurable Outcomes:	<p>Misassignments – Maintained 0% for 2015-16 State Metrics: Base of teachers appropriately assigned and fully credentialed, (Williams Reports)</p> <p>Staff Survey - 65% feel facilities are clean, safe &amp; functional (RCBM) Reading Fluency - Increased 6% (AR STAR) Reading Comprehension - Decreased 13% CAASPP – 2014/15 ELA - 42% CAASPP – 2014/15 Math - 33% EL Reclassification Rate - TBD EL Pupils California English Development Test (CELDT) Progress - TBD</p> <p>Comprehension Monthly Safety Inspections completed Completed monthly Williams Report Findings 0% findings year-to-date Parent Survey Positive Responses decreased 2% to 67% Healthy Kids Survey (feel Safe) decreased 9% to 54% Staff Survey (Facilities clean, safe, functional) increased 15% to 65% Master Schedule Site administration verified that all students have access to all required courses</p>

<p>perform monthly site inspections to review site conditions.          Monthly Safety Inspections completed – Maintain monthly inspections          Williams Report Findings – Maintain 0% findings          Parent Survey Positive Responses – 1% increase in positive parent responses          Healthy Kids Survey (feel Safe) – 5th grade (5% increase) 7th grade (5% increase)          Staff Survey (Facilities clean, safe, functional) – Maintain or increase over 2015-16 baseline.</p> <p>Note: Redding School District is a K-8 district, the following state required metrics do not apply: A-G, AP Pass rate, EAP, High School Drop Out Rate, and High School Graduation Rate. For the 2016-17 school year, API is not applicable.</p>	
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
Maintain a broad course of study for all students as Expenditures defined in California Education Codes 51210(K-6) and 51220(7-8) as evidenced by school schedules to be reviewed by site administration.	No additional cost incurred.	Master schedules were reviewed. All students have access to a broad course of study.	Cost included in site administration wages.				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All for this Goal		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table> _ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
Principally directed towards low income, English learners and foster youth, increase classroom space at Turtle Bay & Manzanita School due to growth and need to provide safe and	Resource: Unrestricted (0709,25-0754) Object: (6000) Supplemental and Concentration	Two new portables were placed at Turtle Bay School to reduce class sizes as well as broaden course offerings. Manzanita had some portables opened and reworked as well as increased	Resource: Unrestricted (0709,25-0754) Object: (6000) Supplemental and Concentration				

functional learning environment as well as increased course options. (Phase I)	\$152,500 Base \$97,500	bathroom access to accommodate more students.	\$152,500 Base \$97,500				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Manzanita, Turtle Bay</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Scope of Service	Manzanita, Turtle Bay		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Manzanita, Turtle Bay</td> </tr> </table> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Manzanita, Turtle Bay	
Scope of Service	Manzanita, Turtle Bay						
Scope of Service	Manzanita, Turtle Bay						
HR assesses competitive wage structure. HR Director conducts "like" district survey.	Resource: Unrestricted (0610) Object: (2310,3) Base \$1,000	HR Director conducted survey's of "like" districts wage structures throughout the year.	Resource: Unrestricted (0610) Object: (2310,3) Base \$1,000				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Scope of Service	All for this Goal		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
Conduct professional development to increase knowledge of CCSS, ELD, STEM and Next Generation Science Standards (NGSS). Provide strategies that directly impact low-income, English learners & foster youth. Maintain 3 Staff Development Days for Teachers.	Resource: Unrestricted (0105) Object: (1110,3) Base \$250,000	3 planned staff development days were held around learning knowledge of the content listed. NGSS grade level collaboration trainings were also held during the year for all teachers K-5.	Resource: Unrestricted (0105) Object: (1110,3) Base \$250,000				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All	Scope of Service	All for this Goal		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						

<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>Conduct teacher collaboration to share effective instructional strategies aligned with CCSS, ELD, STEM and NGSS. Provide strategies that directly impact low-income, English learners &amp; foster youth. 3 Staff development days training costs.</p>	<p>Resource:                  Restricted (4035)                  Object:(1**2,1**5,3,4-5)                  Title II \$15,000</p>	<p>3 staff development days were held that helped to increase staff instructional effectiveness. Staff have indicated through surveys that their knowledge is increasing on implementing standards. Collaboration days have also been focused on helping staff learn about strategies and new content.</p>	<p>Resource:                  Restricted (4035)                  Object: (1**2,1**5,3,4-5)                  Title II \$8,795</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>_ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	
<p>Conduct professional development to increase knowledge of instructional strategies aligned with CCSS, ELD, STEM and NGSS. Use Multiple Measures aligned to CCSS, ELD, STEM and NGSS. Math Lesson Study Cycles.</p>	<p>Resource:                  Restricted (4035)                  Object: (5210)                  Title II \$15,000</p>	<p>Five math lesson study cycle groups were conducted through-out the 2015-16 school year.</p>	<p>Resource:                  Restricted (4035)                  Object: (5210)                  Title II \$14,340</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>_ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient</p>	

Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
Purchase TK-5 CCSS aligned math textbooks. First of two year commitment.	Resource: Unrestricted (0105) Object: (4110) Base \$325,000	TK-5 CCSS aligned textbooks were purchased and implemented throughout the entire district at the K-5 schools. The two year commitment was completed within this first year.	Resource: Unrestricted (0105) Restricted (6300) Object: (4110) Base \$579,866				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All for this Goal</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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            Other Subgroups: (Specify)</p>	Scope of Service	All for this Goal		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All for this Goal</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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            Other Subgroups: (Specify)</p>	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
District will perform monthly site inspections to review site condition as defined in Education Code.	Resource: Restricted (8150) Object: (2310,3) Other \$12,500	The District's Facilities and Operations Coordinator conducts monthly site inspections. As needs are determined appropriate actions are developed with an implementation schedule to address needs.	Resource: Restricted (8150) Object: (2310,3) Other \$12,500				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All for this Goal</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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            Other Subgroups: (Specify)</p>	Scope of Service	All for this Goal		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">All for this Goal</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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            Other Subgroups: (Specify)</p>	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
An appropriate plan will be developed and implemented to address needs. Maintain annual maintenance account.	Annual estimated on-going maintenance cost. Resource: Unrestricted(0754) Object:(1-7) Base \$350,000	A district-wide plan was developed and implemented as needed.	Resource: Unrestricted(0754) Object:(1-7) Base \$350,000				

<p>Scope of Service   All for this Goal</p>		<p>Scope of Service   All for this Goal</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Increase security features to enhance students feeling of a safe environment. Security fencing to be added to BV &amp; SY. Evaluate coverage at all sites and implement additional security cameras as needed.</p>	<p>Resource: Unrestricted (25-0754) (0163) Object:(5630) (4510,4464) Base \$145,000</p>	<p>All district schools have now had security fencing installed included Bonny View and Sycamore Schools. We have also worked with site staff to identify additional security camera locations and those have been installed.</p>	<p>Resource: Unrestricted (25-0754, 0163) Object:(5630) (4510,4464) Base \$145,000</p>
<p>Scope of Service   All for this Goal</p>		<p>Scope of Service   All for this Goal</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Site Principal to verify all students have access to all subjects as identified in EC Section 51210 (a) to (h).</p>	<p>No additional cost incurred.</p>	<p>Site principals have conducted continual reviews of site schedules and lesson content to ensure coverage of all identified subjects.</p>	<p>No additional cost incurred.</p>
<p>Scope of Service   All for this Goal</p>		<p>Scope of Service   All for this Goal</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Maintain Site Instructional Coach & support team on each campus to principally support low income, English learners and foster youth. <ul style="list-style-type: none"> <li>• Site Instructional Coach or equiv. @ K-5 &amp; K-8 sites</li> <li>• Counselor/Team Leaders &amp; TOSA (Middle School)</li> <li>• Support team (2 Aides per site)</li> </ul>	Resource: Unrestricted (0709) Object: (1-3) Supplemental and Concentration \$1,100,000	Site Instructional Coaches or equivalents @ K-5 & K-8 sites and support teams were implemented. Counselor/Team Leaders positions were implemented at the middle school.	Resource: Unrestricted (0709) Object: (1-3) Supplemental and Concentration \$1,100,000
Scope of Service   All for this Goal <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   All for this Goal <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Implement 1 to 1 personal computing devices for 5th grade students. (approx. 350 units) Replace student computers in all K-3 classrooms with Chrome Bases or other appropriate devices. These actions are primarily to increase access for low income, English learners and foster youth.	Resource: Unrestricted (0163,0709) Object:(45**,58**) Base \$146,250 Supplemental and Concentration \$228,750	1 to 1 personal computing devices were purchased and distributed for all 5th grade students. Replacements of students machines in all K-3 classrooms with new devices was accomplished. We also moved the timeline up and implemented the 1 to 1 personal computing devices for all 4th grade students.	Resource: Unrestricted (0163,0709) Object:(45**,58**) Base \$146,250 Supplemental and Concentration \$228,750
Scope of Service   All for this Goal <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners		Scope of Service   All for this Goal <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase intervention for low achievement students (that substantially include low income, English learners and foster youth) on each campus. Resource Teacher intervention services for non-IEP students based on caseload by site.	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$125,000	Provided intervention for low achieving students on each campus. Resource Teachers provided intervention service for non-IEP students based on caseload by site.	Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$125,000
Scope of Service   All for this Goal <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service   All for this Goal <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support 5th grade participation in WES Camp which is aligned to NGSS. This action is principally directed towards, and effective in, meeting the districts goals for its unduplicated pupils (Low-Income, English Learners & Foster Youth).	Resource: Unrestricted (0709) Object: (5805) Supplemental and Concentration \$83,760	The District fully funded and supported all sites full participation in Science-Based Whiskeytown Environmental School WES).	Resource: Unrestricted (0709) Object: (5805) Supplemental and Concentration \$73,926
Scope of Service   All for this Goal <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		Scope of Service   All for this Goal <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>_ Other Subgroups: (Specify)</p>			
<p>Translation of communication documents for parents of English Learners.</p>	<p>Resource: Unrestricted (0709) Object: (5801) Supplemental and Concentration \$4,000</p>	<p>Translation of documents has been completed as needed. Research is still pending on having a service translate documents.</p>	<p>Resource: Unrestricted (0709) Object: (5801) Supplemental and Concentration \$420</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p>_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p>_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide District ESL coordinator &amp; Support Team for English Learners &amp; Redesignated fluent English proficient.</p>	<p>Resource: Unrestricted (0709) Object: (1-3) Supplemental and Concentration \$92,250</p>	<p>A District ESL coordinator and support team were provided.</p>	<p>Resource: Unrestricted (0709) Object: (1-3) Supplemental and Concentration \$92,250</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p>_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p>_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Enhanced training for teachers of English learners to implement ELD instruction in classroom.</p>	<p>Resource: Unrestricted (0105) &amp; Restricted (4035) Object: (1**2,1**5,3-5) **Included in 3 staff development</p>	<p>ESL coordinator met with teachers of EL students and reviewed instructional strategies specific to their EL student needs.</p>	<p>Resource: Unrestricted (0105) &amp; Restricted (4035) Object: (1**2,1**5,3-5) **Included in 3 staff development day</p>

		day training costs			training costs
Scope of Service	All for this Goal		Scope of Service	All for this Goal	
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		It was decided to increase one-to-one personal computing devices to all 3rd grade students. The increased access will benefit their participation in the Smarter Balance testing. With the increased number of computing devices paired with instruction, we have added a Technology Coach to bridge staff effectiveness in implementing technology driven curriculum for students. After further evaluation our team leader positions will become Dean of Student positions. The Dean of Students positions will provide more one on one support to struggling students. Further analysis has revealed the need for an additional Instructional Coach.			

**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.**

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.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Increase student achievement and decrease any gaps that exist among demographic groups through college and career readiness/pathways, student engagement strategies, up to date technology and improved parent/guardian involvement and communications.</p>	<p>Related State and/or Local Priorities:                  1 2 3 <u>X</u> 4 5 <u>X</u> 6 <u>X</u> 7 8                   COE only: 9 10                   Local : Specify</p>	
<p>Goal Applies to: Schools: All                  Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Pupils in grades 4-8 will make more informed choices through curricular connections with career and college pathways.                  College-Going Culture Rubric – 100% of sites score 3 or better on the Rubric.                  Healthy Kids Survey (connected) – 5th/7th grade (2% increase from previous year)                  Course Access Report Including Subgroups – Maintain 100% course access as defined in the Master Schedule.                   Pupils will be more engaged in their learning by setting goals and tracking progress.                  School Attendance Rates – Maintain 96% or better Average Daily Attendance (ADA).                  Middle School Drop Out Rate – Maintain 0% drop-out rate.                   Pupils will improve their ability to communicate, collaborate, think critically, and create with technology.                  Analytics of student tools – Base 2016 = 63,093 unique documents, increase base by 5%.                   Pupils will benefit from increased parent involvement with school and classroom electronic communications.                  Track use of site and classroom electronic communications                  Website Visits – Increase website hits by 5% over previous year of 84,847.                  Parent Survey Participation Rate – Increase 11% over previous years of 19% parent survey participation rate.                   Pupils will benefit from Capturing Kids Hearts (CKH) trained staff implementing strategies.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>College-Going Culture Rubric: 100% of sites scored 3 or better on the Rubric.                  Healthy Kids Survey (connected): Combined results = 47%                  Course Access Report Including Subgroups: Maintained 100% course access as defined in the Master Schedule.                   School Attendance Rates –dropped by .15% to 95.14%                  Middle School Drop Out Rate – Maintained 0% drop-out rate.                   Analytics of student tools – Increased by 25% to 63,093                   Track use of site and classroom electronic communications                  Website Visits – Increase website hits by 36% at 84,847.                  Parent Survey Participation Rate decrease of 7% current rate = 19%                   Chronic Absenteeism rate – increase of 2% to 4%                  Pupil Suspension rate – increase of 1% to 7%                  Pupil Expulsion rate – decrease to 0%                   Percent of classrooms using Capturing Kids Hearts (CKH) Strategies Maintained classroom implementation at 67%                  Percent of Teen leadership courses implemented (Middle School) Maintained at 100% of 6-8 sites implementing Teen Leadership courses.</p>

<p>Chronic Absenteeism rate – Maintain at or under 2%</p> <p>Pupil Suspension rate – Maintain at or under baseline rate of 6% pupil suspensions</p> <p>Pupil Expulsion rate – Maintain rate of 0.10% or under of pupil expulsions.</p> <p>Percent of classrooms using Capturing Kids Hearts (CKH) Strategies – Maintain or increase classrooms using CKH strategies over baseline of 67%</p> <p>Percent of Teen leadership courses implemented (Middle School)</p> <p>- Maintain 100% of 6-8 sites implementing Teen Leadership courses.</p>	
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
Office staff members dedicated to track daily attendance and make phone calls to absent students.	Resource: (0606) Object: (2410,3) Base \$171,000	Office staff track and initiate contact calls to homes of absent students daily.	Resource: (0606) Object: (2410,3) Base \$193,726				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table>	Scope of Service	All for this Goal		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table>	Scope of Service	All for this Goal	
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Implement School Messenger auto-dialer to make daily calls in order to inform parents of their child's absences.	No additional cost to be incurred	School Messenger auto-dialer has been implemented.	No additional cost to be incurred				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table>	Scope of Service	All for this Goal		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>All for this Goal</td> </tr> </table>	Scope of Service	All for this Goal	
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<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 checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>					

<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Add 1.0 FTE Counselor to service multiple sites in order to principally benefit low income, English learners and foster youth.</p>	<p>Resource: Unrestricted (0709) Object: (1250,3) Supplemental and Concentration \$70,000</p>	<p>Added 1.0 FTE Counselor to service K-5 sites.</p>	<p>Resource: Unrestricted (0709) Object: (1250,3) Supplemental and Concentration \$75,232</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Teacher Collaboration Wednesday to address academic achievement for the lowest performing students (that substantially include low income, English learners and foster youth).</p>	<p>Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$267,685</p>	<p>The 2015/16 calendar included 34 Collaboration Wednesdays.</p>	<p>Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$267,685</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p>_ All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Teacher on-site preparation day which enables staff to prepare implementing college going culture as well as preparation of CCSS and ELD instruction. This principally benefits</p>	<p>Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$53,537</p>	<p>An on-site preparation day for the teachers was added to the 2015/16 school calendar.</p>	<p>Resource: Unrestricted (0709) Object: (1110,3) Supplemental and Concentration \$53,537</p>

<p>low income, English learners and foster youth.</p>			
<p>Scope of Service   All for this Goal</p> <hr/> <p>All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p>All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Pre-expulsion and expulsion rehabilitation services through Community Day School (CDS). Maintain CDS program to rehabilitate students back to regular education system.</p> <p>0.6 FTE Administrator, .3 FTE Clerical, 2.0 FTE Teachers, 3.0 FTE Instructional assistants.</p>	<p>Resource: Unrestricted (0709)</p> <p>Object: (1-5) Supplemental and Concentration \$328,000</p>	<p>The District for the 2015/16 school year maintained the Community Day School.</p>	<p>Resource: Unrestricted (0709)</p> <p>Object: (1-5) Supplemental and Concentration \$328,000</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p>All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <p>All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Middle School Opportunity Class. Middle school program as interim step to District CDS program</p>	<p>Resource: Unrestricted (0709)</p> <p>Object (1110,3) Supplemental and Concentration \$59,000</p>	<p>An opportunity class was developed and implemented at Sequoia Middle school.</p>	<p>Resource: Unrestricted (0709)</p> <p>Object (1110,3) Supplemental and Concentration \$59,000</p>
<p>Scope of Service   All for this Goal</p>		<p>Scope of Service   All for this Goal</p>	

<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staff to gain knowledge and awareness of requirements of career and college A-G (language). Maintain 3 Staff Development Days for Teachers.</p>	<p>Expense noted in previous goal</p>	<p>3 staff development days were conducted during the 2015/16 school year.</p>	<p>Expense noted in previous goal</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <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)</p>	
<p>Align CCSS instruction with college and career. Provide staff training on student goal setting. 3 Staff development days -training costs.</p>	<p>Resource: Restricted (4035) Object: (1**2,1**5,3,4-5) Expense noted in previous goal.</p>	<p>3 staff development days were conducted during the 2015/16 school year.</p>	<p>Resource: Restricted (4035) Object: (1**2,1**5,3,4-5) Expense noted in previous goal.</p>
<p>Scope of Service   All for this Goal</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <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)</p>	

<p>Foster Core Values: Adaptability, creativity, risk taking, flexibility and team work. Acquire and implement use of school communication technologies.</p>	<p>Resource: Unrestricted (0163) Object: (58**) Base \$21,500</p>	<p>After evaluating this action it has been determined to combine it with the action below related to parent communication.</p>	<p>Resource: Unrestricted (0163) Object: (58**)</p>
<p>Scope of Service   All for this Goal</p> <hr/> <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)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <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)</p>	
<p>Evaluate and Build a supportive infrastructure for multiple uses.</p> <ul style="list-style-type: none"> <li>• Wired</li> <li>• Wireless Devices</li> </ul> <p>Enhance ability to effectively integrate technology District-wide by means of infrastructure upgrade.</p>	<p>Resource: Unrestricted (0163) Object: (74**) Base \$57,800</p>	<p>The District implemented a district-wide infrastructure upgrade to support the increased demand on the school network due to increased student computing devices.</p>	<p>Resource: Unrestricted (0163) Object: (74**) Base \$57,800</p>
<p>Scope of Service   All for this Goal</p> <hr/> <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)</p>		<p>Scope of Service   All for this Goal</p> <hr/> <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)</p>	
<p>Train teachers.</p> <ul style="list-style-type: none"> <li>• Devices</li> <li>• Software</li> <li>• Curriculum Integration</li> </ul> <p>Maintain 3 Staff Development Days for Teachers. 3 Staff development days -</p>	<p>Resource: Unrestricted (0137) &amp; Restricted (4035) Object: (1**2,1**5,3,4-5) Expense noted in previous goal</p>	<p>3 staff development days were conducted during the 2015/16 school year.</p>	<p>Resource: Unrestricted (0137) &amp; Restricted (4035) Object: (1**2,1**5,3,4-5) Expense noted in previous goal</p>

training costs.							
<table border="1"> <tr> <td data-bbox="100 207 243 272">Scope of Service</td> <td data-bbox="243 207 569 272">All for this Goal</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All for this Goal		<table border="1"> <tr> <td data-bbox="1031 207 1182 272">Scope of Service</td> <td data-bbox="1182 207 1514 272">All for this Goal</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
Provide access to tools that increase parent engagement. <ul style="list-style-type: none"> <li>• Software</li> <li>• Web based products</li> <li>• Devices</li> <li>• Digital Textbooks</li> </ul> Online software renewals. RSD APP, Aeries.net, School Messenger, school websites.	Resource: Unrestricted (0163) & Restricted (3010) Object: (58**) Base \$81,000	The District acquired and implemented the following communication technologies to increase parent engagement as well as student and staff communications: School Messenger, Aeries, RSD Website.	Resource: Unrestricted (0163) Object: (58**) Base \$71,630 <hr/> Resource: Restricted (3010) Object: (58**) Title I \$33,371				
<table border="1"> <tr> <td data-bbox="100 914 243 979">Scope of Service</td> <td data-bbox="243 914 569 979">All for this Goal</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All for this Goal		<table border="1"> <tr> <td data-bbox="1031 914 1182 979">Scope of Service</td> <td data-bbox="1182 914 1514 979">All for this Goal</td> </tr> </table> <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	All for this Goal	
Scope of Service	All for this Goal						
Scope of Service	All for this Goal						
Provide workshops for any untrained site administrators and teachers in Capturing Kids Hearts, a training provided by the Flippen Group, with the expectation they will implement these strategies.	Resource: Restricted (4035) Object: (1**2,1**5,3,4-5) Title II \$16,000	Access to CKH training was provided to teachers and site administration for implementation in the current and subsequent school years.	Resource: Restricted (4035) Object: (1**2,1**5,3,4-5) Title II \$20,298				

Scope of Service	All for this Goal		Scope of Service	All for this Goal	
<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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		To increase and improve the student outcomes in attendance and suspensions the district is adding another K-5 counselor. We are also investing in further implementation of Capturing Kids Hearts program with onsite coaching. Based on piloted instructional technology programs coupled with positive results, the district is investing district-wide in K-5 and a 6-8 instructional online programs.			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,068,721</u>
<p>The Redding School District is budgeted to receive approximately \$3,068,721 in the supplemental and concentration grant portion of the Local Control Funding Formula (LCFF) supporting 61.8% of our student population. The majority of these funds are spent to attract and retain great teachers because we believe great teaching makes the most significant impact on learning.</p> <p>The largest portion of these funds is used to employ certificated instructional coaches on each campus that work with each site leadership team to ensure that the best design and delivery of curriculum is implemented with fidelity. They also are directly responsible to lead the efforts to design great intervention strategies to help those who are not meeting standards. Our Assistant Superintendent and each site leader work in concert with these coaches to bring to teachers exactly what they need to be effective in meeting the needs of all of their students but particularly those who are not meeting State Standards.</p> <p>Giving all of our students an equal opportunity for success is a theme throughout our Local Control Accountability Plan (LCAP). Each of our third through eighth grade students has a personal computing device to aid in his or her ability to access the curriculum, do research and produce documents electronically. For the same reasons, each of our kindergarten through second grade classrooms has on average eight electronic tablets. A teacher on special assignment is dedicated to being a resource for teachers who need help with enhancing their instruction with the new technology and demonstrating for students a variety of helpful applications.</p> <p>Our stakeholders gave priority to the need for additional counseling for our students for the primary purpose of helping students overcome obstacles as they plan their pathway to career and college. Sometimes this comes in the form of overcoming social barriers, but often it is helping students see how hard work, resilience and a consistent pursuit of pre-set goals enable success.</p> <p>There are two overarching elements of the LCAP that provide a framework for making all other elements effective. First, we continue to support a common collaboration time each week for our teachers to look at data that helps us monitor student progress and adjust teaching strategies whenever the current methods are not successful. Regardless of each school’s size, it is our goal to know each student by name and by need. Secondly, each teacher is trained in a program called Capturing Kids’ Hearts that gives us the necessary skills that increase student engagement and help staff make significant connections with students. We believe that if we don’t capture their hearts, we will have an increasingly difficult time helping them achieve academically.</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.

14.4	%
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The district plans to spend \$3,104,600 to provide the services described above. These services will be provided district-wide because of the high concentration of unduplicated students. While all students will benefit, the strategies were developed to principally focus on providing improved services for the unduplicated students. When compared to the LCFF base, these planned expenditures will meet the MPP noted.

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	4,269,032.00	4,538,376.00	4,393,628.00	4,507,028.00	4,542,028.00	13,442,684.00
Base	1,646,050.00	1,892,772.00	1,018,528.00	1,038,928.00	827,900.00	2,885,356.00
Other	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00	37,500.00
Supplemental and Concentration	2,564,482.00	2,556,300.00	3,104,600.00	3,204,600.00	3,450,628.00	9,759,828.00
Title I	0.00	33,371.00	122,500.00	122,500.00	122,500.00	367,500.00
Title II	46,000.00	43,433.00	135,500.00	128,500.00	128,500.00	392,500.00
						392,500.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	152,500.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
	152,500.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	152,500.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
	Base	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
	Supplemental and Concentration	152,500.00	0.00	0.00	0.00	0.00	0.00

**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).