

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

Introduction:

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LCAP Year: 2014-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
<p><u>Background: Pre-LCAP Stakeholder:</u> The engagement process began in August of 2012-2013, when the superintendent began an outreach program with Board trustees, district administrators, bargaining units, parents, community members and other district partners. As part of this process stakeholders reviewed state and local assessment results, identified organizational strengths and weaknesses and developed district goals and priorities.</p> <p>In the spring of the 2012-2013 school year, the superintendent, district parent advisory committees and the Board of Trustees reviewed the district’s strategic and Local Education Agency (LEA) plans which had not been formally reviewed for several years. As the Local Education Accountability Plan (LCAP) regulations emerged the district reengaged stakeholders in the LCAP development to include the alignment of the District and Local Education Agency goals to the states eight priority areas.</p> <p><u>Summary of Pre-LCAP Engagement Activities:</u> Board of Trustees meetings during which there was public discussion on strategic planning, shared values, priorities and goals.</p> <p>Parent and English Learner Advisory Committee meetings where a review of the district’s five year trend of CST/CELDT data was reviewed: 9/13/13</p> <p>Board of Trustees meeting during which initial information on LCAP requirements was presented: 1/15/2014</p> <p>Community Forums during which strategic planning and LCAP process were reviewed: 3/9/14</p>	<p><u>Impact of Pre-LCAP Stakeholder Involvement:</u> This section summarizes the impact of outreach activities prior to the LCAP requirements. The district benefited from early stakeholder involvement and engagement activities as required by statute resulting in the creation of a vigorous plan.</p> <p>The superintendent’s analysis and early stakeholder outreach provided the community with a framework regarding all areas of District operation and was foundational to all preceding engagement activities.</p> <p>Pre and required parent outreach activities provided the District with not only an aligned LCAP, LEA and strategic plan tied to its core values, but also a solid foundation on which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.</p> <p><u>Summary/Impact of Pre-LCAP Engagement Activities:</u> Pre-LCAP activities directly impacted the selection of goals, actions and services for all students and district subgroups.</p> <p>Activities included presentations on the importance of strategic planning, vision and goal setting. These presentations were tied to progression of student achievement and the patterns of growth for all students as well as the district’s efforts in closing the achievement gap for English Learners, students from low-income families, students with special needs, and other significant subgroups.</p> <p>District data indicate a pattern of overall success and show that all district schools have made gains towards meeting the state target of 800 on the Academic Performance Index (API) The data also reinforce the importance of maintaining a focused strategic plan and vision for continuous improvement.</p> <p>The Pre-LCAP activities prepared the district to transition to California Common State Standards and 21st Century Learning. These activities also benefited the district in preparing for the implementation of the LCAP outreach requirements.</p>

Involvement Process	Impact on LCAP
<p><u>LCAP Statutory Requirements:</u></p> <p>Parent Advisory Input Meetings:</p> <ul style="list-style-type: none"> ● 9/13/13 Review of five-year achievement data ● 9/13/13 Review of Strategic Plan ● 9/13/13 Discussion of District Goals ● 1/10/13 Formal LCAP Input meeting ● 2/14/14 Stakeholder Input Activity-1 /LCAP Survey ● 3/14/15 Stakeholder Input Activit-2/LCAP Goal Survey ● 4/11/15 LCAP Section 1 ● 5/9/15 LCAP Section 2 part A ● 6/13/15 LCAP Section 2 part B/Section 3 <p>District English Learner Committee Advisory Input Meetings:</p> <ul style="list-style-type: none"> ● 10/8/13 Review of five-year achievement data ● 10/8/13 Review of Strategic Plan ● 10/8/13 Discussion of District Goals ● 12/10/13 Formal LCAP Input meeting ● 3/20/14 Stakeholder Input Activity-1 /LCAP Survey ● 4/30/14 Stakeholder Input Activit-2/LCAP Goal Survey ● 6/4/14 LCAP Review <p>Local Control Accountability Plan Committee Input Meetings:</p> <ul style="list-style-type: none"> ● 4/30/14 Formal LCAP Input meeting Stakeholder Input Activity-1 /LCAP Survey ● 5/29/14 Stakeholder Input Activit-2/LCAP Goal Survey LCAP Review ● 5/29/14 Actions and Services ● 6/4/2014 Actions, Services, and Budget Considerations <p>Student Input Meetings:</p> <ul style="list-style-type: none"> ● 12/10/13 Formal LCAP Input meeting ● 3/20/14 Stakeholder Input Activity-1 /LCAP Survey ● Stakeholder Input Activit-2/LCAP Goal Survey <p>Community Forums:</p> <ul style="list-style-type: none"> ● 4/9/14 State of District ● 5/28/14 Priorities, Goals, and Metrics ● 6/11/14 Actions, Services and Budget Considerations 	<p><u>LCAP Statutory Requirements:</u></p> <p>The District Local Control Accountability Plan (LCAP) Committee and Parent and English Learner Advisory Councils have assisted in the shaping of District goals, metrics to measure growth, action steps, services, and expenditures. The Rio School District has engaged community members, pupils, local bargaining units, and other stakeholders through a variety of venues during this process.</p> <p>As part of the development process, the District also engaged other district-wide councils and leadership committees through meetings, surveys, and community forums. In addition, site administrators presented information regarding the LCAP and Local Control Funding Formula to their Parent-Teacher Associations, School Site and English Learner Advisory Councils, and they encouraged stakeholders to participate in the development of the District’s LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.</p> <p>In order to assure that all District stakeholders had an opportunity to provide input and/or make comments related to the District plan, the District hosted two community forums and a public hearing. In addition, the District surveyed all stakeholders to identify stakeholder preferences and needs in relation to the LCAP, including the eight state priorities.</p> <p>The contribution from stakeholders was invaluable to the development of the District’s Local Control Accountability Plan. Stakeholders assisted the district in identifying needs and priorities of the community and its’ families as they relate to the state eight priorities, goals, and services offered in the plan. The process also allowed the district to learn, first hand, effective strategies that would increase parent and community engagement outlined in goal three. The greatest benefit to the students of the district is the stakeholder developed plan, incorporating ideas representative of all stakeholders and thus assuring buy-in and a commitment to improve the district.</p> <p><u>Summary: Impact of Engagement Activities Prior to Public Hearing:</u></p> <p>Engagement activities outlined in the left column of this page generated specific priorities and goal suggestions from an extensive representation of stakeholders. District Leadership (Superintendent, Cabinet, Site Administrators and Board of Trustees) analyzed the input data to determine the highest priorities and recurring themes across all groups. This study of community input shaped the goals, actions, and services included in Sections 2 and 3 of the LCAP.</p>

Involvement Process	Impact on LCAP
<p>Board of Trustees Input Meetings:</p> <ul style="list-style-type: none"> • Board discussions at seven regular meetings regarding LCAP • 6/11/14 LCAP Draft Plan presented at public meeting • 6/25/14 LCAP Plan approved <p>Broad Parent and Community Involvement:</p> <ul style="list-style-type: none"> • 2/3/14 Webpage Launch • 2/3/14 Online Surveys Posted <p>District Budget Advisory Committee Meetings:</p> <ul style="list-style-type: none"> • 2/12/14 LCFF/LCAP presentation <p>K-5 Curriculum Council:</p> <ul style="list-style-type: none"> • 2/25/14 LCFF/LCAP presentation • Stakeholder Input Activity-1 /LCAP Survey • Stakeholder Input Activit-2/LCAP Goal Survey <p>6-8 Curriculum Council:</p> <ul style="list-style-type: none"> • 2/26/14 LCFF/LCAP presentation • Stakeholder Input Activity-1 /LCAP Survey • Stakeholder Input Activit-2/LCAP Goal Survey <p>School Site Councils:</p> <ul style="list-style-type: none"> • 4/14 LCFF/LCAP presentation / Stakeholder Input Activity <p>English Learner Advisory Councils:</p> <ul style="list-style-type: none"> • 4/14 LCFF/LCAP presentation / Stakeholder Input Activity <p>Public Hearing: 6/11/14</p> <p>Written Responses:</p> <ul style="list-style-type: none"> • 6/12-24/2014 written responses to comments <p>Board Approved Plan:</p> <ul style="list-style-type: none"> • 6/25/14 	<p>It is important to note that stakeholders believe all schools are welcoming and provide safe environments for learning. This belief is confirmed by a district-wide attendance rate over 95%. Stakeholders view the district instructional programming positively despite seven out of eight schools continuing in program improvement.</p> <p>The impact of engagement activities and stakeholder input on the District’s LCAP was a combination of: 1) support for continuing effective instructional practices and transition to the California Common Core Standards and 21st Century Learning skills. 2) Clarification of areas needing strengthening and services to significant subgroups. 3) New initiatives not represented in previous long-range planning.</p> <p>The plan, accompanied by the District’s Strategic and Local Education Plans, is ambitious and embodies the priorities goals, actions and services derived by input from the Rio School District community.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Identified Need Increase the percentage of students who demonstrate mastery of CCSS in all core content areas. Close the achievement gap in the district's lowest performing subgroups English Learners, Socio-Economically Disadvantaged and Students with Learning Disabilities.</p> <p>Metrics Determined by observation and analysis of previous performance on State and Local assessments. Goal Metrics will include new state assessments (CAASSP, CELDT, AMAO 2,</p>	<p>Goal 1: Improved student achievement at every school and every grade in all content areas</p>	All Students	All Schools	N/A	<p>Continue to implement CCSS in 80% of classrooms</p> <p>10% percent increase in the number of students who score at the proficient level or above on local assessments</p> <p>The district will</p>	<p>Continue to implement CCSS in 90% of classrooms</p> <p>10% percent increase in the number of students who score at the proficient level or above on local assessments</p> <p>CASSPP Baseline Year</p> <p>The district will</p>	<p>Continue to implement CCSS in 100% if classrooms</p> <p>10% percent increase in the number of students who score at the proficient level or above on local assessments</p> <p>10% percent increase in the number of students who score at the proficient level or above on CAASPP</p> <p>The district will</p>	<p>SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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reclassification rates, and API, coordinated local measures aligned to State Standards and current ELD frameworks					<p>increase the number of students meeting AMAOs by ten 10% (AMAO 1 from 54.1% to 64.1%, AMAO 2 from 44.1% to 54%, AMAO 3 ELA 27.3% to 37.3% and AMAO) 3 MA from 38.3% to 48.3%)</p> <p>10% increase in the number of English Learners that have been reclassified (RFEP)</p> <p>10% percent</p>	<p>increase the number of students meeting AMAOs by ten 10% (AMAO 1 from 54.1% to 64.1%, AMAO 2 from 44.1% to 54%, AMAO 3 ELA 27.3% to 37.3% and AMA) 3 MA from 38.3% to 48.3%)</p> <p>10% increase in the number of English Learners that have been reclassified (RFEP)</p> <p>10% percent</p>	<p>increase the number of students meeting AMAOs by ten 10% (AMAO 1 from 54.1% to 64.1%, AMAO 2 from 44.1% to 54%, AMAO 3 ELA 27.3% to 37.3% and AMA) 3 MA from 38.3% to 48.3%)</p> <p>10% increase in the number of English Learners that have been reclassified (RFEP)</p> <p>10% percent</p>	

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					decrease in the number of students who have been identified through the IPT process to receive academic interventions	decrease in the number of students who have been identified through the IPT process to receive academic interventions	decrease in the number of students who have been identified through the IPT process to receive academic interventions	
Identified Need -To build stakeholder knowledge of goals, actions and services outlined in the LCAP -To increase parent participation in student learning and organizational development -To increase business and community partnerships that support school	Goal 2: Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning	All Students	All Schools	N/A	10 % increase in the number of parents participating in district and site advisory councils/ committees and sponsored parent events	10 % increase in the number of parent participating in district and site advisory councils/ committees and sponsored parent events	10 % increase in the number of parent participating in district and site advisory councils/ committees and sponsored parent events	SBE Priorities 4,5 RSD Goals 5a,5b,5c,5d,5e 3c LEAP Goals 1,2,3,4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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programs					10% increase in the number of businesses and/or community partnerships that support school programs	10% increase in the number of businesses and/or community partnerships that support school programs	10% increase in the number of businesses and/or community partnerships that support school programs	
Metrics Survey Results, Naviance, Parent Portal, Website, Newsletters, Donations, News Press releases								
Identified Need -To improve customer service district-wide -To improve organizational communication process and quality -To improve connectedness of students and families at schools	Goal 3: Create welcoming and safe environments where students attend and are connected to their school	All Students	All Schools	N/A	10% increase in customer satisfaction as measured on Customer Service Surveys 1% increase in the district average attendance rate (95% to 96%)	10% increase in customer satisfaction as measured on Customer Service Surveys 1% increase in the district average attendance rate (96% to 97%)	10% increase in customer satisfaction as measured on Customer Service Surveys .5% increase in the district average attendance rate (97% to 97.5%)	SBE Priorities 3,4,5,8,7 RSD Goals 2c, 5a,5b,c,d, LEAP Goals 1,2,3,4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metrics Local Assessments, Grade Data Attendance Rates Suspension/Expulsion Rates, CHKS Survey and Customer Service Survey Results, dropout rates, chronic absenteeism, and Facilities Inspection Tool					Maintain a total score of "good" on the Facilities Inspection Tool at all district facilities 1% decrease in the number of students that are suspended or expelled from school (5% to 4%) 1% (6% to 5%) decrease in the district chronic absenteeism rates .5 % decrease in the district middle school dropout rates	Maintain a total score of "good" on the Facilities Inspection Tool at all district facilities 1 % decrease in the number of students that are suspended or expelled from school 4(% to 3%) 1% (5% to 4%) decrease in the district chronic absenteeism rates .5% decrease in the district middle school dropout rates	Maintain a total score of "good" on the Facilities Inspection Tool at all district facilities .5% decrease in the number of students that are suspended or expelled from school (3% to 2.5%) 1% (4% to 3%) decrease in the district chronic absenteeism rates .5% decrease in the district middle school dropout rates	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Identified Need</p> <p>-Increase critical thinking, collaboration, creativity and communication through technology tools and projects focused on student learning</p> <p>-Implementation of one to one computing and a robust internet access on all campuses</p> <p>-Develop a teacher-centered professional development model for integration of technology in the classroom.</p>	<p>Goal 4: Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication</p>	All Students	All Schools	N/A	<p>Increase in the number of students who score at the proficient level or above on local assessments</p> <p>CCSS aligned Local Assessment Baseline Year</p>	<p>10% percent increase in the number of students who score at the proficient level or above on local assessments</p> <p>CASSPP Baseline Year</p>	<p>10% percent increase in the number of students who score at the proficient level or above on local assessments</p> <p>10% percent increase in the number of students who score at the proficient level or above on CAASPP</p>	<p>SBE Priorities 1,2,3,5,6,7,8</p> <p>RSD Goals 1a,1,b,1c,6a,6b,6c,6d</p> <p>LEAP Goals 1,2,3,4</p>
<p>Metrics</p> <p>Local Assessments, SBAC Interim Assessments, CAASPP Results, CELDT, Grade Data, Survey Results, Williams Inventory</p>					Provide all pupils access to standards based aligned materials	Provide all pupils access to standards based aligned materials	Provide all pupils access to standards based aligned materials	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Provide all pupils access to standards based aligned courses	Provide all pupils access to standards based aligned courses	Provide all pupils access to standards based aligned courses	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Identified Need</p> <ul style="list-style-type: none"> -To fill all positions with highly qualified classified and certificated personnel -To increase student access to school libraries -To provide well maintained and clean school environments for students -To improve customer service district-wide -To improve organizational communication process and quality -To improve connectedness of students and families at schools 	<p>Goal 5: Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers</p>	All Students	All Schools	N/A	<p>100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions</p> <p>Develop two district-wide professional development days specifically for technology integration</p> <p>10% increase in customer satisfaction as measured on Customer</p>	<p>100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions</p> <p>Develop three district-wide professional development days specifically for technology integration</p> <p>10% increase in customer satisfaction as measured on Customer</p>	<p>100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions</p> <p>Develop three-five district-wide professional development days specifically for technology</p>	<p>SBE Priorities 1,2,3,4,5,6,7,8</p> <p>RSD Goals 1a,1b,1c,1d,2b,4a,4b,4c,4d,4e,5^a</p> <p>LEAP Goals 1,2,3,4</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Metrics</p> <p>Local Assessments, SBAC Interim Assessments, CAASPP Results, CELDT, Grade Data, Survey Results</p>					<p>Service Surveys</p> <p>1% increase in the district average attendance rate (95% to 96%)</p>	<p>Service Surveys</p> <p>1% increase in the district average attendance rate (96% to 97%)</p>	<p>integration</p> <p>10% increase in customer satisfaction as measured on Customer Service Surveys</p>	
					<p>1 percent increase in the district employee retention rates</p>	<p>1 percent increase in the district employee retention rates</p>	<p>.5% increase in the district average attendance rate (97% to 97.5%)</p> <p>.5 percent increase in the district employee retention rates</p>	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	1. Build capacity and consistent district-wide procedures through training in Response to Intervention (RTI) at 8 schools. Refresh/reinforce teacher learning in schools previously trained.	LEA-wide	N/A	1. Establish a District Task Force of administrators, teachers and support staff to: <ul style="list-style-type: none"> Review the principles of effective intervention practice Clarify vocabulary and definitions for Tier I, Tier II, Tier III, Strategic and Intensive interventions Define evidence based teaching strategies, accommodations, modifications and interventions 	1. Work with site-based teams to conduct a self-study analysis regarding identification of student need and implementation of strategic and intensive interventions for ELA and/or mathematics, teacher release time and supplies Expenditures: \$4,000 Salaries and Benefits and \$4,000 Books and Supplies, Restricted General Fund	1. Evaluate efficacy of site-based interventions to determine which practices should be continued/ discontinued, modified and/or replicated Expenditures: Continue \$4,000 Salaries and Benefits and \$4,000 Books and Supplies, Restricted General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
		2. Create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency			2a. District RTI Task Force will assess intervention practices and procedures currently being implemented district-wide, including: <ul style="list-style-type: none"> • Student achievement data collection and analysis; Entry and exit criteria for interventions; • Intervention Plans (IP) Development • IPT Forms/ Communication processes • Student Program options • Aggressive Early Interventions • Interventions offered by teachers 20 hours of extra pay for 15 teachers Expenditures: \$12,000 Salaries &	2a. Determine if high-priority students are receiving systematic and appropriate strategic and intensive interventions; identify strengths and gaps in implementation using teacher hourly pay Expenditures: \$4,000 Salaries & Benefits, Restricted General Fund	2a. Conduct visitations in model districts/schools to observe intervention procedures, programs, and practices. Release and substitute time for 10 staff members to make 3 days of visitation. Expenditures: \$8,000 Salaries & Benefits, Restricted General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4		LEA-wide	N/A	<p>Benefits, Restricted General Fund</p> <p>2b. Purchase of tiered K-8 Intervention curriculum/ English Language Arts and Math intervention curriculum, software and materials Expenditures: \$15,000 Books & Supplies, General Fund</p> <p>2c. Develop community based tutoring supports 8 schools Expenditures: \$2,000 Salaries & Benefits and \$8,000 Books & Supplies, General Fund</p>	<p>2b. Identify a district menu of interventions vetted as high-leverage options for use in schools. Continue software licenses and instructional supplies</p> <p>Expenditures: Continue \$15,000 of Books & Supplies, Unrestricted General Fund</p> <p>2c. Identify intervention practices and/or systems, including community based supports, to be implemented by all schools throughout the district. Continue software licenses and instructional supplies and community based tutoring</p>	<p>2b. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies and community based tutoring</p> <p>Expenditures: Continue \$15,000 of Books & Supplies, Unrestricted General Fund</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4		LEA-Wide	N/A		<p>Expenditures: Continue \$8,000 of Books & Supplies, Unrestricted General Fund</p> <p>2d. Provide professional development and/or guidance in the implementation of:</p> <ul style="list-style-type: none"> • district intervention practices and/or systems; • Data monitoring and analysis; effective monitoring of site intervention processes <p>Expenditures: \$20,000 Professional Services, Restricted General Fund</p>	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff. 4. Provide a three year sequence of professional development and activities supporting new State standards in ELA, ELD, writing and math including teacher training on classroom implementation of instruction aligned to new standards	LEA-wide	N/A	3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff. certificated support staff 6.7 FTEs, \$550,000 Salaries & Benefits, Restricted General Fund, classified support staff 3.5 FTEs-\$75,000 Salaries & Benefits, Restricted General Fund 4a. Consultant contracts with ELA, ELD, writing, math, and technology integration content area experts to provide training to RSD principals, lead teachers and teachers. Year one emphasis on delivery of the	3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff. Expenditures: Continue \$0.6 million Salaries & Benefits Restricted General Fund from prior year and add 1 FTE at \$100,000 Salaries & Benefits from Restricted General Fund 4a. Consultant contracts with ELA, ELD, writing, math, and technology integration content area experts to provide training to RSD principals, lead teachers and teachers. Year two emphasis TBD Expenditures: \$25,000 Services and Other Operating Expenses,	3. Provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff. Expenditures: Continue the \$0.7 million Salaries & Benefits Unrestricted General Fund from prior year 4a. Consultant contracts with ELA, ELD, writing, math, and technology integration content area expert to provide training to RSD principals, lead teachers and teachers. Year three emphasis TBD Expenditures: \$25,000 Services and Other Operating Expenses, Unrestricted General

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	4. Provide a three year sequence of professional development and activities supporting new State standards in ELA, ELD, writing and math including teacher training on classroom implementation of instruction aligned to new standards			CCSS through Project Based Learning. 145 participants including workshop fees, materials and supplies \$25,000 Unrestricted General Fund 4b. Teachers on Special Assignment (TOSAs) @ 2.0 FTE providing site specific professional development and coaching support. Expenditures: \$200,000 Salaries & Benefits Unrestricted General Fund 4c. Teacher release time/compensation for professional development activities 145 participants for 27 hours Expenditures: \$150,550 Salaries & Benefits,	Unrestricted General Fund 4b. Teachers on Special Assignment (TOSAs) @ 3.0 FTE providing site specific professional development and coaching support. Expenditures: Continue \$200,000 Salaries & Benefits and add \$100,000 Salaries & Benefits in Unrestricted General Fund 4c. Teacher release time/compensation for professional development activities Expenditures: Continue \$150,550 Salaries & Benefits, Unrestricted General Fund	Fund 4b. Teachers on Special Assignment (TOSAs) @ 3.0 FTE providing site specific professional development and coaching support. Expenditures: Continue \$300,000 Salaries & Benefits in Unrestricted General Fund 4c. Teacher release time/compensation for professional development activities Continue \$150,550 Salaries & Benefits, Unrestricted General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	5. Provide standards-aligned instructional materials for all students.	LEA-wide	N/A	<p>Unrestricted General Fund</p> <p>4d. Implement district-wide Professional Learning Communities No additional costs</p> <p>5a. Establish Math Textbook Adoption Committee to explore math adoption process to include digital instructional materials Costs included below</p> <p>5b. Provide teacher release time for teachers to review of new state adopted math materials 36 teachers for 10 hours. Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund</p>	<p>4d. Continue district-wide ongoing Professional Learning Communities No additional costs</p> <p>5a. Consider math materials adoption for 2015-2016, contingent upon selection of appropriate, modified, (not) re-aligned materials. No additional costs</p> <p>5b. Provide teacher release time for continued review of new adopted math materials Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund</p>	<p>4d. Continue district-wide ongoing Professional Learning Communities No additional costs</p> <p>5a. Adopt math materials for 2015-2017 contingent upon selection of appropriately modified, (not) re-aligned materials. Expenditures: \$700,000 Books & Supplies, Restricted General Fund</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	6. Improve and standardized equitable environments for online state testing 7. Increase access to electives such as music, art, foreign language, enrichment, etc. p45	LEA-wide	N/A	6a. Analyze effectiveness of piloted online testing, materials Expenditures: \$1,000 Books & Supplies, Unrestricted General Fund 6b. Purchase technology devices to complete 3 rd through 5 th grade one to one computing initiative 100 devices and 7 carts Expenditures: \$65,000 Books & Supplies Unrestricted General Fund 7a. Add music, art, technology, and foreign language courses at both middle schools 2 FTEs	6a. Continue implementation of effective, equitable online testing environments. Build long-term funding options to support emerging technology. Expenditures: \$150,000 Books & Supplies Unrestricted General Fund 6b. Purchase technology devices to complete 6 th through 8 th grade one-to-one computing initiative. Expenditures: \$450,000 Capital Outlay Unrestricted General Fund 7a. Expand music, art, technology, and foreign language courses to support the addition of programming at a third	6a. Continue implementation of effective, equitable online testing environments. Build long-term funding options to support emerging technology. Expenditures: \$250,000 Books & Supplies, Unrestricted General Fund 6b. Purchase technology devices to complete k through 2 nd grade one-to-one computing initiative Expenditures: \$450,000 Capital Outlay Unrestricted General Fund 7a. Expand music, art, and technology programming at the elementary schools in the district. Expenditures: Continue \$300,000 Salaries &

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	8. Increase access to extra support, on-grade level, and challenge activities inside and outside the school day.	LEA-wide	N/A	Expenditures: \$200,000 Salaries & Benefits, Unrestricted General Fund 8a. Purchase of instructional materials and supplies to support intervention and/or enrichment programming. Materials and supplies at elementary schools Expenditures: \$30,000 Books & Supplies, Unrestricted General Fund 8b. Certificated/ classified extra duty stipends/extra duty at all eight school sites	middle school Expenditures: Continue \$200,000 Salaries & Benefits from prior year and add 1 FTE, \$100,000 Salaries & Benefits, Unrestricted General Fund 8a. Purchase of instructional materials and supplies to support intervention and/or enrichment programming Expenditures: Continue \$30,000 Books & Supplies, Unrestricted General Fund 8b. Certificated/ classified extra duty pay Expenditures: Continue \$15,000 Salaries &	Benefits in Unrestricted General Fund 8a. Purchase of instructional materials and supplies to support intervention and/or enrichment programming. Expenditures: Continue \$30,000 Books & Supplies, Unrestricted General Fund 8b. Certificated/ classified extra duty pay Expenditures: Continue \$15,000 Salaries & Benefits Unrestricted

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	9. Increase kindergarten instructional day	LEA-wide	N/A	Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund 9a. Provide full day kindergarten programming at 6 elementary schools Expenditures: Hourly certificated support (.75 additional hours per day per class) \$129,000 Salaries & Benefits, Unrestricted General Fund, Instructional Assistant support (2 hours per class per week) \$16,000 Salaries & Benefits, Unrestricted General Fund Additional Campus Supervisor hours, \$4,000 Salaries & Benefits, Unrestricted General Fund Instructional	Benefits Unrestricted General Fund 9a. Provide ongoing full day kindergarten programming at 6 elementary schools Expenditures: Continue \$149,000 Salaries & Benefits and \$35,000 Books & Supplies Unrestricted General Fund	General Fund 9a. Provide full day kindergarten programming at 6 elementary schools Expenditures: Continue \$149,000 Salaries & Benefits and \$35,000 Books & Supplies Unrestricted General Fund

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 1 Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	10. Dual Immersion Academy Expansion	LEA-wide	N/A	<p>Materials, \$35,000 Books & Supplies, Unrestricted General Fund</p> <p>10a. Provide seventh grade DI programming, 1 additional FTE Expenditures: \$100,000 Salaries & Benefits, Unrestricted General Fund</p> <p>10b. Hire consultants to complete a comprehensive DI program effectiveness study Expenditures: \$50,000 Restricted General Fund</p>	<p>10a. Provide eight grade DI programming, 1 Additional FTE Expenditures: Continue \$100,000 from prior year and add \$100,000 Salaries & Benefits, Unrestricted General Fund</p> <p>10b. Implement recommendations, training and additional staff Expenditures: \$80,000 Salaries & Benefits and \$20,000 Services & Other Operating Costs, Unrestricted General Fund</p> <p>10c. Ongoing program effectiveness evaluation Expenditures \$25,000 Services & Other,</p>	<p>10a. Providing ongoing K-8 programming, provide .5 FTE additional Expenditures: Continue \$200,000 from prior years and add \$50,000 Salaries & Benefits, Unrestricted General Fund</p> <p>10b. Implement recommendations. Expenditures: Continue \$80,000 Salaries & Benefits and \$20,000 Services & Other Operating Costs, Unrestricted General Fund</p> <p>10c. Ongoing program effectiveness evaluation Expenditures: \$25,000 Services & Other, Restricted General Fund</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
<p>Goal 1 Improved student achievement at every school and every grade in all content areas</p> <p>Goal 2 Engage parents and other district stakeholders in the development of meaningful partnerships to support student learning</p>	<p>SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4</p> <p>SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4</p>	<p>11. Class Size Reduction</p> <p>12. After School Programming</p>			<p>11. Reduce Class size from 31 to 1 to 24 to 1 in kindergarten, hire 3 additional FTE teachers Expenditures: \$300,000 Salaries & Benefits, Unrestricted General Fund</p> <p>12a. Evaluate districtwide After School Programming needs and seek funding sources for program expansion. No additional cost</p> <p>12b. Reapply for ASES grant funding with improved program design. No additional cost</p>	<p>Restricted General Fund</p> <p>11. Reduce Class size from 30 to 1 to 24 to 1 in first grade, hire 3 additional FTE teachers Expenditures: Continue \$300,000 Salaries & Benefits from prior year and an additional \$300,000 Salaries & Benefits, Unrestricted General Fund</p> <p>12a. Provide additional districtwide After School Programming based on identified need. Expenditures: \$100,000 Salaries & Benefits, Unrestricted General Fund</p> <p>12b. Apply for Federal 21st CCLC grant funding with improved program design. No additional cost</p>	<p>11.Reduce Class size from 30 to 1 to 24 to 1 in second grade, hire 3 additional FTE teachers Expenditures Continue \$600,000 Salaries & Benefits from prior year and an additional \$300,000 Salaries & Benefits, Unrestricted General Fund</p> <p>12a. Provide additional districtwide After School Programming based on identified need. Expenditures: \$100,000 Salaries & Benefits, Unrestricted General Fund</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 2 Engage parents and other district stakeholders in the development of meaningful partnerships to support student learning	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	1. Expand district stakeholder participation in Parent and English Learner Advisory Councils.			<p>1a. Foster ongoing Communication through increased communication, training on the scope and purpose of parent and English learner advisory councils with all stakeholders to create a culture of inclusion, respect and, integrity and increase participation Expenditures: \$10,000 Services & Other, Unrestricted General Fund</p> <p>1b. Ensure common understanding and interpretation of LCAP goals, actions and services by providing information at schedule-district-wide activities and parent workshop No additional costs</p>	<p>1a. Maintain ongoing Communication through increased communication, training on the scope and purpose of parent and English learner advisory councils with all stakeholders to create a culture of inclusion, respect and, integrity and increase participation. Expenditures: \$10,000 Services & Other, Unrestricted General Fund</p> <p>1b. Provide training to District Parent, English Learner, and LCAP Advisory Committees on the annual review process Expenditures: \$25,000 Services & Other, Unrestricted General Fund</p>	<p>1a. Maintain ongoing Communication through increased communication, training on the scope and purpose of parent and English learner advisory councils with all stakeholders to create a culture of inclusion, respect and, integrity and increase participation. Expenditures: \$10,000 Services & Other, Unrestricted General Fund</p> <p>1b. Continue to provide training to District Parent, English Learner, and LCAP Advisory Committees on the annual review process Expenditures: \$25,000 Services & Other, Unrestricted General Fund</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 2 Engage parents and other district stakeholders in the development of meaningful partnerships to support student learning	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	2. Provide training to site administrators and their site advisory councils (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan 3. Identify opportunities for parents and other community based organizations to support student learning			1c. Provide consistent training materials and information to school sites to assure that information is presented with fidelity. No additional cost 2a. Provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans Expenditures: \$80,000 Services & Other, Unrestricted General Fund 3a. increase partnerships by ten percent annually with parents and other community based organizations to support student learning through participation of the	1c. Provide consistent training materials and information to school sites to assure that information is presented with fidelity. No additional cost 2a. Provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans Expenditures: \$80,000 Services & Other, Unrestricted General Fund 3a. Increase partnerships by ten percent annually with parents and other community based organizations to support student learning through participation of the Rio	1c. Provide consistent training materials and information to school sites to assure that information is presented with fidelity. No additional cost 2a. Provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans Expenditures: \$80,000 Services & Other, Unrestricted General Fund 3a. Increase partnerships by ten percent annually with parents and other community based organizations to support student learning through participation of the Rio School Foundation,

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 2 Engage parents and other district stakeholders in the development of meaningful partnerships to support student learning	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	4. Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local business.			<p>Rio School District Foundation, donating fiscal resources, expertise or volunteering No additional costs</p> <p>3b. Provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc.as determine through parent survey data Expenditures: \$15,000 Services & Other, Unrestricted General Fund</p> <p>4a. Continue to publically recognize educational organizations, county office of education, institutions of higher learning and local business through various media and events.</p>	<p>School Foundation, donating fiscal resources, expertise or volunteering No additional costs</p> <p>3b. Provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc.as determine through parent survey data Expenditures: \$15,000 Services & Other, Unrestricted General Fund</p> <p>4a. Continue to publically recognize educational organizations, county office of education, institutions of higher learning and local business through various media and events. No additional costs</p>	<p>donating fiscal resources, expertise or volunteering No additional costs</p> <p>3b. Provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc. As determine through parent survey data Expenditures: \$15,000 Services & Other, Unrestricted General Fund</p> <p>4a. Continue to publically recognize educational organizations, county office of education, institutions of higher learning and local business through various media and events. No additional costs</p>

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Goal 3 Create welcoming and safe environments where students attend and are connected to their school and facilities are maintained	SBE Priorities 3,4,5,8,7 RSD Goals 2c, 5a,5b,c,d, LEAP Goals 1,2,3,4	1. Maintain facilities in good repair at all locations 2. Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services			No additional costs 1a. Continue to monitor facilities and perform maintenance as needed. Expenditures: 5 FTE, \$450,000 Salaries & Benefits, \$115,000 Supplies, \$175,000 Services, Restricted General Fund 2a. Hire a consultant to assist with developing a master plan that includes facility projects that support 21 st century skills and supplemental and specialist services Expenditures: \$50,000 Services & Other, Developer Fees	1a. Continue to monitor facilities and perform maintenance as needed Expenditures: 5 FTE, \$450,000 Salaries & Benefits, \$115,000 Supplies, \$210,000 Services, Restricted General Fund 2a. Implement and continually evaluate long term Master plan that includes facility projects that support 21 st century skills and supplemental and specialist services Expenditures: \$15,000 Services & Other, Developer Fees	1a. Continue to monitor facilities and perform maintenance as needed. Expenditures: 5 FTE, \$450,000 Salaries & Benefits, \$115,000 Supplies, \$250,000 Services, Restricted General Fund 2a. Implement and continually evaluate long term Master plan that includes facility projects that support 21 st century skills and supplemental and specialist services Expenditures: \$15,000 Services & Other, Developer Fees

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 3 Create welcoming and safe environments where students attend and are connected to their school	SBE Priorities 3,4,5,8,7 RSD Goals 2c, 5a,5b,c,d, LEAP Goals 1,2,3,4	3.Develop and implement energy, water savings and recycling programs			<p>2b. Add classroom and other learning spaces to accommodate programing changes and increased students at campuses as required. Expenditures: \$150,000 Capital Outlay, Developer Fees, \$150,000 Capital Outlay, CFD Bond Funds</p> <p>3a. Explore energy savings projects through Prop 39 funding Expenditures: \$130,000 Services and Other, Restricted General Fund</p> <p>3b. Analyze effectiveness of water savings and recycling initiatives to expand savings No additional cost</p>	<p>2b. Add classroom and other learning spaces to accommodate programing changes and increased students at campuses as required. Expenditures:\$500,000 Bond Funds, contingent on passage of GO Bond in Nov 2014 election</p> <p>3a. Continue analysis of energy savings projects through Prop 39 (if available) funding Expenditures: \$130,000 Services & Other, Restricted General Fund</p> <p>3b. Analyze effectiveness of water savings and recycling initiatives to expand savings No additional cost</p>	<p>2b. Add classroom and other learning spaces to accommodate programing changes and increased students at campuses as required. Expenditures: \$500,000 Bond Funds, contingent on passage of GO Bond in Nov 2014 election</p> <p>3a. Implement energy savings projects through Prop 39 funding (If available) Expenditures: \$130,000 Services & Other, Restricted General Fund</p> <p>3b. Analyze effectiveness of water savings and recycling initiatives to expand savings No additional cost</p>

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		<p>4. Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder)</p> <p>5. Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion</p>			<p>4a Safety Committee meet quarterly to analyze the disaster plans and conditions No additional cost</p> <p>5a. Conduct and analyze customer service survey results at every school in the district Expenditures: \$1,000 Books & Supplies, General Fund</p> <p>5b. Plan and promote two school level and three district level events and activities that showcase student ,</p>	<p>4a. Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders Expenditures: \$25,000 Services & Other, Restricted General Fund</p> <p>5a. Conduct , analyze and improve customer satisfaction by ten percent as measured by survey results at every school in the district Expenditures: \$1,000 Books & Supplies, General Fund</p> <p>5b. Plan and promote three school level and three district level events and activities that showcase student, parent, and employee</p>	<p>4a. Continue to provide disaster preparedness training as recommended by the safety committee Expenditures: \$25,000 Services & Other, Restricted General Fund</p> <p>5a. Conduct , analyze and improve customer satisfaction by ten percent as measured by survey results at every school in the district Expenditures: \$1,000 Books & Supplies, General Fund</p> <p>5b. Continue to plan and promote three school level and three district level events and activities that showcase student, parent, and</p>

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
					parent, and employee success Expenditures: \$5,000 Books & Supplies, Unrestricted General Fund	success Expenditures: \$7,500 Books & Supplies, Unrestricted General Fund	employee success Expenditures: \$7,500 Books & Supplies, Unrestricted General Fund
Goal 3 Create welcoming and safe environments where students attend and are connected to their school	SBE Priorities 3,4,5,8,7 RSD Goals 2c, 5a,5b,c,d, LEAP Goals 1,2,3,4	6. Transition from a centralized services model at the Office of Student and Family Services to Full Service Schools model at all eight district schools	LEA-wide	N/A	6a. Identify and support programs that support social, emotional, and physical well-being of students and staff to include the implementation of Positive Behavior Support, Bullying Prevention, and Drug Awareness, Teacher release time for training and cost of seminars Expenditures: \$5,000 Salaries & Benefits and \$15,000 Services & Other, Restricted General Fund	6a. Implement one additional support program identified in year 1. Send 26 participants to 3 days of training Expenditures: \$11,000 Salaries & Benefits, \$9,000 Services & Other Restricted General Fund	6a. Implement one additional support program identified in year 1. Send 26 participants to 3 days of training. Expenditures: \$11,000 Salaries & Benefits, \$9,000 Services & Other Restricted General Fund

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					6b. Develop site Discipline Committees to support school site discipline plan development. Committee at each site to consist of parent volunteers and staff Expenditures: \$4,000 Books & Supplies Unrestricted General Fund	6b. Ongoing site discipline plan evaluation and development. Expenditures: Continuing \$4,000 Unrestricted General Fund	6b. Ongoing site discipline plan evaluation and development Expenditures: Continuing \$4,000 Unrestricted General Fund

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 4 Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication	SBE Priorities 1,2,3,5,6,7,8 RSD Goals 1a,1,b,1c,6a,6b,6c,6d LEAP Goals 1,2,3,4	1. Technology Plan Committee to develop a comprehensive plan to integrate 21 st century learning framework into existing district initiatives	LEA	N/A	<p>1a. Provide release time and professional development as needed to develop a comprehensive technology plan by 2014-2015. Include research of model implementations for visitations. 13 participants for 6 days. Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund</p> <p>1b. Expand technology department resources to support technology integration by adding Director of Principal Support and Innovation, secretarial and TOSA position Expenditures:</p>	<p>1a. continue to provide release time and professional development as need to develop a comprehensive technology plan by 2014-2015. Include research of model implementations for visitations. 13 participants for 6 days. Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund</p> <p>1b. Continue to provide technology department resources to support technology integration including Director of Principal Support and Innovation, secretarial and TOSA position Expenditures: \$200,000 Salaries and Benefits, Unrestricted General Fund</p>	<p>1a. continue to provide release time and professional development as need to develop a comprehensive technology plan by 2014-2015. Include research of model implementations for visitations. 13 participants for 6 days. Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund</p> <p>1b. Continue to provide technology department resources to support technology integration including Director of Principal Support and Innovation, secretarial and TOSA position Expenditures: \$200,000 Salaries and Benefits, Unrestricted General Fund</p>

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Goal 4 Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication	SBE Priorities 1,2,3,5,6,7,8 RSD Goals 1a,1,b,1c,6a,6b,6c,6d LEAP Goals 1,2,3,4	2. Provide District/site technical support, professional development, and coaching that supports, the integration of 21 st Century Skills,4C's, CCSS materials, tools and teaching strategies	LEA-wide	N/A	\$200,000 Salaries and Benefits, Unrestricted General Fund 2a. Implement staff, student, and parent survey regarding effective use of instructional technology and evidence of 21 st century learning skills, 4C's, and CCSS instruction. Expenditures: \$8,000 Services & Other, Unrestricted General Fund	2a. Begin implementation and professional development recommendations based on survey results. Provide during regular staff development time. Provide consultants Expenditures: \$5,000 Services & Other, Unrestricted General Fund 2b. Consider options for long-term funding of ongoing technology expenditures. Provide recommendation and action steps for implementing a funding plan. Expenditures: \$300,000 Books & Supplies and Services & Other,	2a. Continue to provide professional development that supports technology implementation plan based on survey results Expenditures: \$5,000 Services & Other, Unrestricted General Fund 2b. Implement funding plan in adopted budget to provide for ongoing district technology needs. Expenditures: \$300,000 Books & Supplies and Services & Other, Unrestricted General Fund

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Goal 4 Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication	SBE Priorities 1,2,3,5,6,7,8 RSD Goals 1a,1,b,1c,6a,6b,6c,6d LEAP Goals 1,2,3,4	3. Expand STEAM opportunities including access to next generation science standards, the arts, and computer coding skills. 4. Implementation of a one to one student computing program coupled with a robust wireless internet access at all campus and student residences	LEA-wide	N/A	3a. Expand technology resources at all middle and elementary schools to support the addition of technology electives and before/afterschool-enrichment activities. Refurbish classrooms and equipment Expenditures: \$50,000 Books & Supplies, Unrestricted General Fund 4a. Implement robust wireless/internet access at all campuses. Expenditures: \$85,000 Services & Other, Unrestricted	Unrestricted General Fund 3a. Increase technology electives/ instruction in the school day and/or before/after-school enrichment activities. Hourly teacher support for 3 hours per week at 8 schools plus .5 FTE technology teacher at K-8 school Expenditures: \$100,000 Salaries & Benefits, Unrestricted General Fund 4a. Maintain robust wireless/internet access at all campuses Expenditures: \$100,000 Services & Other, Unrestricted General Fund	3a. Develop recommendations for a consistent standards for the school day and/or before and after-school technology instruction in the classroom setting Expenditures: Continue \$100,000 Salaries & Benefits, Unrestricted General Fund 4a. Maintain robust wireless/internet access at all campuses Expenditures: \$125,000 Services & Other, Unrestricted General Fund

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Goal 4 Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication	SBE Priorities 1,2,3,5,6,7,8 RSD Goals 1a,1,b,1c,6a,6b,6c,6d LEAP Goals 1,2,3,4	5.Develop community based partnerships to support 21 st Century Skills development for all stakeholders	LEA-wide	NA	General Fund 4b. Implementation of a one to one student computing program in grades 3-5 Expenditures: Costs captured in Goal 1 6b 5. Provide, career fairs at all middle schools; provide one student, employee, and parent workshop/ training, session based on stakeholder interest; and one collaborative project with each of the three middle schools. Expenditures: \$3,000 Books & Supplies, Unrestricted General Fund	4b. Implementation of a one-to-one student computing program in grades 3-8 Expenditures: Costs captured in Goal 1 6b 5 Expand career fairs to include all middle school and elementary school sites; provide two student, employee, and parent workshops/ training, sessions based on stakeholder interest; and one collaborative projects with all middle school and elementary school sites. Expenditures: \$3,000 Books & Supplies, Unrestricted General Fund	4b. Implementation of a one-to-one student computing program in grades k-8 Expenditures: Costs captured in Goal 1 6b 5 Maintain career fairs at all school sites; provide three student, employee, and parent workshops/ training, based on stakeholder interest; sessions, and two collaborative projects with all middle school and elementary school sites. Expenditures: \$3,000 Books & Supplies, Unrestricted General Fund

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 5 Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers	SBE Priorities 1,2,3,5,6,7,8 RSD Goals 1a,1,b,1c,6a,6b,6c,6d LEAP Goals 1,2,3,4	1. Provide a comprehensive certificated professional development plan that includes district wide, on- site and virtual learning opportunities accompanied by ongoing coaching	LEA-wide	N/A	<p>1a. Provide new employee Institute/ Orientation Expenditures: \$3,000 Books & Supplies Unrestricted General Fund</p> <p>1b. Provide ongoing new teacher support through BTSA Expenditures: \$10,000 Salaries & Benefits, Unrestricted General Fund</p> <p>1c. Provide ongoing teacher support through PAR Expenditures: \$10,000 Salaries & Benefits Unrestricted General Fund</p>	<p>1a. Expand New Teacher Institute to include all new employees and from one initial orientation meeting to quarterly meetings Expenditures: \$5,000 Books & Supplies, Unrestricted General Fund</p> <p>1b. Provide ongoing new teacher support through BTSA Expenditures: \$10,000 Salaries & Benefits Unrestricted General Fund</p> <p>1c. Provide ongoing teacher support through PAR. Expenditures: \$10,000 Salaries & Benefits Unrestricted General Fund</p>	<p>1a. Provide orientation and ongoing support through quarterly meetings. Expenditures: \$5,000 Books & Supplies, Unrestricted General fund</p> <p>1b. Provide ongoing new teacher support through BTSA Expenditures: \$10,000 Salaries & Benefits Unrestricted General Fund</p> <p>1c. Provide ongoing teacher support through PAR. Expenditures: \$10,000 Salaries & Benefits Unrestricted General Fund</p>

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Goal 5 Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers	SBE Priorities 1,2,3,4,5,6,7,8 RSD Goals 1a,1b,1c,1d,2b,4a,4b,4c,4d,4e,5 ^a LEAP Goals 1,2,3,4	2. Provide a comprehensive classified professional development that includes district-wide, and on-site demonstrations	LEA-wide	N/A	1d. Develop and offer a one day training program for district substitutes Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund 2. Work with a focus group of classified employees to develop a comprehensive plan that meet their professional needs. Hold 2 one hour meetings Expenditures: \$1,000 Books & Supplies, Unrestricted General Fund	1d. Continue a one day training program for district substitutes and administer satisfaction survey Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund 2. Provide training and district-wide and onsite demonstrations as outline in focus group recommendations Expenditures: \$15,000 Services & Other, Unrestricted General Fund	1d. Continue a one day training program for district substitutes and administer satisfaction survey Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund 2. Provide training and district-wide and onsite demonstrations Expenditures: \$10,000 Services & Other, Unrestricted General Fund

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Goal 5 Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers	SBE Priorities 1,2,3,4,5,6,7,8 RSD Goals 1a,1b,1c,1d,2b,4a,4b,4c,4d,4e,5 ^a LEAP Goals 1,2,3,4	3. Provide a comprehensive management professional development that includes district-wide, and on-site demonstrations 4. Administer an satisfaction and exit surveys to improve district employee retention rates	LEA-wide	N/A	3a. Develop Principal Academy Expenditures: \$1,000 Books & Supplies, Unrestricted General Fund 3b. Provide for district level management to attend job alike professional development opportunities Expenditures: \$10,000 Services & Other, Unrestricted General Fund 4a. Develop and implement an employee satisfactory to include a satisfaction index and exit surveys Expenditures: No additional cost	3a. Provide on-going professional development and coaching opportunities for site administrators Expenditures: \$1,000 Books & Supplies, Unrestricted General Fund 3b. Provide on-going for district level management to attend job alike professional development opportunities \$10,000 Services & Other, Unrestricted General Fund 4a. Continue to administer employee satisfactory and exit surveys. Expenditures: No additional cost	3a. Provide on-going professional development and coaching opportunities for site administrators Expenditures: \$1,000 Books & Supplies, Unrestricted General Fund 3b. Provide on-going for district level management to attend job alike professional development opportunities \$10,000 Services & Other, Unrestricted General Fund 4a. Continue to administer employee satisfactory and exit surveys Expenditures: No additional cost

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Goal 5 Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers	SBE Priorities 1,2,3,4,5,6,7,8 RSD Goals 1a,1b,1c,1d,2b,4a,4b,4c,4d,4e,5 ^a LEAP Goals 1,2,3,4	5. Attract exemplary employees through the promotion of the district to perspective candidates	LEA-wide	N/A	<p>4b. Identify potential strategies to improve the district retention and employee satisfaction rate based on baseline survey results Expenditures: No additional cost</p> <p>5a. Develop information materials that promote district employment benefits to perspective candidates. Expenditures: \$5,000 Services & Other, Unrestricted General Fund</p> <p>5b. Work with community contacts to develop relocation materials for perspective candidates Expenditures: \$5,000 Services & Other,</p>	<p>4b. Implement strategies determined in Year 1 Expenditures: No additional cost</p> <p>5a. Attend two career fairs Expenditures: \$10,000 Services & Other, Unrestricted General Fund</p> <p>5b. Provide relocation materials to potential candidates Expenditures: \$5,000 Services & Other, Unrestricted General Fund</p>	<p>4b. Continue to implement strategies determined in Year 1 Expenditures: No additional cost</p> <p>5a. Attend additional job fairs as needed Expenditures: Continue \$10,000 Services & Other, Unrestricted General Fund</p> <p>5b. Continue to evaluate, update and make needed changes to relocation materials. Expenditures: \$5,000 Services & Other, Unrestricted General Fund</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-2017
Goal 5 Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers	SBE Priorities 1,2,3,4,5,6,7,8 RSD Goals 1a,1b,1c,1d,2b,4a,4b,4c,4d,4e,5 ^a LEAP Goals 1,2,3,4		LEA-wide	N/A	Unrestricted General Fund 5c. Identify target venues to disseminate information (e.g. university, career fairs, professional organizations, etc. No additional costs 5d. Review and evaluate hiring practices for rigor No additional costs	5c. Develop relationships with universities, career fair providers, professional organizations No additional costs 5d. Implement improved process No additional costs	5c. Continue and increase relationships with universities, career fair providers, professional organizations No additional costs 5d. Continue to evaluate, and adjust hiring practices as needed No additional costs

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1: Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	For low income pupils: 1. Continue target services for low income students previously funded by EIA	LEA-wide	N/A	1. Maintain current services previously provided by EIA funding to include instructional support personnel, school counselors, materials, supplies and other supplemental supports. Expenditures: 17 sub days per school, \$20,000 Salaries & Benefits, 3.5 hours per day	1. Add 1 additional FTE for counseling and continue Expenditures: 17 sub days per school, \$20,000 Salaries & Benefits, 3.5 hours per day of intervention at each school for 165 days, \$200,000 Salaries & Benefits, 4.8 FTE of counselor time, \$375,000 Salaries & Benefits, \$100,000 classified support staff, 3 FTE, \$85,000 Inst. Asst. support, Salaries & Benefits, \$350,000 instructional	1. Add 1 additional FTE for counseling and ongoing Expenditures: 17 sub days per school, \$20,000 Salaries & Benefits, 3.5 hours per day of intervention at each school for 165 days, \$200,000 Salaries & Benefits, 5.8 FTE of counselor time, \$475,000 Salaries & Benefits, \$100,000 classified support staff, 3 FTE, \$85,000 Inst. Asst. support, Salaries & Benefits, \$350,000 instructional

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					of intervention at each school for 165 days, \$200,000 Salaries & Benefits, 3.8 FTE of counselor time, \$275,000 Salaries & Benefits, \$100,000 classified support staff, 3 FTE, \$85,000 Inst. Asst. support, Salaries & Benefits, \$350,000 instructional materials, Books & Supplies and \$275,000 software and consulting, Services & Other	materials, Books & Supplies and \$275,000 software and consulting, Services & Other	materials, Books & Supplies and \$275,000 software and consulting, Services & Other

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>For low income and EL pupils: 2. Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.</p>			<p>2a. Purchase of tiered K-8 Intervention curriculum/ English Language Arts and Math intervention curriculum, software and materials Expenditures: \$132,000 Books & Supplies, General Fund</p> <p>2b. Provide zero period to provide academic supports and increase EL access to electives. Hire 10 teachers for extra period, Expenditures: \$200,000 Salaries & Benefits, Unrestricted General Fund</p>	<p>2a. Identify a district menu of interventions vetted as high-leverage options for use in schools. Continue software licenses and instructional supplies Expenditures: Continue \$132,000 of Books & Supplies, Unrestricted General Fund</p> <p>2b. Provide zero period to provide academic supports and increase EL access to electives Expenditures: \$200,000 Salaries & Benefits, Unrestricted General Fund</p>	<p>2a. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies and community based tutoring Expenditures: Continue \$140,000 of Books & Supplies, Unrestricted General Fund</p> <p>2b. Provide zero period to provide academic supports and increase EL access to electives Expenditures: \$200,000 Salaries & Benefits, Unrestricted General Fund</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>3. Increase the percentage of EL students making progress in attaining one level of English language level growth</p> <p>Increase the number of EL students being reclassified by the end of 5th grade</p>			<p>2c. Provide six weeks of summer programming for migrant, low-income and EL students Expenditures: Hourly teacher time Salaries & Benefits, Restricted General Fund, \$40,000</p> <p>3a. Review current language proficiency assessment types, to include CELDT and ADEPT for the purpose of placement into and exit from ELD programs and to inform daily instruction Expenditures: \$1,000 Supplies, Unrestricted General Fund</p>	<p>2c. Maintain six weeks of summer programming for migrant, low-income and EL students Expenditures: Hourly teacher time Salaries & Benefits, Restricted General Fund, \$50,000</p> <p>3a. Implement recommendations; continue analysis and make adjustments Expenditures: \$1,000 Supplies, Unrestricted General Fund</p>	<p>2c. Maintain six weeks of summer programming for migrant, low-income and EL students Expenditures: Hourly teacher time Salaries & Benefits, Restricted General Fund, \$50,000</p> <p>3a. Implement recommendations; continue analysis and make adjustments Expenditures: \$1,000 Supplies, Unrestricted General Fund</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1: Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	For English learners: 4. Analyze district-wide SELD implementation	LEA-wide	N/A	<p>4a. Conduct district implementation survey and generate district recommendations Expenditures: \$1,000 Supplies, Unrestricted General Fund</p> <p>4b. Provide refresher training and systematize protocols and processes for the use of language proficiency assessments, to include the use of the SELD <u>Progress Monitoring Assessment Tool</u> for the purpose of placement into and exit from ELD programs and to inform daily instruction. Train all teachers for 2 hours of extra time Expenditures:</p>	<p>4a. Implement recommendations; continue analysis and adjustments Expenditures: \$1,000 Supplies, Unrestricted General Fund</p> <p>4b. Provide SELD training to new employees and follow-up coaching opportunities for trained staff Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund</p> <p>4c. Provide professional development to include coaching on the new English Language Development</p>	<p>4a. Implement recommendations continue analysis and adjustments Expenditures: \$1,000 Supplies, Unrestricted General Fund</p> <p>4b. Provide SELD training to new employees and follow-up coaching opportunities for trained staff Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund</p> <p>4c. Provide ongoing professional development to include coaching on the new English Language</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1: Improved student achievement at every school and every grade in all content areas	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	For re-designated fluent English proficient pupils:	LEA-wide	N/A	<p>\$25,000 Salaries & Benefits, Unrestricted General Fund</p> <p>5a. Assign a counselor at all middle schools to monitor progress of RFEP students Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund</p> <p>5b. Assign a Counselor at all middle schools to support transition to high school for scheduling of RFEP students Expenditures: Captured above</p>	<p>Standards to all employees for 4 extra hours Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund</p> <p>5a. Maintain a counselor at all middle schools to monitor progress of RFEP students Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund</p> <p>5b. maintain a Counselor at all middle schools to support transition to high school for scheduling of RFEP students Expenditures: Captured above</p>	<p>Development Standards to all employees Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund</p> <p>5a. Maintain a counselor at all middle schools to monitor progress of RFEP students Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund</p> <p>5b. maintain a Counselor at all middle schools to support transition to high school for scheduling of RFEP students Expenditures: Captured above</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		6. Provide content teachers support at the middle school implementation of new ELD standards			<p>6a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition Expenditures: \$7,500 Salaries & Benefits and \$7,500 Services & Other Unrestricted General Fund</p> <p>6b. Purchase a section to release ELD teacher(s) to provide implementation of new ELD standards support in content areas. 2 sections Expenditures: \$40,000 Salaries & Benefits, Unrestricted General Fund</p>	<p>6a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition Expenditures: \$7,500 Salaries & Benefits and \$7,500 Services & Other Unrestricted General Fund</p> <p>6b. Maintain to ELD teacher(s) release time to provide implementation of new ELD standards support in content areas 2 sections Expenditures: \$40,000 Salaries & Benefits, Unrestricted General Fund</p>	<p>6a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition Expenditures: \$7,500 Salaries & Benefits and \$7,500 Services & Other Unrestricted General Fund</p> <p>6b. Maintain to ELD teacher(s) release time to provide implementation of new ELD standards support in content areas 2 sections Expenditures: \$40,000 Salaries & Benefits, Unrestricted General Fund</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		7. Provide Tiered interventions specific to RFEP students			7. Support RTI tiered interventions specific to RFEP to maintain skills	7. Continue RTI tiered interventions specific to RFEP to maintain skills	7. Continue RTI tiered interventions specific to RFEP to maintain skills
Goal 2 Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning	SBE Priorities 1,2,5,6,7 RSD Goals 1a, 1b, 1c LEAP Goals 1,2,3,4	For foster youth: 1. Provide annual outreach and input opportunities for foster youth, regardless of subgroup size; determine and communicate appropriate services For ELs: Work to develop advisory capacity of ELAC and DELAC with expanded representation	LEA-wide	N/A	1. Due to low numbers of foster youth, outreach will be individualized under coordination by the Superintendent and Director of Pupil Services 2. Determination of need and coordination of training will be conducted by Assistant Superintendent of Educational Services	1. Continue monitoring and training as needed 2. Continue monitoring and training as needed	1. Continue monitoring and training as needed 2. Continue monitoring and training as needed

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Provide translation and parent outreach services to Mixteco and Spanish-speaking families	LEA-wide	N/A	3. Evaluate contracted services with MICOP Expenditures: \$40,000 Services & Other, Unrestricted General Fund	3. Implement recommendations, secure additional funding for possible expansion of services Expenditures: \$50,000 Services & Other, Unrestricted General Fund	3. Continue to implement recommendations, secure additional funding for possible expansion of services Expenditures: \$60,000 Services & Other, Unrestricted General Fund

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

Rio School District's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils 84.34% for unduplicated student population as determined pursuant to 5 CCR 15496(a)(5) is estimated to be \$4.3 million. Rio School District is expending these funds to provide zero period for academic supports and increase English learner access to electives, support class size reduction with highest percentage of unduplicated students in kindergarten, provide six weeks of summer programming for migrant, low-income and English learner students and systemize protocols and processes for the use of language proficiency assessments for the purpose of placement into and exit from English Language Development programs and to inform daily instruction. Rio School District is using supplemental and concentration funds in a districtwide manner. These services are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas.

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

The services provided in the LCAP year provide for increased or improved services for low income pupils, foster youth and English learners in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year by 14% as calculated pursuant to 5 CCR 15496(a). The qualitative description of increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils includes, providing zero period for academic supports and increased electives for English learners, kindergarten class size reduction for the highest percentage of unduplicated students, summer programming for migrant, low-income and English learner students and systemizing protocols and processes around language proficiency.

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