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**Title 5. EDUCATION**  
**Division 1. California Department of Education**  
**Chapter 14.5. Local Control Funding Formula**

**Subchapter 1. Local Control Funding Formula Spending Regulations for  
Supplemental and Concentration Grants and Local Control and Accountability  
Plan Template**

**Article 1. Local Control and Accountability Plan and Spending Requirements for  
Supplemental and Concentration Grants**

**§ 15494. Scope.**

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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.

**§ 15495. Definitions.**

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

1 (b) “English learner parent advisory committee,” as used in Education Code sections  
2 52063 and 52069 for those school districts or schools and programs operated by county  
3 superintendents of schools whose enrollment includes at least 15 percent English  
4 learners and at least 50 pupils who are English learners, shall be composed of a  
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in  
6 Education Code section 42238.01(c) applies. A governing board of a school district or a  
7 county superintendent of schools shall not be required to establish a new English  
8 learner parent advisory committee if a previously established committee meets these  
9 requirements.

10 (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA  
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in  
12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) “Local educational agency (LEA)” means a school district, county office of  
14 education, or charter school.

15 (e) “Parents” means the natural or adoptive parents, legal guardians, or other  
16 persons holding the right to make educational decisions for the pupil pursuant to  
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or  
18 56055, including foster parents who hold rights to make educational decisions.

19 (f) “Parent advisory committee,” as used in Education Code sections 52063 and  
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of  
21 pupils and include parents of pupils to whom one or more of the definitions in Education  
22 Code section 42238.01 apply. A governing board of a school district or a county  
23 superintendent of schools shall not be required to establish a new parent advisory  
24 committee if a previously established committee meets these requirements, including  
25 any committee established to meet the requirements of the federal No Child Left Behind  
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of  
27 Title I of that act.

28 (g) “Prior year” means one fiscal year immediately preceding the fiscal year for  
29 which an LCAP is approved.

30 (h) “Services” as used in Education Code section 42238.07 may include, but are not  
31 limited to, services associated with the delivery of instruction, administration, facilities,  
32 pupil support services, technology, and other general infrastructure necessary to  
33 operate and deliver educational instruction and related services.

1       (i) “State priority areas” means the priorities identified in Education Code sections  
2 52060 and 52066. For charter schools, “state priority areas” means the priorities  
3 identified in Education Code section 52060 that apply for the grade levels served or the  
4 nature of the program operated by the charter school.

5       (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant  
6 to Education Code section 52052.

7       (k) “to improve services” means to grow services in quality.

8       (l) “to increase services” means to grow services in quantity.

9       (m) “unduplicated pupil” means any of those pupils to whom one or more of the  
10 definitions included in Education Code section 42238.01 apply, including pupils eligible  
11 for free or reduced price meals, foster youth, and English learners.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
15 6312.

16  
17 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**  
18 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**  
19 **Supplemental and Concentration Grants.**

20       (a) An LEA shall provide evidence in its LCAP to demonstrate how funding  
21 apportioned on the basis of the number and concentration of unduplicated pupils,  
22 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to  
23 support such pupils. This funding shall be used to increase or improve services for  
24 unduplicated pupils as compared to the services provided to all pupils in proportion to  
25 the increase in funds apportioned on the basis of the number and concentration of  
26 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA  
27 shall include in its LCAP an explanation of how expenditures of such funding meet the  
28 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall  
29 determine the percentage by which services for unduplicated pupils must be increased  
30 or improved above services provided to all pupils in the fiscal year as follows:

31       (1) Estimate the amount of the LCFF target attributed to the supplemental and  
32 concentration grants for the LEA calculated pursuant to Education Code sections  
33 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

1       (2) Estimate the amount of LCFF funds expended by the LEA on services for  
2 unduplicated pupils in the prior year that is in addition to what was expended on  
3 services provided for all pupils. The estimated amount of funds expended in 2013-14  
4 shall be no less than the amount of Economic Impact Aid funds the LEA expended in  
5 the 2012-13 fiscal year.

6       (3) Subtract subdivision (a)(2) from subdivision (a)(1).

7       (4) Multiply the amount in subdivision (a)(3), by the most recent percentage  
8 calculated by the Department of Finance that represents how much of the statewide  
9 funding gap between current funding and full implementation of LCFF is eliminated in  
10 the fiscal year for which the LCAP is adopted.

11       (5) Add subdivision (a)(4) to subdivision (a)(2).

12       (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant  
13 to Education Code sections 42238.02 and 2574, as implemented by Education Code  
14 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted  
15 Instructional Improvement Grant program and the Home to School Transportation  
16 program, in the fiscal year for which the LCAP is adopted.

17       (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

18       (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero  
19 or when LCFF is fully implemented statewide, then an LEA shall determine its  
20 percentage for purposes of this section by dividing the amount of the LCFF target  
21 attributed to the supplemental and concentration grant for the LEA calculated pursuant  
22 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is  
23 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the  
24 Targeted Instructional Improvement Grant program and the Home to School  
25 Transportation program.

26       (b) This subdivision identifies the conditions under which an LEA may use funds  
27 apportioned on the basis of the number and concentration of unduplicated pupils for  
28 districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education  
29 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved  
30 services for unduplicated pupils under subdivision (a) of this section by using funds to  
31 upgrade the entire educational program of a schoolsite, a school district, a charter  
32 school, or a county office of education as follows:

1 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or  
2 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or  
3 in the prior year may expend supplemental and concentration grant funds on a  
4 districtwide basis. A school district expending funds on a districtwide basis shall do all of  
5 the following:

6 (A) Identify in the LCAP those services that are being funded and provided on a  
7 districtwide basis.

8 (B) Describe in the LCAP how such services are principally directed towards, and  
9 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
10 any local priority areas.

11 (2) A school district that has an enrollment of unduplicated pupils less than 55  
12 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted  
13 may expend supplemental and concentration grant funds on a districtwide basis. A  
14 school district expending funds on a districtwide basis shall do all of the following:

15 (A) Identify in the LCAP those services that are being funded and provided on a  
16 districtwide basis.

17 (B) Describe in the LCAP how such services are principally directed towards, and  
18 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
19 any local priority areas.

20 (C) Describe how these services are the most effective use of the funds to meet the  
21 district's goals for its unduplicated pupils in the state and any local priority areas. The  
22 description shall provide the basis for this determination, including, but not limited to,  
23 any alternatives considered and any supporting research, experience, or educational  
24 theory.

25 (3) A school district that has an enrollment of unduplicated pupils at a school that is  
26 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP  
27 is adopted or in the prior year may expend supplemental and concentration grant funds  
28 on a schoolwide basis. A school district expending funds on a schoolwide basis shall do  
29 all of the following:

30 (A) Identify in the LCAP those services that are being funded and provided on a  
31 schoolwide basis.

1 (B) Describe in the LCAP how such services are principally directed towards, and  
2 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
3 any local priority areas.

4 (4) A school district that has an enrollment of unduplicated pupils that is less than 40  
5 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is  
6 adopted may expend supplemental and concentration grant funds on a schoolwide  
7 basis. A school district expending funds on a schoolwide basis shall do all of the  
8 following:

9 (A) Identify in the LCAP those services that are being funded and provided on a  
10 schoolwide basis.

11 (B) Describe in the LCAP how such services are principally directed towards, and  
12 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
13 any local priority areas.

14 (C) Describe how these services are the most effective use of the funds to meet the  
15 district's goals for its unduplicated pupils in the state and any local priority areas. The  
16 description shall provide the basis for this determination, including, but not limited to,  
17 any alternatives considered and any supporting research, experience, or educational  
18 theory.

19 (5) A county office of education expending supplemental and concentration grant  
20 funds on a countywide basis or a charter school expending supplemental and  
21 concentration grant funds on a charterwide basis shall do all of the following:

22 (A) Identify in the LCAP those services that are being funded and provided on a  
23 countywide or charterwide basis.

24 (B) Describe in the LCAP how such services are principally directed towards, and  
25 are effective in, meeting the county office of education's or charter school's goals for its  
26 unduplicated pupils in the state and any local priority areas, as applicable.

27 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
28 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
29 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
30 6312.

31  
32 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**  
33 **Proportionality.**

1 In making the determinations required under Education Code section 52070(d)(3),  
2 the county superintendent of schools shall include review of any descriptions of  
3 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through  
4 (b)(4) when determining whether the school district has fully demonstrated that it will  
5 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a  
6 county superintendent of schools does not approve an LCAP because the school district  
7 has failed to meet its requirement to increase or improve services for unduplicated  
8 pupils as specified in this section, it shall provide technical assistance to the school  
9 district in meeting that requirement pursuant to Education Code section 52071.

10 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
11 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
12 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
13 6312.

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

#### Introduction:

RDSB is located in a small community on the North Coast of California. The community, as well as Humboldt County, has been recovering from an economic downturn that began in the 1990's. With the elimination of the logging and fishing industries, families have struggled to stay afloat. This has led to wide spread poverty throughout Humboldt County. Rio Dell School District experienced strong academic setbacks as a result. Over the past several years RDSB has been pulling out of the slump and achieved higher academic status. RDSB has a low-income (LI) rate hovering around 75%. About 10% of our students are English Language learners (EL). Our reported number of Foster Youth (FY) is very low, only one student being reported, though we know of many students who are being raised by grandparents, aunts and uncles, or other family members other than parents.

At the beginning of the 2014-15 school year Rio Dell School District (RDSB) had a completely new administrative team come on board. All administrators were new to the field of school administration. The new administration found a solid Response To Intervention (RTI) program in place at RDSB. The district teachers meet on a regular basis to assess NWEA/MAPS as a way to guide the RTI program.

A five-year strategic plan for the RDSB was developed with input from all levels of the RDSB staff, school board members, parents, and community members. From the strategic plan flowed the refinement and development of the RDSB LCAP. As we moved forward with the 2015-16 and beyond LCAP, we used the 2014-15 LCAP as a guide. In our reflective process we found the 2014-15 LCAP to be a sound product to use as a general guide, yet we felt we needed a stronger, more specific guide to lead our district in the future.

Because we are a K-8 school district the following metrics from State Priority #4 do not apply: share of students who are college and career ready, share of students who pass AP exams with a 3 or higher, or share of students determined to be prepared for college with EAP. Also, because we are a K-8 school district the following metrics from State Priority #5 do not apply: high school graduation rate, or high school drop out rates.

**LEA: Rio Dell Elementary School District Contact : Leslie Yale, Superintendent, lyale@humboldt.k12.ca.us, 707-764-5694 LCAP Year: 2015-2016**

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

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

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

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



*districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

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

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

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

## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>10/21/14 The administrative team put a timeline together for the 2014/15 year to determine steps for review of the current LCAP, development of future LCAP, how most effectively to interact with each group of stakeholders and when and how to reach out to stakeholders. It was determined monthly staff meeting, email, and small group discussions would work best for staff input.</p> <p>In October and November School Site Council meetings and Parent/Teacher Organization meetings were used as an informal platform to begin assessing how best to reach parents and the community at large for on-going review of current year LCAP and input into future LCAP.</p> <p>RDSD utilized monthly staff meetings, professional development time, and informal small group gatherings for staff input. Evening meetings for parent and community members were held, meals and daycare were offered. Native language and EL parents were invited to the same meetings. A translator was hired to attend these meeting to assist our Spanish-speaking parents.</p> <p>Copies of the LCAP, as it was being refined and modified, were pushed out via email to all staff and interested parent and community members. Board members were apprised of the LCAP development and revision process over the course of the school year.</p>	<p>All components of the timeline allowed for a successful implementation of the current LCAP, and gave all stakeholders ample opportunity for input into the development of the 2015/16 LCAP, and future LCAPs.</p> <p>By reviewing and adhering to the 2014-15 LCAP we were able to adjust, modify and make improvements on the 2015-16 and beyond LCAP. The 2014-15 LCAP served as a model for hiring an additional Tier II teacher to support our RTI process, and we also hired an addition general education teacher to reduce class size in our 4<sup>th</sup> and 5<sup>th</sup> grades classes.</p> <p>We did not employ a counselor for the 2014-15 school year and found this to be a deficit for our student needs. All efforts will be made to hire a counselor for 2015-16.</p>
<p>9/1/14</p>	<p>Study begins to ensure all parts of the RDSD LCAP are properly aligned to carry out over the course of 2014-15.</p>
<p>11/19/14</p>	<p>Superintendent and principal meet to develop 5 year strategic plan to guide instructional materials acquisition, teaching and learning, professional development, school climate, and facilities upgrades/maintenance for purposes of guiding future LCAP development.</p>
<p>12/25/14</p>	<p>RDSD Principal attends meeting focused on how School Site Council can function as a stakeholder group to support LCAP development.</p>

<p>12/10/14</p>	<p>Meeting with certificated bargaining unit to discuss implementation of current LCAP. It was determined the addition of a 4/5 teacher is supporting all students regardless of whether the student is LI, EL of a FY- reducing behavior referrals, and creating a positive teaching and learning environment in the classroom. It was determine that the additional Tier II position has been a help for all students, doubling the number of students being referred to our RTI program for Tier II intervention services and creating a better learning environment for struggling students.</p>
<p>12/17/14</p>	<p>RDSD Principal and determines how to utilize the California Healthy Kids Survey to drive future student learning, and how this can drive LCAP development.</p>
<p>1/5/15</p>	<p>RDSD Superintendent and Principal begin development of the 2015-16 LCAP.</p>
<p>1/29/15</p>	<p><i>PLC for Administrators</i> at HCOE- focus of meeting is progress on LCAP development.</p>
<p>2/25/15</p>	<p><i>PLC for Administrators</i> at HCOE- focus of meeting is progress on LCAP development.</p>
<p>3/4/15</p>	<p>Monthly PLC meeting certificated bargaining unit review 2014/2015 LCAP, determine how the District is moving forward with implementation, and begin give input for development of the 2015/2016 LCAP.</p>
<p>3/24/15</p>	<p><i>PLC for Administrators</i> at HCOE- focus of meeting is progress on LCAP</p>

<p>4/22/15</p> <p>5/5/15</p>	<p>development.</p> <p><i>PLC for Administrators</i> hosted by HCOE, focus of meeting was on LCAP development and issues.</p> <p><i>PLC for Administrators</i> hosted by HCOE, focus of meeting was on LCAP development and issues.</p>
<p><b>Annual Update:</b></p> <p>1/14/15</p> <p>1/22/15</p> <p>3/11/15</p> <p>3/18/15</p> <p>3/20/15</p>	<p><b>Annual Update:</b></p> <p>Certificated bargaining unit meet, presented with strategic plan and it's involvement with future LCAP development. Staff critique and add their input to draft strategic plan and its role in LCAP development.</p> <p>Certificated bargaining unit reviews current LCAP implementation progress, and how to integrate changes for future. LCAP crosswalk process reviewed.</p> <p>School board notified of stakeholder meeting schedule, board members encouraged to attend and give input on 2015/2016 LCAP.</p> <p>Public stakeholder meeting held at 5:00pm. Due to small student population EL population incorporated into same meeting- translators attend to assist families with translation. All printed material presented in English and Spanish. Community participants would like District to see more Spanish speaking employees, improve school to home communication, and continue current after-school support for students.</p> <p>Staff In-Service: Certificated bargaining unit break into small groups to review the 8 LCAP State Priorities, groups focus on data supporting current status on the 8 State Priorities and give suggestions for future</p>

<p>3/31/15</p>	<p>needs to support student teaching and learning, as well as how to ensure academic success for all students. Staff would like to see the counselor position filled, continue employing teacher in 4<sup>th</sup>/5<sup>th</sup> grade and middle school, and keep two Tier II teachers.</p> <p>Public stakeholder meeting held at 6:30pm. Due to small student population EL population incorporated into same meeting- translators attend to assist families with translation. All printed material presented in English and Spanish. Dinner offered as well as childcare. Parent survey created based in the 8 LCAP State Priorities. Very small turnout so a survey is created to solicit parent/guardian input. English or Spanish version of survey mailed home according to family language preference.</p>
<p>4/17/15 – 4/30/15</p>	<p>LCAP surveys collected and tabulated, and assessed for results to add input into LCAP development. Results of survey: maintain small class size, continue to offer translator for Spanish speaking parents at conferences, increase communication regarding student absences, offer evening ESL classes for Spanish speaking parents.</p>
<p>5/7/15</p>	<p>Principal surveyed 5<sup>th</sup> grade – 8<sup>th</sup> grade Community of Caring students regarding their thoughts and ideas for the future of the Rio Dell School District- focus on how to continue Community of Caring values, educational needs or hurdles students face, how to improve school climate. Students like sports programs and field trips. They would like more variety offered in their day-to-day curriculum.</p>
<p>5/11/15</p>	<p>Draft of final LCAP pushed out electronically for Certificated bargaining unit to review, revise and offer final input. Certificated bargaining unit reviewed over most recent LCAP to see if all components they had requested during previous LCAP development meetings were placed in the current version. Staff requested more</p>

	<p>clarification on IT position and to carry it over the three-year span of LCAP span. Request was made to add paid release time for selected teachers to research CCSS ELA material to ready for 2016/2017 ELA textbook adoption.</p>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

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

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

### Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<b>GOAL:</b>	<b>Goal #1</b> All students will show academic growth and be provided a broad course of study.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local: Specify _____																						
<b>Identified Need:</b>	Class size reduction has delivered a reduction in behavior issues and increased focus on teaching and learning for grades K-5. Employing and additional 4/5 teacher in 2014-15 helped reduce class size. RDSD maintains a Special Day Class to support our most at risk students: the SDC teacher is supported with two, full day, instructional aids. Each teacher is supported with a three hour per day instructional aide to increase services to our LI, EL and FY. RDSD uses the Response To Intervention (RTI) model to ensure student learning. The basis of our RTI philosophy is providing scientific, research-based instruction and interventions in general education. For this we use Northwest Evaluation Association (NWEA) computerized adaptive assessments give our teachers the information they need to deliver targeted, improved teaching and learning. NWEA/MAPS reading and math data is analyzed twice monthly at PLC meetings to drive RTI student placement. With the purchase of 90 iPads during 2014/15 RDSD now has one computer/device for every two students. For the Spring CAASPP, RDSD students used standard computers and iPads supported keyboards to complete the assessment. RDSD invested \$18,000 from its general fund to bring wireless technology to both school campuses. Grades 4-8 are supported with Accelerated Reading and Accelerated Math online instruction. Eagle Prairie's Non-weighted 3-Year API average currently is 822. Monument Middle School's Non-weighted 3-Year API average currently is 788. Though the 2012-13 RDSD API scores are adequate, we have not made adequate progress in our AYP in ELA, we did make target growth in our AYP in math. Eagle Prairie and Monument Middle are listed as Year 2 PI Status. RDSD is committed to continued improvement in teaching and learning for all students. We will maintain our current level of staffing and funding for all programs to ensure each student, including unduplicated students, will have access to a broad course of study in all required areas of study and receive a quality educational experience.																							
<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All																							
<b>LCAP Year 1: 2015-16</b>																								
<b>Expected Annual Measurable Outcomes:</b>	<table border="1"> <thead> <tr> <th data-bbox="386 995 1201 1027" style="text-align: center;"><u>Metric</u></th> </tr> </thead> <tbody> <tr> <td>CAASPP</td> </tr> <tr> <td>CAPA</td> </tr> <tr> <td>K- 3 Class size reduction standards</td> </tr> <tr> <td>Class Enrollment report</td> </tr> <tr> <td>API/AYP</td> </tr> <tr> <td>NWEA / MAPS assessment</td> </tr> <tr> <td>DIBELs assessment</td> </tr> <tr> <td>Basic Phonics Skills Test</td> </tr> <tr> <td>High Frequency Word Assessment</td> </tr> <tr> <td>Johnson Spelling Inventory</td> </tr> <tr> <td>Accelerated Reader</td> </tr> <tr> <td>Accelerated Math</td> </tr> <tr> <td>SARC</td> </tr> </tbody> </table>	<u>Metric</u>	CAASPP	CAPA	K- 3 Class size reduction standards	Class Enrollment report	API/AYP	NWEA / MAPS assessment	DIBELs assessment	Basic Phonics Skills Test	High Frequency Word Assessment	Johnson Spelling Inventory	Accelerated Reader	Accelerated Math	SARC	<table border="1"> <thead> <tr> <th data-bbox="1201 995 2016 1027" style="text-align: center;"><u>Outcome</u></th> </tr> </thead> <tbody> <tr> <td>CAASPP/CAPA scores will be base-lined in 2015-16</td> </tr> <tr> <td>K-3 class size will maintain CA CSR standards.</td> </tr> <tr> <td>Maintain standards so all students, including unduplicated students, will have access to a broad course of study in all required areas of study</td> </tr> <tr> <td>4<sup>th</sup>-8<sup>th</sup> grade class size will average at or below 28</td> </tr> <tr> <td>API and AYP scores will be base-lined in 2015-16</td> </tr> <tr> <td>NWEA / MAPS reading and math assessment scores will increase from 2014/15 levels by 1%</td> </tr> <tr> <td>80% of 4<sup>th</sup> -8<sup>th</sup> grade students, including special education students, will receive Touch Typing keyboard skills 20 minutes/week</td> </tr> </tbody> </table>	<u>Outcome</u>	CAASPP/CAPA scores will be base-lined in 2015-16	K-3 class size will maintain CA CSR standards.	Maintain standards so all students, including unduplicated students, will have access to a broad course of study in all required areas of study	4 <sup>th</sup> -8 <sup>th</sup> grade class size will average at or below 28	API and AYP scores will be base-lined in 2015-16	NWEA / MAPS reading and math assessment scores will increase from 2014/15 levels by 1%	80% of 4 <sup>th</sup> -8 <sup>th</sup> grade students, including special education students, will receive Touch Typing keyboard skills 20 minutes/week
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	Technology ratio	<p>All students will visit the school library once per week to check out books  Classroom paraprofessionals will provide a minimum of 120 minutes daily of small group contact with students, and work one-on-one as needed  Speech services will be maintained at 2014-15 levels  Students will receive 30 minutes per week of music  Special education student contacts will be maintained per 2014-15 levels.  Student access of one-to-one time with technology device will increase by 30 minutes per week.  Teaching staff will receive Differentiated Instruction training at monthly staff meetings.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1.1 To insure students receive instructional benefits toward performing well on standardized tests RDSB will partake in class size reduction (CSR) in K-3 by employing 7 K-3 teachers to allow class size to remain at or near 22 students	Eagle Prairie Elementary	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Rs 0000/1400 \$576,612
1.2 To insure students receive instructional benefits toward performing well on standardized tests RDSB will employ 3 4 <sup>th</sup> -5 <sup>th</sup> grade teachers to keep class size at or near CSR levels	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Rs 0001 / 1400 \$239,364
1.3 Library support technician, 3 hrs/day to enrich student learning in all required areas of study	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Rs 0000 \$9,348

<p>1.4 All students, including ELs, not making grade level advancement determined by trimester assessed NWEA / MAPS test scores will receive small group intervention from the services of two Tier II Intervention teachers, each supported with a 6.75 hr/day aide</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0001 \$100,812 3010 \$37,047 Aide Rs 0001 \$17,440 Rs 3010 \$5,813</p>
<p>1.5 Classroom support paraprofessionals, 3 hours per day minimum, one per regular education teacher to enrich learning for all students, including ELs, in all required areas of study, and with a focus on CCSS</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0001 \$88,051 Rs 3010 \$45,364</p>
<p>1.6 Renaissance Learning contract to support reading and math instruction with the use of Accelerated Reader and accelerated Math to enrich student learning in all required area of study and help English Learners become English proficient</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5800 \$3,843</p>
<p>1.7 After-school, small group tutoring support focused on CCSS instruction, 30 minutes per day, four days per week</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 6010 Ob 1120 \$41,365</p>
<p>1.8 Employ Special Day Class teacher, mild to moderate, to serve the needs of our Special Education students in all required areas of study</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>6500 \$80,405</p>

<p>1.9 Employ two Special Day Class paraprofessionals 6.75hrs/day each, to meet the academic needs in all areas of study for our SDC students</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>3310 \$45,200</p>
<p>1.10 NWEA contract to determine Tier II placement of students, including ELs, not making grade level advancement in required areas of study</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 3010 Ob 5800 \$4338</p>
<p>1.11 Differentiated Instruction Manuals (\$35/manual) for teaching staff to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science and P.E.</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 6500 Ob 4391 \$700</p>
<p>1.12 Purchase 35 Chromebooks or similar type devices and charging/transport station to house the Chromebooks for Monument Middle School ASES Program (35 Chromebooks x \$350.00/device = \$12,250.00 + charging cart \$1,500.00 = \$13,750.00)</p>	<p>Monument Middle School</p>	<p><u>  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify) 6<sup>th</sup> – 8<sup>th</sup> grade</u></p>	<p>Rs 6010 Ob 4391 \$13,750</p>
<p>1.13 Purchase apps for iPads (90 iPads x \$100/iPad) to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 4450 \$ 2,250</p>

<p>1.14 Employ .6 FTE Speech Pathologist, supported with a 3hr/day- 3 days/week paraprofessional to ensure students, including ELs, are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 6500 \$62,603 Rs 3010 \$1,811 Rs 0001 \$5,431</p>
<p>1.15 Employ .3 Music teacher to enhance student opportunity to participate in county-wide events</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>0000 \$15,223</p>
<p>1.16 Employ 1.0 FTE Resource teacher to support Tier III instruction in all required areas of study to ensure students, including ELs, are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>6500 \$61,136</p>
<p>1.17 Employ 6.75hr/day paraprofessional to support the Tier III program in all required areas of study to ensure students, including ELs, are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>3010 \$1,410 3310 \$22,084</p>
<p>1.18 Purchase <i>Type to Learn</i> program to support computer keyboarding skills at all grade levels for all students, including ELs, to ensure they are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0001 Ob 4391 \$300 RS 3010 Ob 4391 \$300 Rs 4126 Ob 4391 \$300</p>



<p>1.19 \$400.00 /teacher classroom expense (18.9 x \$400 = \$7,560.00) to support implementation of CCSS in all required areas of study</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 4310 \$ 3780.00  Rs 1100 Ob 4391 \$ 3780.00</p>
<p>1.20 Contract with Coastal Copier to support implementation of CCSS in all required areas of study</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5623 \$ 14,000</p>
<p>1.21 To insure students receive instructional benefits toward performing well on standardized tests RDSB employ four 6<sup>th</sup>-8<sup>th</sup> grade teachers at Monument Middle School</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 \$257,427 Rs 0001 \$39,685 Rs 4035 \$15,245</p>
<p>1.22 Contract with Fortuna High School District for 1 day per week IT personnel to assist principal and staff with IT support (This will be offset by contribution from 0001) to ensure all students, including ELs, will perform well on standardized tests, be college and career ready, and have access to all required areas of study</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5819 \$15,750</p>

**LCAP Year 2: 2016-17**

	<u>Metric</u>	<u>Outcome</u>
<p>Expected Annual Measurable Outcomes:</p>	<p>CAASPP CAPA K- 3 Class size reduction standards Class Enrollment report API/AYP NWEA / MAPS assessment DIBELs assessment Basic Phonics Skills Test</p>	<p>Maintain standards so all students, including unduplicated students, will have access to a broad course of study in all required areas of study K-3 class size will maintain CA CSR standards. 4<sup>th</sup>-8<sup>th</sup> grade class size will average at or below 28 CAASPP scores will increase 1% over 2015-16 API and AYP scores will increase 1% over 2015-16 NWEA / MAPS reading and math assessment scores will increase</p>

	<p>High Frequency Word Assessment                  Johnson Spelling Inventory                  Accelerated Reader                  Accelerated Math                  SARC                  Technology ratio</p>	<p>from 2015-16 levels by 1%                  80% of 4<sup>th</sup> -8<sup>th</sup> grade students, including special education students, will receive Touch Typing keyboard skills 30 minutes/week                  All students will visit the school library once per week to check out books                  Classroom paraprofessionals will provide a minimum of 120 minutes daily of small group contact with students, and work one-on-one as needed                  Speech services will be maintained at 2015-16 levels                  Students will receive 30 minutes per week of music                  Special education student contacts will be maintained per 2015-16 levels.                  Student access of one-to-one time with technology device will be maintained at 2015-16 levels.                  Teaching staff will continue implementing Differentiated Instruction.</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 To insure students receive instructional benefits toward performing well on standardized tests RDSD will partake in class size reduction (CSR) in K-3 by employing 7 K-3 teachers to allow class size to remain at or near 22 students</p>	<p>Eagle                  Prairie                  Elementary</p>	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 / 1400                  \$576,612</p>
<p>1.2 To insure students receive instructional benefits toward performing well on standardized tests RDSD will employ 3 4<sup>th</sup>-5<sup>th</sup> grade teachers to keep class size at or near CSR levels</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL                  -----                  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Rs 0001 / 1400                  \$239,364</p>

<p>1.3 Library support technician, 3 hrs/day to enrich student learning in all required area of study</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 \$9,348</p>
<p>1.4 All students, including ELs, not making grade level advancement determined by trimester assessed NWEA / MAPS test scores will receive small group intervention from the services of two Tier II Intervention teachers, each supported with a 6.75 hr/day aide</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0001 \$100,812 3010 \$37,047 Aide Rs 0001 \$17,440 Rs 3010 \$5,813</p>
<p>1.5 Classroom support paraprofessionals, 3 hours per day minimum, one per regular education teacher to enrich learning for all students, including ELs, in all required areas of study, and with a focus on CCSS</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0001 \$88,051 Rs 3010 \$45,364</p>
<p>1.6 Renaissance Learning contract to support reading and math instruction with the use of Accelerated Reader and accelerated Math to enrich student learning in all required area of study and help English Learners become English proficient</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 1100 Ob 5800 \$3,843</p>
<p>1.7 After-school, small group tutoring support focused on CCSS instruction, 30 minutes per day, four days per week</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 6010 Ob 1120 \$41,365</p>

<p>1.8 Employ Special Day Class teacher, mild to moderate, to serve the needs of our Special Education students in all required areas of study</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)</p>	<p>6500 \$80,405</p>
<p>1.9 Employ two Special Day Class paraprofessionals 6.75hrs/day each, to meet the academic needs in all areas of study for our SDC students</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)</p>	<p>3310 \$45,200</p>
<p>1.10 NWEA contract to determine Tier II placement of students, including ELs, not making grade level advancement in required areas of study</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)</p>	<p>Rs 3010 Ob 5800 \$4338</p>
<p>1.11 Differentiated Instruction Manuals (\$35/manual) for teaching staff to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science and P.E.</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)</p>	<p>Rs 6500 Ob 4391 \$700</p>
<p>1.12 Purchase 35 Chromebooks or similar type devices and charging/transport station to house the Chromebooks for Monument Middle School ASES Program (35 Chromebooks x \$350.00/device = \$12,250.00 + charging cart \$1,500.00 = \$13,750.00)</p>	<p>Monument Middle School</p>	<p><u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) <u>  </u> 6<sup>th</sup> – 8<sup>th</sup> grade</p>	<p>Rs 6010 Ob 4391 \$13,750</p>

<p>1.13 Purchase apps for iPads (90 iPads x \$100/iPad) to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 4450 \$ 2,250</p>
<p>1.14 Employ .6 FTE Speech Pathologist, supported with a 3hr/day- 3 days/week paraprofessional to ensure students, including ELs, are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 6500 \$62,603 Rs 3010 \$1,811 Rs 0001 \$5,431</p>
<p>1.15 Employ .3 Music teacher to enhance student opportunity to participate in county-wide events</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>0000 \$15,223</p>
<p>1.16 Employ 1.0 FTE Resource teacher to support Tier III instruction in all required areas of study to ensure students, including ELs, are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>6500 \$61,136</p>
<p>1.17 Employ 6.75hr/day paraprofessional to support the Tier III program in all required areas of study to ensure students, including ELs, are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>3010 \$1,410 3310 \$22,084</p>

<p>1.18 Purchase <i>Type to Learn</i> program to support computer keyboarding skills at all grade levels for all students, including ELs, to ensure they are college and career ready</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0001 Ob 4391 \$300 RS 3010 Ob 4391 \$300 Rs 4126 Ob 4391 \$300</p>
<p>1.19 \$400.00 /teacher classroom expense (18.9 x \$400 = \$7,560.00) to support implementation of CCSS in all required areas of study</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 4310 \$ 3780.00  Rs 1100 Ob 4391 \$ 3780.00</p>
<p>1.20 Contract with Coastal Copier to support implementation of CCSS in all required areas of study</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5623 \$ 14,000</p>
<p>1.21 To insure students receive instructional benefits toward performing well on standardized tests RSDS employ four 6<sup>th</sup>-8<sup>th</sup> grade teachers at Monument Middle School</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 \$257,427 Rs 0001 \$39,685 Rs 4035 \$15,245</p>
<p>1.22 Contract with Fortuna High School District for 1 day per week IT personnel to assist principal and staff with IT support (This will be offset by contribution from 0001) to ensure all students, including ELs, will perform well on standardized tests, be college and career ready, and have access to all required areas of study</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5819 \$15,750</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
<b>Actions/Services</b>	Scope of Service	<b>Pupils to be served within identified scope of service</b>	Budgeted Expenditures

CAASPP  
 CAPA  
 K- 3 Class size reduction standards  
 Class Enrollment report  
 API/AYP  
 NWEA / MAPS assessment  
 DIBELs assessment  
 Basic Phonics Skills Test  
 High Frequency Word Assessment  
 Johnson Spelling Inventory  
 Accelerated Reader  
 Accelerated Math  
 SARC  
 Technology ratio

Maintain standards so all students, including unduplicated students, will have access to a broad course of study in all required areas of study  
 K-3 class size will maintain CA CSR standards.  
 4<sup>th</sup>-8<sup>th</sup> grade class size will average at or below 28  
 CAASPP scores will increase 1% over 2016-17  
 API and AYP scores will increase 1% over 2016-17  
 NWEA / MAPS reading and math assessment scores will increase from 2015-16 levels by 1%  
 80% of 4<sup>th</sup> -8<sup>th</sup> grade students, including special education students, will receive Touch Typing keyboard skills 30 minutes/week  
 All students will visit the school library once per week to check out books  
 Classroom paraprofessionals will provide a minimum of 120 minutes daily of small group contact with students, and work one-on-one as needed  
 Speech services will be maintained at 2016-17 levels  
 Students will receive 30 minutes per week of music  
 Special education student contacts will be maintained per 2016-17 levels.  
 Student access of one-to-one time with technology device will be maintained at 2016-17 levels.  
 Teaching staff will continue implementing Differentiated Instruction.

<p>1.1 To insure students receive instructional benefits toward performing well on standardized tests RDSD will partake in class size reduction (CSR) in K-3 by employing 7 K-3 teachers to allow class size to remain at or near 22 students</p>	<p>Eagle Prairie Elementary</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 / 1400 \$576,612</p>
<p>1.2 To insure students receive instructional benefits toward performing well on standardized tests RDSD will employ 3 4<sup>th</sup>-5<sup>th</sup> grade teachers to keep class size at or near CSR levels</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0001 / 1400 \$239,364</p>
<p>1.3 Library support technician, 3 hrs/day to enrich student learning in all required area of study</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 \$9,348</p>
<p>1.4 All students, including ELs, not making grade level advancement determined by trimester assessed NWEA / MAPS test scores will receive small group intervention from the services of two Tier II Intervention teachers, each supported with a 6.75 hr/day aide</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0001 \$100,812 3010 \$37,047 Aide Rs 0001 \$17,440 Rs 3010 \$5,813</p>
<p>1.5 Classroom support paraprofessionals, 3 hours per day minimum, one per regular education teacher to enrich learning for all students, including ELs, in all required areas of study, and with a focus on CCSS</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0001 \$88,051 Rs 3010 \$45,364</p>



<p>1.6 Renaissance Learning contract to support reading and math instruction with the use of Accelerated Reader and accelerated Math to enrich student learning in all required area of study and help English Learners become English proficient</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5800 \$3,843</p>
<p>1.7 After-school, small group tutoring support focused on CCSS instruction, 30 minutes per day, four days per week</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 6010 Ob 1120 \$41,365</p>
<p>1.8 Employ Special Day Class teacher, mild to moderate, to serve the needs of our Special Education students in all required areas of study</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>6500 \$80,405</p>
<p>1.9 Employ two Special Day Class paraprofessionals 6.75hrs/day each, to meet the academic needs in all areas of study for our SDC students</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>3310 \$45,200</p>
<p>1.10 NWEA contract to determine Tier II placement of students, including ELs, not making grade level advancement in required areas of study</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 3010 Ob 5800 \$4338</p>

<p>1.11 Differentiated Instruction Manuals (\$35/manual) for teaching staff to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science and P.E.</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 6500 Ob 4391 \$700</p>
<p>1.12 Purchase 35 Chromebooks or similar type devices and charging/transport station to house the Chromebooks for Monument Middle School ASES Program (35 Chromebooks x \$350.00/device = \$12,250.00 + charging cart \$1,500.00 = \$13,750.00)</p>	<p>Monument Middle School</p>	<p><u>  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify) 6<sup>th</sup> – 8<sup>th</sup> grade</u></p>	<p>Rs 6010 Ob 4391 \$13,750</p>
<p>1.13 Purchase apps for iPads (90 iPads x \$100/iPad) to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 4450 \$ 2,250 Rs 0000 Ob 4391 \$6,750</p>
<p>1.14 Employ .6 FTE Speech Pathologist, supported with a 3hr/day- 3 days/week paraprofessional to ensure students, including ELs, are college and career ready</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 6500 \$62,603 Rs 3010 \$1,811 Rs 0001 \$5,431</p>
<p>1.15 Employ .3 Music teacher to enhance student opportunity to participate in county-wide events</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>0000 \$15,223</p>

<p>1.16 Employ 1.0 FTE Resource teacher to support Tier III instruction in all required areas of study to ensure students, including ELs, are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>6500 \$61,136</p>
<p>1.17 Employ 6.75hr/day paraprofessional to support the Tier III program in all required areas of study to ensure students, including ELs, are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>3010 \$1,410 3310 \$22,084</p>
<p>1.18 Purchase <i>Type to Learn</i> program to support computer keyboarding skills at all grade levels for all students, including ELs, to ensure they are college and career ready</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0001 Ob 4391 \$300 RS 3010 Ob 4391 \$300 Rs 4126 Ob 4391 \$300</p>
<p>1.19 \$400.00 /teacher classroom expense (18.9 x \$400 = \$7,560.00) to support implementation of CCSS in all required areas of study</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 4310 \$ 3780.00  Rs 1100 Ob 4391 \$ 3780.00</p>
<p>1.20 Contract with Coastal Copier to support implementation of CCSS in all required areas of study</p>	<p>All</p>	<p><u>  x  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5623 \$ 14,000</p>

<p>1.21 To insure students receive instructional benefits toward performing well on standardized tests RDSD employ four 6<sup>th</sup>-8<sup>th</sup> grade teachers at Monument Middle School</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 \$257,427 Rs 0001 \$39,685 Rs 4035 \$15,245</p>
<p>1.22 Contract with Fortuna High School District for 1 day per week IT personnel to assist principal and staff with IT support (This will be offset by contribution from 0001) to ensure all students, including ELs, will perform well on standardized tests, be college and career ready, and have access to all required areas of study</p>	<p>All</p>	<p><u>  x ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5819 \$15,750</p>

<b>GOAL:</b>	<u><b>Goal #2</b></u> Increase EL student academic performance, reclassification of EL students, contact with parents of EL students		Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	RDSD is part of a Title III consortium. 100% (28 students) met annual measurable achievement objectives (AMAO) through CELDT testing, 19 students who met AMAO English proficiency were classified as EL less than 5 years and 11 students who met AMAO English proficiencies were classified as EL over 5 years ago. In 2012-13 10.2% (31 students) RDSD students were classified as EL, 2.3% hold FEP status, 11.9% were redesignated as FEP (1.3% below state level), this is an increase over 2011-12 data. In 2013-14 9.2% (30 students) RDSD students were classified as EL, 1.2% hold FEP status, 3.0% were redesignated as FEP (9.0% below state level), this is a decrease over 2011-12 data. In 2013-14 10.6% (35 students) RDSD students were classified as EL, 1.2% hold FEP status, 0.0% were redesignated as FEP (11.0% below state level), this is a decrease over 2011-12 data.			
<b>Goal Applies to:</b>	Schools: All	Applicable Pupil Subgroups: EL		
<b>LCAP Year 1: 2015-16</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p style="text-align: center;"><u><b>Metric</b></u></p> Reclassification rate of EL students CELDT scores CAASPP scores NWEA/MAPS data API/AYP Parent contact	<p style="text-align: center;"><u><b>Outcome</b></u></p> 10% of RDSDs EL students will be reclassified as FEP based on their CELDT scores 10% of EL students who did not reclassify will improve their skills to move toward reclassification in 2016-17 EL parent organization will be Implemented Use of iPad will assist in academic English language acquisition. 100% of EL students to increase their conversational English speaking skills. All school-to-home communication will be translated to Spanish for families whose primary language is Spanish. 100% of EL students will take part in CELDT testing EL students and their parents will have access to high quality Spanish language reading material to use at home.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>		<b>Budgeted Expenditures</b>

<p>2.1 Employ bilingual paraprofessional to provide academic assistance to the Tier II teacher in CCSS and all required areas of study, including science and P.E., to assist ELs students in English proficiency and ensure EL reclassification rate</p>	<p>EL</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>Rs 0001 \$12,800.00</p>
<p>2.2 Bilingual paraprofessional will assist in translating written information (newsletters, survey, parent/teacher conference notice, etc.) and verbal translation at parent/teacher conferences and IEP's for EL parents to ensure parent input and promote parent participation in their student's education</p>	<p>EL</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>See action/ expense 2.1</p>
<p>2.3 Bilingual translator will assist Tier II teacher with students during CELDT testing to determine English proficiency of ELs and assist EL reclassification rate</p>	<p>EL</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>See action/ expense 2.1</p>
<p>2.4 Professional development and CELDT coordinator training for Tier II teachers and bilingual paraprofessional to assist ELs students in English proficiency and ensure EL reclassification rate, high academic performance on standardized tests</p>	<p>EL</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>Rs 4203 Ob 5210 \$1,000</p>
<p>2.5 iPad apps utilized for second language acquisition for EL students (1app/iPad x \$10.00/app/iPad x 90 iPads = \$900.00) to enhance high academic performance on standardized tests, and ensure EL students are college and career ready</p>	<p>EL</p>	<p><u>  </u>ALL ----- OR: <u>  </u>Low Income pupils <u>  </u>X English Learners <u>  </u>Foster Youth <u>  </u>X Redesignated fluent English proficient <u>  </u>Other Subgroups:(Specify)_____</p>	<p>Rs 4203 Ob 4391 \$900.00</p>

<p>2.6 Employ Mercedes Translation Service as needed for IEPs and parent/teacher conferences to ensure parent input and promote parent participation in their student's education</p>	<p>EL</p>	<p><u>ALL</u> ----- <u>OR:</u> <u>Low Income pupils <input checked="" type="checkbox"/> English Learners</u> <u>Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5800 \$700.00</p>
<p>2.7 Purchase Spanish language reading material to be available in the Eagle Prairie library for students or parents to check out to assist in English language acquisition, EL reclassification rate and promote parent participation</p>	<p>EL</p>	<p><u>ALL</u> ----- <u>OR:</u> <u>Low Income pupils <input checked="" type="checkbox"/> English Learners</u> <u>Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 4203 Ob 4391 \$625.00</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<u>Metric</u> Reclassification rate of EL students CELDT scores CAASPP scores NWEA/MAPS data API/AYP Parent contact	<u>Outcome</u> 10% of RSDs EL students will be reclassified as FEP based on their CELDT scores 10% of EL students who did not reclassify will improve their skills to move toward reclassification in 2017-18 EL parent organization will be Implemented Use of iPad will assist in academic English language acquisition. 100% of EL students to increase their conversational English speaking skills. All school-to-home communication will be translated to Spanish for families whose primary language is Spanish. 100% of EL students will take part in CELDT testing EL students and their parents will have access to high quality Spanish language reading material to use at home.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Employ bilingual paraprofessional to provide academic assistance to the Tier II teacher in CCSS and all required areas of study, including science and P.E., to assist ELs students in English proficiency and ensure EL reclassification rate	EL	__ALL ----- OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0001 \$12,800.00
2.2 Bilingual paraprofessional will assist in translating written information (newsletters, survey, parent/teacher conference notice, etc.) and verbal translation at parent/teacher conferences and IEP's for EL parents to ensure parent input and promote parent participation in their student's education	EL	__ALL ----- OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See action/ expense 2.1
2.3 Bilingual translator will assist Tier II teacher with students during CELDT testing to determine English proficiency of ELs and assist EL reclassification rate	EL	__ALL ----- OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See action/ expense 2.1



<p>2.4 Professional development and CELDT coordinator training for Tier II teachers and bilingual paraprofessional to assist ELs students in English proficiency and ensure EL reclassification rate, high academic performance on standardized tests</p>	<p>EL</p>	<p><u>ALL</u> ----- OR: <u>Low Income pupils</u> <input checked="" type="checkbox"/> <u>English Learners</u> <u>Foster Youth</u> <input checked="" type="checkbox"/> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 4203 Ob 5210 \$1,000</p>
<p>2.5 iPad apps utilized for second language acquisition for EL students (1app/iPad x \$10.00/app/iPad x 90 iPads = \$900.00) to enhance high academic performance on standardized tests, and ensure EI students are college and career ready</p>	<p>EL</p>	<p><u>ALL</u> ----- OR: <u>Low Income pupils</u> <input checked="" type="checkbox"/> <u>English Learners</u> <u>Foster Youth</u> <input checked="" type="checkbox"/> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 4203 Ob 4391 \$900.00</p>
<p>2.6 Employ Mercedes Translation Service as needed for IEPs and parent/teacher conferences to ensure parent input and promote parent participation in their student's education</p>	<p>EL</p>	<p><u>ALL</u> ----- OR: <u>Low Income pupils</u> <input checked="" type="checkbox"/> <u>English Learners</u> <u>Foster Youth</u> <input checked="" type="checkbox"/> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5800 \$700.00</p>
<p>2.7 Purchase Spanish language reading material to be available in the Eagle Prairie library for students or parents to check out to assist in English language acquisition, EL reclassification rate and promote parent participation</p>	<p>EL</p>	<p><u>ALL</u> ----- OR: <u>Low Income pupils</u> <input checked="" type="checkbox"/> <u>English Learners</u> <u>Foster Youth</u> <input checked="" type="checkbox"/> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 4203 Ob 4391 \$625.00</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<u>Metric</u> Reclassification rate of EL students CELDT scores CAASPP scores NWEA/MAPS data API/AYP Parent contact	<u>Outcome</u> 10% of RDSs EL students will be reclassified as FEP based on their CELDT scores 10% of EL students who did not reclassify will improve their skills to move toward reclassification in 2018-19 EL parent organization will be Implemented Use of iPad will assist in academic English language acquisition. 100% of EL students to increase their conversational English speaking skills. All school-to-home communication will be translated to Spanish for families whose primary language is Spanish. 100% of EL students will take part in CELDT testing EL students and their parents will have access to high quality Spanish language reading material to use at home.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Employ bilingual paraprofessional to provide academic assistance to the Tier II teacher in CCSS and all required areas of study, including science and P.E., to assist ELs students in English proficiency and ensure EL reclassification rate	EL	__ALL ----- OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0001 \$12,800.00
2.2 Bilingual paraprofessional will assist in translating written information (newsletters, survey, parent/teacher conference notice, etc.) and verbal translation at parent/teacher conferences and IEP's for EL parents to ensure parent input and promote parent participation in their student's education	EL	__ALL ----- OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See action/ expense 2.1
2.3 Bilingual translator will assist Tier II teacher with students during CELDT testing to determine English proficiency of Els and assist EI reclassification rate	EL	__ALL ----- OR: __Low Income pupils __X_English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See action/ expense 2.1

<p>2.4 Professional development and CELDT coordinator training for Tier II teachers and bilingual paraprofessional to assist ELs students in English proficiency and ensure EL reclassification rate, high academic performance on standardized tests</p>	<p>EL</p>	<p><u>ALL</u> ----- <u>OR:</u> <u>Low Income pupils X English Learners</u> <u>Foster Youth X Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 4203 Ob 5210 \$1,000</p>
<p>2.5 iPad apps utilized for second language acquisition for EL students (1app/iPad x \$10.00/app/iPad x 90 iPads = \$900.00) to enhance high academic performance on standardized tests, and ensure EI students are college and career ready</p>	<p>EL</p>	<p><u>ALL</u> ----- <u>OR:</u> <u>Low Income pupils X English Learners</u> <u>Foster Youth X Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 4203 Ob 4391 \$900.00</p>
<p>2.6 Employ Mercedes Translation Service as needed for IEPs and parent/teacher conferences to ensure parent input and promote parent participation in their student's education</p>	<p>EL</p>	<p><u>ALL</u> ----- <u>OR:</u> <u>Low Income pupils X English Learners</u> <u>Foster Youth X Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5800 \$700.00</p>
<p>2.7 Purchase Spanish language reading material to be available in the Eagle Prairie library for students or parents to check out to assist in English language acquisition, EL reclassification rate and promote parent participation</p>	<p>EL</p>	<p><u>ALL</u> ----- <u>OR:</u> <u>Low Income pupils X English Learners</u> <u>Foster Youth X Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 4203 Ob 4391 \$625.00</p>

<b>GOAL:</b>	<b>Goal #3</b> Improve student achievement and enhance school climate through effective instruction and on-going professional learning for teachers.	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Professional development will lead toward increasing teacher effectiveness and improve implementation of CCSS. Disaggregation of Northwest Evaluation Association (NWEA) computerized adaptive assessments data give our teachers the information they need to deliver targeted, improved teaching and learning. The implementation of CCSS requires on-going professional development for our teachers to deliver focused, rigorous instruction. The State requires mandated reporting for child abuse and neglect- all staff must be trained. 2017-18 is the targeted year for adoption of CCSS ELA curriculum for RDSD.		
<b>Goal Applies to:</b>	Schools: All	Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p style="text-align: center;"><b>Metric</b></p> CAASPP scores NWEA/MAPS data API / AYP data Conference/workshop attendance (with sign-in / sign-out) Staff meeting sign-in / sign-out Learning Walks	<p style="text-align: center;"><b>Outcome</b></p> CAASPP scores will increase 1% over 2014-15 API and AYP scores will increase 1% over 2014-15 NWEA / MAPS reading and math assessment scores will increase from 2014-15 levels by 1% 100% of staff will attend workshops and mandatory trainings related to Common Core implementation Staff meetings will have a 95% attendance rate Each Wednesday one teacher will take part in a learning walk on the Rio Dell School District campus, or a campus outside RDSD At monthly staff meetings teachers will report out results of their Learning Walk Review of quality CCSS ELA curriculum to adopt in 2017-18.	
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
3.1 Provide quality and meaningful Professional Development for all staff. Examples: SHIFT Symposium, HCOE workshops, Safety training- K. Comet to ensure all students, including Els, are: receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP	All	_x_ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Rs 3010 Ob 5210 \$10,490 Rs 4035 Ob 5210 \$5,075

<p>3.2 Teachers and administration conduct twice monthly PLC meetings for the purpose of NWEA / MAPS data disaggregation in all areas of required study to ensure all students, including EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 1100 Ob 4310 \$250</p>
<p>3.3 Staff be given release time for the purpose of attending Learning Walks, vertical articulation with our feeder high school, observe peers in or near similar grade level (20 release days x \$110.00 = \$2,200.00&gt; Sub cost) to ensure all students, including EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 Ob 1140 \$2,200.00</p>
<p>3.4 Humboldt Education Resource Center (HERC) contract (Offset by \$3,750 contribution from Rs 0001) Small group training from Colby Smart: HCOE E-Learning Specialist and Director of Professional Development (\$100.00/hour x 8hrs= \$800.00) to ensure all students, including EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 \$5,000.00 Ob 5812  Rs3010 Ob 5210 \$800</p>
<p>3.5 NWEA contract to ensure all students, including EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>See Goal 1 Action 1.10</p>
<p>3.6 Release time for appointed teachers to research CCSS ELA material for 2016/2017 ELA materials adoption (4 teachers x 2 release days x \$110.00/sub = \$880.00)</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 \$880</p>

		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<b>LCAP Year 2: 2016-17</b>				
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b>	<b>Outcome</b>		
	CAASPP scores NWEA/MAPS data Conference/workshop attendance (with sign-in / sign-out) Staff meeting sign-in / sign-out Learning Walks	CAASPP scores will increase 1% over 2015-16 API and AYP scores will increase 1% over 2015-16 NWEA / MAPS reading and math assessment scores will increase from 2015-16 levels by 1% 100% of staff will attend workshops and mandatory trainings related to Common Core implementation Staff meetings will have a 95% attendance rate Each Wednesday one teacher will take part in a learning walk on the Rio Dell School District campus, or a campus outside RDS At monthly staff meetings teachers will report out results of their Learning Walk Review of quality CCSS ELA curriculum to adopt in 2017-18.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
3.1 Provide quality and meaningful Professional Development for all staff. Examples: SHIFT Symposium, HCOE workshops, Safety training- K. Comet to ensure all students, including Els, are: receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 3010 Ob 5210 \$10,490 Rs 4035 Ob 5210 \$5,075	
3.2 Teachers and administration conduct twice monthly PLC meetings for the purpose of NWEA / MAPS data disaggregation in all areas of required study to ensure all students, including Els, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 1100 Ob 4310 \$250	

<p>3.3 Staff be given release time for the purpose of attending Learning Walks, vertical articulation with our feeder high school, observe peers in or near similar grade level (20 release days x \$110.00 = \$2,200.00&gt; Sub cost) to ensure all students, including EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 Ob 1140 \$2,200.00</p>
<p>3.4 Humboldt Education Resource Center (HERC) contract (Offset by \$3,750 contribution from Rs 0001) Small group training from Colby Smart: HCOE E-Learning Specialist and Director of Professional Development (\$100.00/hour x 8hrs= \$800.00) to ensure all students, including EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 \$5,000.00 Ob 5812  Rs3010 Ob 5210 \$800</p>
<p>3.5 NWEA contract to ensure all students, including EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>See Goal 1 Action 1.10</p>
<p>3.6 Release time for appointed teachers to research CCSS ELA material for 2016/2017 ELA materials adoption (4 teachers x 2 release days x \$110.00/sub = \$880.00)</p>	<p>All</p>	<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	<p>Rs 0000 \$880</p>
		<p><u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____</p>	

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>	
	CAASPP scores NWEA/MAPS data Conference/workshop attendance (with sign-in / sign-out) Staff meeting sign-in / sign-out Learning Walks	CAASPP scores will increase 1% over 2016-17 API and AYP scores will increase 1% over 2016-17 NWEA / MAPS reading and math assessment scores will increase from 2016-17levels by 1% 100% of staff will attend workshops and mandatory trainings related to Common Core implementation Staff meetings will have a 95% attendance rate Each Wednesday one teacher will take part in a learning walk on the Rio Dell School District campus, or a campus outside RDS At monthly staff meetings teachers will report out results of their Learning Walk Adoption of CCSS ELA.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Provide quality and meaningful Professional Development for all staff. Examples: SHIFT Symposium, HCOE workshops, Safety training- K. Comet to ensure all students, including Els, are: receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 3010 Ob 5210 \$10,490 Rs 4035 Ob 5210 \$5,075
3.2 Teachers and administration conduct twice monthly PLC meetings for the purpose of NWEA / MAPS data disaggregation in all areas of required study to ensure all students, including Els, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 1100 Ob 4310 \$250
3.3 Staff be given release time for the purpose of attending Learning Walks, vertical articulation with our feeder high school, observe peers in or near similar grade level (20 release days x \$110.00 = \$2,200.00> Sub cost) to ensure all students, including Els, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 0000 Ob 1140 \$2,200.00



<p>3.4 Humboldt Education Resource Center (HERC) contract (Offset by \$3,750 contribution from Rs 0001)                  Small group training from Colby Smart: HCOE E-Learning Specialist and Director of Professional Development (\$100.00/hour x 8hrs= \$800.00) to ensure all students, including EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All</p>	<p><u>  x ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>  Low Income pupils   English Learners</u></p> <p><u>  Foster Youth    Redesignated fluent English proficient</u></p> <p><u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000                  \$5,000.00                  Ob 5812</p> <p>Rs3010                  Ob 5210                  \$800</p>
<p>3.5 NWEA contract to ensure all students, including EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All</p>	<p><u>  x ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>  Low Income pupils   English Learners</u></p> <p><u>  Foster Youth    Redesignated fluent English proficient</u></p> <p><u>  Other Subgroups:(Specify)</u></p>	<p>See Goal 1                  Action 1.10</p>
<p>3.6 Release time for appointed teachers to research CCSS ELA material for 2016/2017 ELA materials adoption (4 teachers x 2 release days x \$110.00/sub = \$880.00)</p>	<p>All</p>	<p><u>  x ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>  Low Income pupils   English Learners</u></p> <p><u>  Foster Youth    Redesignated fluent English proficient</u></p> <p><u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000                  \$880</p>
		<p><u>  x ALL</u></p> <p>-----</p> <p>OR:</p> <p><u>  Low Income pupils   English Learners</u></p> <p><u>  Foster Youth    Redesignated fluent English proficient</u></p> <p><u>  Other Subgroups:(Specify)</u></p>	

<b>GOAL:</b>	<b>Goal #4</b> Positive and meaningful parent and student engagement and positive and meaningful improvement in school climate will increase.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local: Specify _____
<b>Identified Need:</b>	RDSD experiences a high number of truancy issues with students truant 20 on more days in a school year. High numbers of students arrive at school tardy. We have a chronic problem of disrespectful behavior towards adults at our middle school. Our students need healthy coping skills for anger, frustration and anxiety. We are concerned by a lack of motivation by students on State mandated tests. There is a noticeable decrease in parental involvement at school functions as student's progress through the grades. We have a high number of students that may be affected by difficult situations, including: poverty, single parent families, and students raised by people other than their biological parents. The distance of qualified medical, social and mental health providers creates a barrier to access for many of our disadvantaged families. Many students have limited opportunities to leave the community and experience different cultural and educational events. There is a lack of access and variety of recreational and athletic activities for youth in our community. Landscaping was never fully replaced after redesign of school loading zones and parking area. 2014-15 ADA Eagle Prairie Elementary was 94.09%, for Monument Middle School 92.4%. Nine of Monument Middle School's 101 students were chronically absent during 2014-15 for a rate of 8.9%. Eleven of Eagle Prairie's 222 students were chronically absent during 2014-15 for a rate of 4.95%.	
<b>Goal Applies to:</b>	Schools: All Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-16</b>		
<b>Expected Annual Measurable Outcomes:</b>	<p style="text-align: center;"><b><u>Metric</u></b></p> SARB Middle School Drop out rate SARC Parent including parents of students with disabilities, attendance at school functions (Open House, Back to School Night, Winter Concert, etc. supported by attendance sheets at each event) California Healthy Kids Survey Secretary Attendance Communication Log Suspension/Expulsion Rate Parent Survey Participation in extra-curricular or sport activities ADA Chronic absenteeism	<p style="text-align: center;"><b><u>Outcome</u></b></p> 5% reduction in SARB notices mailed home Maintain our 0% drop out rate for Middle School students Parents, including parents of students with disabilities, will increase attendance at school functions (Open House, Back to School Night, Winter Concert, LCAP Parent engagement, School Site Council, etc.) base lined in 2015-16 California Healthy Kids Survey base-lined in 2015-16 Secretary Attendance Communication Log base lined in 2015-16 Attain 95% ADA at each school site Reduce Suspension/Expulsion rate by 2% over 2014-15 Increase number of returned and completed Parent Surveys by 5% Participation in extra-curricular or sport activities will be base-lined in 2015-16 RDSD will address chronic absenteeism by Principal and school counselor facilitating conferences with students and their parents with the intent of improving school attendance, Middle school secretary will make calls home each day regarding student absences, notifying parents of all student's experiencing excessive

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Principal and school counselor will facilitate conference with students and parents with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement	All	<u> X ALL</u> ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Rs 0001 \$6,131  Rs 0001 \$4,329
4.2 Middle school secretary will make calls home each day regarding student absences and record outcome of conversation in Attendance Communication Log with the intent of improving school attendance and reducing chronic absenteeism	All	<u> X ALL</u> ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Rs 0000 \$5,837
4.3 Middle school secretary will notify parents of all student's experiencing excessive truancy, track attendance, prepare, and send home SARB letters with the intent of improving school attendance and reducing chronic absenteeism	All	<u> X ALL</u> ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Rs 0000 \$5,837  Postage Rs 0000 Ob 5950 \$250
4.4 Principal will attend monthly SARB meetings at Fortuna City Hall with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement in their student's education	All	<u> X ALL</u> ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	Rs 0001 \$6,000

truancy, track attendance, prepare, and send home SARB letters with the intent of reducing chronic absenteeism by 1% over 2014-15

<p>4.5 Middle school secretary will track, at all grade levels, daily positive attendance for perfect attendance awards-notifying teachers, students, and families of awards with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils    English Learners</u> <u> Foster Youth    Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 \$2,000</p>
<p>4.6 Principal will run weekly Panther Pride assemblies for grades K – 5. Assemblies will be attended by staff, Eagle Prairie Elementary students and their families, with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>Eagle Prairie Elementary</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils    English Learners</u> <u> Foster Youth    Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0001 \$4000</p>
<p>4.7 Principal will run monthly 6<sup>th</sup> – 8<sup>th</sup> assemblies to honor student of the month, perfect attendance; assemblies will be attended by staff, Monument Middle School students and their families, with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>Monument Middle</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils    English Learners</u> <u> Foster Youth    Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0001 \$4,000</p>
<p>4.8 Trimester and year-end positive attendance, academic achievement and Community of Caring awards will be purchased for students with the intent of improving school attendance and reducing chronic absenteeism</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils    English Learners</u> <u> Foster Youth    Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5885 \$ 500</p>
<p>4.9 Awards for perfect monthly attendance, graduation certificates, State testing metals, etc. (Ferndale Jewelers, Discount School Supply, Oriental Trading, etc) with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils    English Learners</u> <u> Foster Youth    Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs0000 Ob 5885 \$1,225</p>

<p>4.10 Purchase Sharp School contract (website host) for the purpose of improving home-to-school communication and community awareness (replacing Schoolwires as web host) with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5800 \$1,775 (15/16) \$1,275 (16/17)</p>
<p>4.11 Continue Brightarrow Technology contract (phone dialer for mass school to home contact) with the intent of maintaining school-to-home communication to reduce student absenteeism, attain results for CHKS and increase parent involvement in school activities</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 4391 \$90</p>
<p>4.12 Foster Grandparent Program, volunteer retired adults support students one-on-one with reading intervention 30 minutes per week. Foster Grandparent parent are offered lunch free of charge on the day they interact with students (\$35/month/Foster Grandparent) Foster Grandparents promote positive school attendance and reduce referral rates for elementary students</p>	<p>Eagle Prairie Elementary</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 4391 \$700 Fn13 Rs5310 Ob 4710 \$450</p>
<p>4.13 GATE and Community of Caring program (SOI GATE testing and materials to support C of C Career day) with the intent of improving school attendance, reducing suspension rates, promoting parent involvement and increasing student participation in County-wide events</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 4126 Ob 4391 \$600</p>
<p>4.14 Landscaping material for campus beautification, to match grant from Parent/Teacher Organization for the purpose of upgrading the landscape of the school to improve school attendance, attain positive results on CHKS, and promote parent involvement</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 4391 \$500 Rs 4146 Ob 4391 \$500</p>

<p>4.15 Student field trips- Pumpkin Patch, Ferndale Rep. Theater, 8<sup>th</sup> grade celebration, HSU, College of the Redwoods, Sequoia Zoo, Fortuna Park, Dairy Farm, Salmon release at Blue Lake, Jazz Festival, Logging Conference, Bancroft Dairy, Rohnert Park- Fortuna, Ice Skating- Fortuna, GATE Academy at HSU with the intent of maintaining a positive school climate which will lead to improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, attain positive results on CHKS, maintain our 0% dropout rate and promote parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0000 Ob 5801 \$6000 Rs 0001 Ob 5801 \$2,521 Rs 1100 Ob 5801 \$4,000</p>
<p>4.16 Weekly Panther Pride assemblies K-5, monthly academic award assemblies K-8 letters mailed home with the intent of promoting increased parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0000 Ob 5950 \$400</p>
<p>4.17 Employ .5 FTE School/District counselor with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, attain positive results on CHKS, maintain our 0% dropout rate and promote parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0001 \$24,396</p>
<p>4.18 Participate in Spelling Bee to attain positive results on CHKS, promote participation in County-wide student events and promote parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 1100 Ob 4310 \$100</p>

<p>4.19 Team Sports- volleyball, basketball, track and field with the intent to improve student attendance, reduce suspension/expulsion rate, attain positive results on CHKS, promote parent involvement and promote participation in County-wide student events</p>	<p>All</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 6010 Fn 4200 \$16,000</p>
<p>4.20 \$400.00 student incentive fund- to be utilized by counselor and psychologist with the intent to improve student attendance, reduce suspension/expulsion rate, attain positive results on CHKS and maintain our 0% dropout rate</p>	<p>All</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 3010 Ob 4391 \$400</p>
<p>4.21 Maintain SchoolWise contract for attendance, suspension, truancy reporting to CALPADS/CDE with the intent to improve student attendance, reduce suspension/expulsion rate, attain positive results on CHKS, and promote parent involvement</p>	<p>All</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5800 \$2,800</p>

**LCAP Year 2: 2016-17**

	<p><b>Metric</b></p>	<p><b>Outcome</b></p>
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>SARB Middle School Drop out rate SARC Parent including parents of students with disabilities, attendance at school functions (Open House, Back to School Night, Winter Concert, etc. supported by attendance sheets at each event) California Healthy Kids Survey Secretary Attendance Communication Log Suspension/Expulsion Rate Parent Survey Participation in extra-curricular or sport activities ADA Chronic absenteeism</p>	<p>5% reduction in SARB notices mailed home over 2015-16 Maintain our 0% drop out rate for Middle School students Parents, including parents of students with disabilities, will increase attendance at school functions (Open House, Back to School Night, Winter Concert, LCAP Parent engagement, School Site Council, etc.) supported by attendance sheets from 2015-16 Maintain California Healthy Kids Survey levels from 2015-16 Secretary Attendance Communication Log contact will increase by 1% over 2015-16 Attain 95% ADA Reduce Suspension/Expulsion rate by 2% over 2015-16 Increase number of returned and completed Parent Surveys by 5% Participation in extra-curricular or sport activities will increased by 2% from 2015-16 RDSD will address chronic absenteeism by Principal and school</p>

		<p>counselor facilitating conferences with students and their parents with the intent of improving school attendance, Middle school secretary will make calls home each day regarding student absences, notifying parents of all student's experiencing excessive truancy, track attendance, prepare, and send home SARB letters with the intent of reducing chronic absenteeism by 1% over 2015-16</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Principal and school counselor will facilitate conference with students and parents with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0001 \$6,131  Rs 0001 \$4,329</p>
<p>4.2 Middle school secretary will make calls home each day regarding student absences and record outcome of conversation in Attendance Communication Log with the intent of improving school attendance and reducing chronic absenteeism</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0000 \$5,837</p>
<p>4.3 Middle school secretary will notify parents of all student's experiencing excessive truancy, track attendance, prepare, and send home SARB letters with the intent of improving school attendance and reducing chronic absenteeism</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0000 \$5,837  Postage Rs 0000 Ob 5950 \$250</p>
<p>4.4 Principal will attend monthly SARB meetings at Fortuna City Hall with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement in their student's education</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0001 \$6,000</p>



<p>4.5 Middle school secretary will track, at all grade levels, daily positive attendance for perfect attendance awards-notifying teachers, students, and families of awards with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement</p>	<p>All</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 \$2,000</p>
<p>4.6 Principal will run weekly Panther Pride assemblies for grades K – 5. Assemblies will be attended by staff, Eagle Prairie Elementary students and their families, with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>Eagle Prairie Elementary</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0001 \$4000</p>
<p>4.7 Principal will run monthly 6<sup>th</sup> – 8<sup>th</sup> assemblies to honor student of the month, perfect attendance; assemblies will be attended by staff, Monument Middle School students and their families, with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>Monument Middle</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0001 \$4,000</p>
<p>4.8 Trimester and year-end positive attendance, academic achievement and Community of Caring awards will be purchased for students with the intent of improving school attendance and reducing chronic absenteeism</p>	<p>All</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5885 \$ 500</p>
<p>4.9 Awards for perfect monthly attendance, graduation certificates, State testing metals, etc. (Ferndale Jewelers, Discount School Supply, Oriental Trading, etc) with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement</p>	<p>All</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth    Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs0000 Ob 5885 \$1,225</p>

<p>4.10 Purchase Sharp School contract (website host) for the purpose of improving home-to-school communication and community awareness (replacing Schoolwires as web host) with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5800 \$1,775 (15/16) \$1,275 (16/17)</p>
<p>4.11 Continue Brightarrow Technology contract (phone dialer for mass school to home contact) with the intent of maintaining school-to-home communication to reduce student absenteeism, attain results for CHKS and increase parent involvement in school activities</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 4391 \$90</p>
<p>4.12 Foster Grandparent Program, volunteer retired adults support students one-on-one with reading intervention 30 minutes per week. Foster Grandparent parent are offered lunch free of charge on the day they interact with students (\$35/month/Foster Grandparent) Foster Grandparents promote positive school attendance and reduce referral rates for elementary students</p>	<p>Eagle Prairie Elementary</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 4391 \$700 Fn13 Rs5310 Ob 4710 \$450</p>
<p>4.13 GATE and Community of Caring program (SOI GATE testing and materials to support C of C Career day) with the intent of improving school attendance, reducing suspension rates, promoting parent involvement and increasing student participation in County-wide events</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 4126 Ob 4391 \$600</p>
<p>4.14 Landscaping material for campus beautification, to match grant from Parent/Teacher Organization for the purpose of upgrading the landscape of the school to improve school attendance, attain positive results on CHKS, and promote parent involvement</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 4391 \$500 Rs 4146 Ob 4391 \$500</p>

<p>4.15 Student field trips- Pumpkin Patch, Ferndale Rep. Theater, 8<sup>th</sup> grade celebration, HSU, College of the Redwoods, Sequoia Zoo, Fortuna Park, Dairy Farm, Salmon release at Blue Lake, Jazz Festival, Logging Conference, Bancroft Dairy, Rohnert Park- Fortuna, Ice Skating- Fortuna, GATE Academy at HSU with the intent of maintaining a positive school climate which will lead to improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, attain positive results on CHKS, maintain our 0% dropout rate and promote parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0000 Ob 5801 \$6000 Rs 0001 Ob 5801 \$2,521 Rs 1100 Ob 5801 \$4,000</p>
<p>4.16 Weekly Panther Pride assemblies K-5, monthly academic award assemblies K-8 letters mailed home with the intent of promoting increased parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0000 Ob 5950 \$400</p>
<p>4.17 Employ .5 FTE School/District counselor with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, attain positive results on CHKS, maintain our 0% dropout rate and promote parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0001 \$24,396</p>
<p>4.18 Participate in Spelling Bee to attain positive results on CHKS, promote participation in County-wide student events and promote parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 1100 Ob 4310 \$100</p>

<p>4.19 Team Sports- volleyball, basketball, track and field with the intent to improve student attendance, reduce suspension/expulsion rate, attain positive results on CHKS, promote parent involvement and promote participation in County-wide student events</p>	<p>All</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 6010 Fn 4200 \$16,000</p>
<p>4.20 \$400.00 student incentive fund- to be utilized by counselor and psychologist with the intent to improve student attendance, reduce suspension/expulsion rate, attain positive results on CHKS and maintain our 0% dropout rate</p>	<p>All</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 3010 Ob 4391 \$400</p>
<p>4.21 Maintain SchoolWise contract for attendance, suspension, truancy reporting to CALPADS/CDE with the intent to improve student attendance, reduce suspension/expulsion rate, attain positive results on CHKS, and promote parent involvement</p>	<p>All</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5800 \$2,800</p>

**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p>	<p><b><u>Outcome</u></b></p>
	<p>SARB Middle School Drop out rate SARC Parent including parents of students with disabilities, attendance at school functions (Open House, Back to School Night, Winter Concert, etc. supported by attendance sheets at each event) California Healthy Kids Survey Secretary Attendance Communication Log Suspension/Expulsion Rate Parent Survey Participation in extra-curricular or sport activities ADA Chronic absenteeism</p>	<p>5% reduction in SARB notices mailed home over 2016-17 Maintain our 0% drop out rate for Middle School students Parents, including parents of students with disabilities, will increase attendance at school functions (Open House, Back to School Night, Winter Concert, LCAP Parent engagement, School Site Council, etc.) supported by attendance sheets from 2016-17 Maintain California Healthy Kids Survey levels from 2016-17 Secretary Attendance Communication Log contact will increase by 1% over 2016-17 Attain 95% ADA Reduce Suspension/Expulsion rate by 2% over 2016-17 Increase number of returned and completed Parent Surveys by 5% Participation in extra-curricular or sport activities will increased by</p>

		2% from 2016-17 RDSB will address chronic absenteeism by Principal and school counselor facilitating conferences with students and their parents with the intent of improving school attendance, Middle school secretary will make calls home each day regarding student absences, notifying parents of all student's experiencing excessive truancy, track attendance, prepare, and send home SARB letters with the intent of reducing chronic absenteeism by 1% over 2016-17	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Principal and school counselor will facilitate conference with students and parents with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement	All	<u>  X  </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Rs 0001 \$6,131  Rs 0001 \$4,329
4.2 Middle school secretary will make calls home each day regarding student absences and record outcome of conversation in Attendance Communication Log with the intent of improving school attendance and reducing chronic absenteeism	All	<u>  X  </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Rs 0000 \$5,837
4.3 Middle school secretary will notify parents of all student's experiencing excessive truancy, track attendance, prepare, and send home SARB letters with the intent of improving school attendance and reducing chronic absenteeism	All	<u>  X  </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Rs 0000 \$5,837  Postage Rs 0000 Ob 5950 \$250
4.4 Principal will attend monthly SARB meetings at Fortuna City Hall with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement in their student's education	All	<u>  X  </u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	Rs 0001 \$6,000

<p>4.5 Middle school secretary will track, at all grade levels, daily positive attendance for perfect attendance awards-notifying teachers, students, and families of awards with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement</p>	<p>All</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 \$2,000</p>
<p>4.6 Principal will run weekly Panther Pride assemblies for grades K – 5. Assemblies will be attended by staff, Eagle Prairie Elementary students and their families, with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>Eagle Prairie Elementary</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0001 \$4000</p>
<p>4.7 Principal will run monthly 6<sup>th</sup> – 8<sup>th</sup> assemblies to honor student of the month, perfect attendance; assemblies will be attended by staff, Monument Middle School students and their families, with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>Monument Middle</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0001 \$4,000</p>
<p>4.8 Trimester and year-end positive attendance, academic achievement and Community of Caring awards will be purchased for students with the intent of improving school attendance and reducing chronic absenteeism</p>	<p>All</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5885 \$ 500</p>
<p>4.9 Awards for perfect monthly attendance, graduation certificates, State testing metals, etc. (Ferndale Jewelers, Discount School Supply, Oriental Trading, etc) with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement</p>	<p>All</p>	<p><u>  X  ALL</u> ----- OR: <u>  Low Income pupils   English Learners</u> <u>  Foster Youth   Redesignated fluent English proficient</u> <u>  Other Subgroups:(Specify)</u></p>	<p>Rs0000 Ob 5885 \$1,225</p>

<p>4.10 Purchase Sharp School contract (website host) for the purpose of improving home-to-school communication and community awareness (replacing Schoolwires as web host) with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5800 \$1,775 (15/16) \$1,275 (16/17)</p>
<p>4.11 Continue Brightarrow Technology contract (phone dialer for mass school to home contact) with the intent of maintaining school-to-home communication to reduce student absenteeism, attain results for CHKS and increase parent involvement in school activities</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 4391 \$90</p>
<p>4.12 Foster Grandparent Program, volunteer retired adults support students one-on-one with reading intervention 30 minutes per week. Foster Grandparent parent are offered lunch free of charge on the day they interact with students (\$35/month/Foster Grandparent) Foster Grandparents promote positive school attendance and reduce referral rates for elementary students</p>	<p>Eagle Prairie Elementary</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 4391 \$700 Fn13 Rs5310 Ob 4710 \$450</p>
<p>4.13 GATE and Community of Caring program (SOI GATE testing and materials to support C of C Career day) with the intent of improving school attendance, reducing suspension rates, promoting parent involvement and increasing student participation in County-wide events</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 4126 Ob 4391 \$600</p>
<p>4.14 Landscaping material for campus beautification, to match grant from Parent/Teacher Organization for the purpose of upgrading the landscape of the school to improve school attendance, attain positive results on CHKS, and promote parent involvement</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 4391 \$500 Rs 4146 Ob 4391 \$500</p>

<p>4.15 Student field trips- Pumpkin Patch, Ferndale Rep. Theater, 8<sup>th</sup> grade celebration, HSU, College of the Redwoods, Sequoia Zoo, Fortuna Park, Dairy Farm, Salmon release at Blue Lake, Jazz Festival, Logging Conference, Bancroft Dairy, Rohnert Park- Fortuna, Ice Skating- Fortuna, GATE Academy at HSU with the intent of maintaining a positive school climate which will lead to improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, attain positive results on CHKS, maintain our 0% dropout rate and promote parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0000 Ob 5801 \$6000 Rs 0001 Ob 5801 \$2,521 Rs 1100 Ob 5801 \$4,000</p>
<p>4.16 Weekly Panther Pride assemblies K-5, monthly academic award assemblies K-8 letters mailed home with the intent of promoting increased parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0000 Ob 5950 \$400</p>
<p>4.17 Employ .5 FTE School/District counselor with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, attain positive results on CHKS, maintain our 0% dropout rate and promote parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 0001 \$24,396</p>
<p>4.18 Participate in Spelling Bee to attain positive results on CHKS, promote participation in County-wide student events and promote parent involvement</p>	<p>All</p>	<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	<p>Rs 1100 Ob 4310 \$100</p>



<p>4.19 Team Sports- volleyball, basketball, track and field with the intent to improve student attendance, reduce suspension/expulsion rate, attain positive results on CHKS, promote parent involvement and promote participation in County-wide student events</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils    English Learners</u> <u> Foster Youth    Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 6010 Fn 4200 \$16,000</p>
<p>4.20 \$400.00 student incentive fund- to be utilized by counselor and psychologist with the intent to improve student attendance, reduce suspension/expulsion rate, attain positive results on CHKS and maintain our 0% dropout rate</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils    English Learners</u> <u> Foster Youth    Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 3010 Ob 4391 \$400</p>
<p>4.21 Maintain SchoolWise contract for attendance, suspension, truancy reporting to CALPADS/CDE with the intent to improve student attendance, reduce suspension/expulsion rate, attain positive results on CHKS, and promote parent involvement</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils    English Learners</u> <u> Foster Youth    Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 5800 \$2,800</p>

<p><b>GOAL:</b></p>	<p><b><u>Goal #5</u></b> School facilities will be maintained per Williams’s standards to offer a safe and clean learning environment, and employing highly qualified staff.</p>	<p>Related State and/or Local Priorities: 1 <u>x</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
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<p><b>Identified Need:</b></p>	<p>A five-year strategic plan (Plan) was developed by the new administration in November of 2014. The Plan was brought to certificated staff for comment, review and modification. The Plan is a living document that will need to be reassessed year to year as projects are completed and new needs arise. Assurance that the Plan is kept current and “living” will be facilitated with the data collected in the FIT, SARC, the RDVFD annual inspection and HCOE Risk Manager’s inspection.                  Monument Middle School was the primary school years ago, it now serves older, large students- the bathrooms are still designed for smaller students. The bathrooms need upgraded toilets and sinks to serve the older students.                  CCSS materials were adopted for math in 2014-15, ELA materials will be adopted for 2016-17; analysis of materials to adopt will be an on-going project in 2015-16.                  It was identified by HCOE Risk Manager that carpet in rooms 101, 103, 107 and 304 are a safety hazard. RDSD plans to replace the carpets over the next two years. Carpet in rooms 107 and 304 will be replaced in 2015-16, remaining rooms in 2016-17 and 2017-18.                  Maintain Highly Qualified staff.</p>		
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b></p>	<p><b>Applicable Pupil Subgroups:</b></p>	
<p><b>LCAP Year 1: 2015-16</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p style="text-align: center;"><u><b>Metric</b></u></p> <p>Facilities Inspection Tool (FIT)                  Five Year Strategic Plan (development began in 2014-15, refinement continues)                  SARC                  HQ teacher data/credentials                  Textbook purchase/inventory                  Safety inspection                  Keenan Training Courses                  BTSA- beginning teachers                  ACCP- beginning Administrators</p>	<p style="text-align: center;"><u><b>Outcome</b></u></p> <p>100% of RDSD teachers will be highly qualified                  Annual FIT inspection will be conducted to ensure facilities are in good repair                  Five year strategic plan will be reviewed, modified and evaluated to address future RDSD needs                  SARC will be completed by superintendent                  Ensure math and ELA will meet CA CCSS standards and there will be sufficient textbooks for every student                  Teachers and principal will evaluate ELA materials for 2017-18 ELA adoption                  100% of Custodial/Maintenance staff will complete selected Keenan Training Courses                  Rio Dell Volunteer Fire Department will conduct annual safety inspection- necessary items found during inspection will be repaired                  HCOE Risk Manager will conduct safety inspection- necessary items found during inspection will be repaired                  Beginning teacher, principal and superintendent will acquire credentials to maintain HQ status</p>	
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>5.1 Replace carpet in tech lab, library, conference room, staff room to ensure the facility is maintained in good repair</p>	<p>Eagle Prairie Elementary</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Rm 107 Rs 8150 Ob 6200 \$6,900  Rm 304 Rs 6010 Ob 4391 \$6,465</p>
<p>5.2 Employ 1.0 FTE maintenance person to do general maintenance and upkeep to ensure facility is in good repair</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Rs 8150 \$63,465</p>
<p>5.3 Employ 1.63 FTE custodial staff to clean and maintain facility and keep it in good repair</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Rs 0000 \$70,151</p>
<p>5.4 Provide BTSA support to beginning teachers to ensure highly qualified teaching staff that are properly credentialed</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Rs 4035 Ob 5210 \$3,300.00</p>
<p>5.5 Superintendent and principal will ensure staff are highly qualified according to NCLB standards through ongoing teacher evaluation. Evaluate 14 employees at 9 hours per evaluation</p>	<p>All</p>	<p><u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Rs 0000 \$14,750</p>

<p>5.6 Principal will conduct at least once monthly School Site Council meetings with the on-going purpose of developing the SPSA and monitoring LCAP progress and development for future years to ensure all students have access to standards-aligned instructional materials and the facility is being kept in good repair</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0000 \$1,650</p>
<p>5.7 Upgrade phone system so all faculty will have the ability to call parents in the privacy their classrooms instead of coming to the main office to do so.</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 1100 Ob 4310 \$3,000</p>
<p>5.8 Purchase security cameras to maintain a clean and safe campus for the purpose of providing a high quality teaching and learning environment</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0230 \$21,000 Ob 6200</p>
<p>5.9 Purchase two commercial vacuums to ensure the facility is maintained in good repair</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 8150 4381 \$800</p>
<p>5.10 Upgrade Monument Middle School bathroom sinks and toilets that serve middle school students to ensure the facility is maintained in good repair</p>	<p>Monument Middle School</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u></p>	<p>Rs 0230 Ob 6200 \$9,000</p>

<p>5.11 Alternative Clear Credential Program fees, 2015-16 final year of program to ensure properly credential staff</p>	<p>All</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 4035 Ob 5800 \$3,500</p>
<p>5.12 On-going IT support to maintain current technology to ensure the facility is maintained in good repair and allow students to online standards-aligned curriculum</p>	<p>All</p>	<p><u>X ALL</u> ----- <u>OR:</u> <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5819 \$15,750</p>

<p style="text-align: center;"><b>LCAP Year 2: 2016-17</b></p>		
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p style="text-align: center;"><b><u>Metric</u></b></p>	<p style="text-align: center;"><b><u>Outcome</u></b></p>
	<p>Facilities Inspection Tool (FIT) Five Year Strategic Plan (development began in 2014-15, refinement continues) SARC HQ teacher data/credentials Textbook purchase/inventory Safety inspection Keenan Training Courses BTSA- beginning teachers ACCP- beginning Administrators</p>	<p>100% of RDSB teachers will be highly qualified Annual FIT inspection will be conducted by maintenance staff and administration Five year strategic plan will be reviewed, modified and evaluated to address future RDSB needs SARC will be completed by superintendent Ensure math and ELA will meet CA CCSS standards and there will be sufficient textbooks for every student Principal will conduct textbook inventory to ensure math and ELA will meet CA CCSS standards Teachers and principal will evaluate ELA materials for 2017-18 ELA adoption 100% of Custodial/Maintenance staff will complete selected Keenan Training Courses Rio Dell Volunteer Fire Department will conduct annual safety inspection- necessary items found during inspection will be repaired HCOE Risk Manager will conduct safety inspection- necessary items found during inspection will be repaired Beginning teacher and principal will acquire credentials to maintain HQ status</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Replace carpet in tech library and conference room to ensure the facility is maintained in good repair	Eagle Prairie Elementary	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rm 107 Rs 8150 Ob 6200 \$6,900  Rm 304 Rs 6010 Ob 4391 \$6,465
5.2 Employ 1.0 FTE maintenance person to do general maintenance and upkeep to ensure facility is in good repair	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 8150 \$63,465
5.3 Employ 1.63 FTE custodial staff to clean and maintain facility and keep it in good repair	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 0000 \$70,151
5.4 Provide BTSA support to beginning teachers to ensure highly qualified teaching staff that are properly credentialed	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 4035 Ob 5210 \$3,300.00

<p>5.5 Superintendent and principal will ensure staff are highly qualified according to NCLB standards through ongoing teacher evaluation. Evaluate 14 employees at 9 hours per evaluation</p>	<p>All</p>	<p><u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 0000 \$14,750</p>
<p>5.6 Principal will conduct at least once monthly School Site Council meetings with the on-going purpose of developing the SPSA and monitoring LCAP progress and development for future years to ensure all students have access to standards-aligned instructional materials and the facility is being kept in good repair</p>	<p>All</p>	<p><u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 0000 \$1,650</p>
<p>5.7 On-going IT support to maintain current technology to ensure the facility is maintained in good repair and allow students to online standards-aligned curriculum</p>	<p>All</p>	<p><u>X ALL</u> ----- OR: <u>Low Income pupils English Learners</u> <u>Foster Youth Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u></p>	<p>Rs 0000 Ob 5819 \$15,750</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p>	<p><u>Outcome</u></p>
	<p>Facilities Inspection Tool (FIT) Five Year Strategic Plan (development began in 2014-15, refinement continues) SARC HQ teacher data/credentials Textbook purchase/inventory Safety inspection Keenan Training Courses BTSA- beginning teachers</p>	<p>100% of RDSB teachers will be highly qualified Annual FIT inspection will be conducted by maintenance staff and administration Five year strategic plan will be reviewed, modified and evaluated to address future RDSB needs SARC will be completed by superintendent Ensure math and ELA will meet CA CCSS standards and there will be sufficient textbooks for every student Principal will conduct textbook inventory to ensure math and ELA will meet CA CCSS standards Teachers and principal will evaluate ELA materials for 2017-18 ELA adoption 100% of Custodial/Maintenance staff will complete selected</p>

		Keenan Training Courses Rio Dell Volunteer Fire Department will conduct annual safety inspection- necessary items found during inspection will be repaired HCOE Risk Manager will conduct safety inspection- necessary items found during inspection will be repaired Beginning teachers will acquire credentials to maintain HQ status	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Replace carpet in room to ensure the facility is maintained in good repair	Eagle Prairie Elementary	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rm 107 Rs 8150 Ob 6200 \$6,900  Rm 304 Rs 6010 Ob 4391 \$6,465
5.2 Employ 1.0 FTE maintenance person to do general maintenance and upkeep to ensure facility is in good repair	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 8150 \$63,465
5.3 Employ 1.63 FTE custodial staff to clean and maintain facility and keep it in good repair	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Rs 0000 \$70,151



<p>5.4 Provide BTSA support to beginning teachers to ensure highly qualified teaching staff that are properly credentialed</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)_____</u></p>	<p>Rs 4035 Ob 5210 \$3,300.00</p>
<p>5.5 Superintendent and principal will ensure staff are highly qualified according to NCLB standards through ongoing teacher evaluation. Evaluate 14 employees at 9 hours per evaluation</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)_____</u></p>	<p>Rs 0000 \$14,750</p>
<p>5.6 Principal will conduct at least once monthly School Site Council meetings with the on-going purpose of developing the SPSA and monitoring LCAP progress and development for future years to ensure all students have access to standards-aligned instructional materials and the facility is being kept in good repair</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)_____</u></p>	<p>Rs 0000 \$1,650</p>
<p>5.7 On-going IT support to maintain current technology to ensure the facility is maintained in good repair and allow students to online standards-aligned curriculum</p>	<p>All</p>	<p><u> X ALL</u> ----- OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)_____</u></p>	<p>Rs 0000 Ob 5819 \$15,750</p>

## Annual Update

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

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL from prior year LCAP:	<b>Goal #1</b> Students will show academic growth, including special education students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All, Because of RDSDs significant number of low-income students (71%+) the planned actions and services listed for Goal #1 are designed to be of benefit to LI, EL, FY and redesignated fluent English proficient pupils.		
Expected Annual Measurable Outcomes:	<b>Metric</b> State Assessment: (CAASPP) NWEA: MAPS Average class size Library use ASES student support After-School intervention	<b>Outcome</b> Baseline scores to be determined from CAASPP scores and MAPS data, District maintained State required class size reduction limits, An additional Tier II teacher was employed, all classrooms were served with a 3 hour per day paraprofessional, the District library was staffed 3 hours per day, After-School intervention was provided by certificated staff 30 minutes per day- four days per week, State Standards (CCSS) curriculum materials was purchased for Math, ELA State Standards curriculum materials will be purchased in 2016/17.	Actual Annual Measurable Outcomes:	According to CDE 2014-15 enrollment data for RDSD, average class size grades K-3 was 21, average class size grades 4-5 was 25, and average class size grades 6-8 was 27. Our Tier II and Tier III program was supported by 4.0 FTE teachers, and 35.75 hours/day of paraprofessional support. Anticipated salary for certificated teachers was \$20,000 less than the planned allowance due to new teachers hired and their placement on the certificated salary schedule. Identified students receive up to 120 minutes of after-school intervention tutoring. All ASES students receive 30 minutes per day of academic support. CCSS math curriculum was purchased- 2014-15 CAASPP scores will determine effect of new curriculum implementation. \$37,000 will be carried over for ELA CCSS adoption in 16/17.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>District will participate in class size reduction K-3, supplemental and concentration grant will support an additional teacher in grades 4-8 to reduce class sizes.</p>	<p>Employment of 14 regular classroom teachers Anticipated Expenditures: \$1077533 Certificated salaries and benefits. Funding Source: General fund, resource 0000; General fund, resource 0001; General fund, resource 1400; General fund, resource 4035</p>	<p>District participated in class size reduction K-3 A 4/5 class was added to reduce class size in grades 4 – 5  District employed 14 regular classroom teachers</p>	<p>Rs 0000 \$568,629 Rs 1400 \$358,055 Rs 0001 \$172,006</p>
<p>Students testing below grade level on local assessments will receive small group intervention with a Tier II Intervention teacher, Special Education teachers, classroom and support paraprofessionals, and librarian.</p>	<p>Employment of two Tier II Intervention teachers, two Tier II Intervention Paraprofessionals, Special Education teachers and paraprofessionals and classroom paraprofessionals. Anticipated Expenditures: Certificated staff: \$300452 paraprofessional</p>	<p>NWEA MAPS data was used to identify students for Tier II Intervention placement  An additional Tier II Intervention teacher was hired, 2 Tier II Intervention teachers now serve the students of Rio Dell School District  Tier II paraprofessional  A 1.0 FTE Resource Specialist teacher served as Tier III Intervention for students who have IEPs</p>	<p>Rs 0001 \$100,131 Rs 3010 \$32,336  Rs 0001 \$11,017 Rs 3010 \$6,471  Rs 6500 \$72,854</p>

	<p>s: \$241201; librarian, \$8742 Funding source: General fund, resource 3010, General fund, resource 0001, General fund, resource 3310, General fund, resource 6500, General fund, function 2420</p>	<p>A 6.75 hours/day paraprofessional supported students in our Tier III Resource Program</p> <p>A 1.0 FTE Special Day Class teacher is employed to meet the needs of students with elevated learning disabilities</p> <p>A total of 15.5 hours/day of paraprofessional support time is given in the SDC classroom each day</p> <p>Each general education classroom is supported by a 3 hour/day paraprofessional who is able to give small group or one-on-one assistance to LI, EL, and FY students</p>	<p>Rs 3310 \$12,717 Rs 3010 \$8,837</p> <p>Rs 6500 \$80,024</p> <p>Rs 3310 \$45,126</p> <p>Rs 3010 \$47,574 Rs 0001 \$80,927</p>
<p>Students testing below grade level will receive small group intervention after school</p>	<p>Half hour after school remediation by certificated staff four days a week. Expenditures: \$58,344 Funding source: General fund, resource 6010</p>	<p>Library technician- 3 hours /day</p> <p>7 teachers provide academic support 4 days per week after school is out</p>	<p>Rs 0000 \$8,854</p> <p>Rs 6010 \$24,315</p>
<p>Students enrolled in the After School Program will receive academic reinforcement</p>	<p>Hour of homework/academic support time for students in the after school program.</p>	<p>ASP (ASES) personnel provide academic support 30 minutes per day to all students in program</p>	<p>Rs 6010 \$62,130</p>

<p>Purchase Common Core curriculum in Math and ELA (as it becomes available) for all grade levels to reinforce implementation of common core standards.</p>	<p>Expenditures: \$69383 Funding Source: General fund, resource 6010</p> <p>Purchase K-8 Common Core Math curriculum. Expenditures: \$86,100 Funding Source: General fund, resource 6300, General fund, resource 7405, General Fund, resource 0212. (Revenue is currently identified in the 2013-14 budget and will cross into 2014-15 as a multi-year expenditure.)</p>	<p>Common Core aligned <i>My Math and Big Ideas</i> math curriculum was purchased The balance of Rs 7405 was used to meet a matching grant from the McLean foundation for the purchase of 90 iPads.</p> <p>District and staff agreed to explore Common core ELA curriculum during the 15-16 and 16-17 school year and prepare for an adoption of Common Core ELA material for 2017-18</p>	<p>Rs 6300 \$19,709 Rs 7405 \$50,891</p>
<p><u>  X  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>		<p><u>  X  </u> ALL ----- ---- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and</p>			

expenditures will be made as a result of reviewing past progress and/or changes to goals?	Money for ELA textbook adoption will be carried over to 2015-16 in preparation for the 2016-17 ELA CCSS textbook adoption. District will continue to employ an additional Tier II teacher supported by a 6.75hour/day paraprofessional. Future expenditures will reflect step and column advancement on payroll.
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Original GOAL from prior year LCAP:	<b>Goal #2</b> Increase EL student academic performance, reclassification, parent contact	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: EL
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Expected Annual Measurable Outcomes:	<b>Metric</b> Academic assessments, reclassification rate, parent contact, Spanish translator	<b>Outcome</b> 35 of 331 Rio Dell School District (RDSD) students are classified as EL (10.6%). The EL population has steadily increased the last 4 years. Students redesignated as FEP did not change in 2014-15. In 2011, 2012, and 2013 Hispanic students (who make up the bulk of RDSD students) met APY while the LEA and White students did not.	Actual Annual Measurable Outcomes:	35 of 331 Rio Dell School District (RDSD) students are classified as EL (10.6%). The EL population has steadily increased the last 4 years. Students redesignated as FEP did not change in 2014-15. In 2011, 2012, and 2013 Hispanic students (who make up the bulk of RDSD students) met APY while the LEA and White students did not. Spanish speaking parents are supported by a translator during parent/teacher conferences, special education meetings (504s and IEPs), and community or parent LCAP stakeholder meetings.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Bilingual paraprofessional will provide academic assistance to the Tier II teacher for small group intervention with EL students to improve academic performance and increase reclassification. Paraprofessional will also translate notes, conferences, and IEP's for second language parents.	Employ bilingual paraprofessional Expenditures: \$23342. Funding source: General fund, resource 0001	A 6.75FTE bilingual aide was hired to assist in the Tier II intervention program and assist in translation (written and verbal)  Mercedes Translation was utilized at parent teacher conferences and IEP meetings	Rs 3310 \$15,449  Rs 4203 Ob 4391 \$422

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	RDSD will continue to employ a bilingual paraprofessional to support our EL students and parents. RDSD will also continue to employ Mercedes Translator Service on an as-needed basis. RDSD is looking into the possibility of offering English as a second language classes for parents of our EL students. This program would be supported by HCOE.		
___ALL ----- OR: ___Low Income pupils ___X_English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		___ALL ----- OR: ___Low Income pupils ___X_English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	

Original GOAL from prior year LCAP:	<b>Goal #3</b> Increase staff professional development to improve student achievement and school climate	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ 4_ <input checked="" type="checkbox"/> 5_ 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ 10_ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<b>Metric</b> State and Local Assessment	<b>Outcome</b> STAR and CAASPP data for 2013-14 was not reported to support State baseline data. API was not reported by the State. RDSD continues in PI Year II status.	Actual Annual Measurable Outcomes:	Teacher PLC grade level groups meet twice monthly to disaggregate NWEA MAPS assessment data. This data determines student's placement in Tier II program. In the past teachers also used STAR data for Tier II referrals. With the addition of a 2 <sup>nd</sup> Tier II teacher referrals to the Tier II program increased by 50%. This has allowed 45 additional students to receive small group intervention services.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures



<p>Teachers, parents, and students will have current assessment results from classroom and NWEA assessments to help determine student's needs.</p>	<p>Continue contract with NWEA as a local district assessment classroom curriculum assessments, and state assessment. Expenditures: \$6000 Funding source: General fund, resource 0000</p>	<p>Teachers meet twice monthly to assess NWEA- MAPS data.  Teachers use NWEA- MAPS data to determine student placement in Tier II, Resource, or GATE programs  Teachers assess and use NWEA-MAPS data as grading criteria for trimester report cards  No CAASPP data was reported by CDE in 2014-15 Staff will use CAASPP data along with NWEA-MAPS data in future years to drive instructional needs</p>	<p>Rs 3010 Ob 5800 \$4,337</p>
<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>NWEA will reflect pricing increase, if necessary, in future LCAPs.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p><b>Goal #4</b> Positive and meaningful parent and student engagement in the school will increase.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
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<p>Expected Annual Measurable Outcomes:</p>	<p><b>Metric</b> Increase in attendance, decrease in behavior referrals.</p>	<p><b>Outcome</b> 2013-14 Eagle Prairie truancy rate: 112 truanancies occurred out of 227 students, this exceeds the State truancy rate by 13%. 2013-14 Monument Middle School truancy rate: 57 truanancies occurred out of 98 student, this exceeds the State truancy rate by 13%. In 2013-14 Eagle Prairie had 6 suspensions, Monument Middle School had 5 suspensions and there were no expulsions</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>2014-15 Eagle Prairie truancy rate: 153 truanancies occurred out of 227 students, up 41 truanancies from 2013-14. 2014-15 Monument Middle School truancy rate: 152 truanancies occurred out of 108 students, up 95 truanancies from 2013-14. The current (and new) administration records a &gt;30 minute unexcused tardy as truant. Compared to 2013-14 discipline data, there was an increase in behavioral referrals for 2014-15. The new administration, which began in 2014-15, has an open door policy not experienced in the past. Behavior referral increased greatly. Eagle Prairie had 9 suspensions, and Monument Middle School had 16 suspensions. Principal anticipated to be hired for 2014-15 decided to not pursue career in administration, Principal in training was hired to serve as Dean of Students and Curriculum Coordinator while he attained Tier I Administration credential. This created a \$10,000 gap in expected salary for principal position. A counselor was not hired; this created a void for students who would have benefitted from social emotional support. The budget for this expense was not encumbered.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Principal and school counselor will facilitate conference with students and parents to improve attendance. And services. Secretary will make daily calls to home regarding absences.</p>	<p>Site secretary will make daily calls home regarding absences. Principal and/or school counselor will contact parents of students deemed to be truant. Referrals to SARB Hearing</p>	<p>Monument Middle School secretary makes daily calls home to families of both school sites when students are absent. Secretary tracks all absenteeism, assesses data and refers students to principal for SARB. Secretary generates and sends monthly SARB letters to families.  Principal attends monthly SARB hearings.  School counselor was not hired in 2014-15</p>	<p>Rs 0000 Fn 2700 \$10,369 (secretary)  Rs 0001 \$18,240 (principal)</p>

	<p>will be reduced by .5% Expenditure: Classified staff \$10,369; Principal, \$24,850, School Counselor, \$5762 Funding Source: Site secretary, General Fund, function 2700; school counselor, General fund, resource 0001, function 3120, and Principal, General fund, resource 0001.</p>	<p>Principal anticipated to be hired for 2014-15 decided to not pursue career in administration, Principal in training was hired to serve as Dean of Students and Curriculum Coordinator while he attained Tier I Administration credential.</p>	
<p>Scope of service:</p>	<p>LEA</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>RDSD will continue the planned actions and services outlined in Goal #4. A .5FTE counselor is planned for 2015-16. RDSD will switch to a new web host which will provide a higher quality website for student and parent access.</p>		

Original GOAL from prior year LCAP:	<b>Goal #5</b> Improve parent involvement in school activities		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:		Schools: All		
		Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<b>Metric</b> Attendance at parent conferences, site council, student study teams	<b>Outcome</b> School site counsel had a full quorum for 2014-15. Parent/teacher conferences had a 92% attendance rate.	Actual Annual Measurable Outcomes:	School site counsel had a full quorum for 2014-15. Parent/teacher conferences had a 92% attendance rate.
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Site secretary will make contact home through phone calls, flyers, etc., regarding school activities, conferences, programs, site council, to increase parent participation.		\$8879 Funding source: General fund, function 2700	Secretary made scheduled calls home and printed flyers for students to take home to notify parents of upcoming events. Secretary coordinated parent/teacher conference schedules, sent home notices for P/T conferences and made follow up calls to ensure parents would be in attendance. Secretary assisted Principal with phone calls, making copies, scheduling, etc. for the needs of School Site Counsel.	Rs 0000 Fn 2700 \$8,879
Scope of service:	LEA		Scope of service:	
X_ALL			__ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Attendance at parent/teacher conferences will increase by 2%. Actions from Goal 4 will be carried over into 2015-16.	

Original GOAL from prior year LCAP:	<b>Goal #6</b> Positive and meaningful improvement in school climate will increase.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<b>Metric</b> Decrease in student discipline referrals.	<b>Outcome</b> Baseline	Actual Annual Measurable Outcomes: Principal conducted monthly Community of Caring meetings. Community of Caring is made up of students who embody the core Community of Caring values. Community of Caring students developed/created a Career Day for fellow students to attend.

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development for certificated and classified staff will be provided to increase understanding of Common Core standards, Common Core curriculum, assessment tools, effectiveness of PLC's, and methods of increasing positive school behavior and climate. Provide BTSA for new certificated staff.	Professional development presenters, contract with HCOE for professional development services, and staff stipends for attendance at professional development beyond contracted days. BTSA contract. Expenditures: \$17,000. Funding source: General fund, resource 3010; General fund, resource 4035	Teaching staff had professional development for My Math, Big Ideas (math), Mandated reporter training, Lori Breyer and Kathy Dickerson presented on all things HERC has to offer, Colby Smart gave iPad and Gone Google training. Twice monthly PLC meeting were lead by the principal- with a focus on NWEA/MAPS data disaggregation. SHIFT Symposium, CPI training, other conferences  Classified staff had playground safety training lead by Kimberly Comet- HCOE Risk Manager, mandated reporter training, and behavioral intervention training lead by Larry Hudspeth- HCOE Behaviorist Analyst. Classified staff attended monthly in-service meetings lead by principal or superintendent.  Two teachers were mentored by BTSA coaches.	Rs 0000 Ob 5812 \$5000 (HERC contract) Rs 4035 Ob 5210 \$2,475 Rs 3010 Ob 5210 \$11,275 (professional development)  Rs 4035 Ob 5210 \$2,600
Community of Caring values will continue to be emphasized by all staff. Students will continue to be recognized for their positive actions regarding Caring, Family, Responsibility, Respect, and Trust. School counselor will continue to facilitate Community of Caring Student Leadership Team	Community of Caring Student Leadership Team. Student suspension rate will decrease by 1%. Expenditures: School counselor: \$	Principal conducted monthly Community of Caring meetings. Community of Caring is made up of students who embody the core Community of Caring values. Community of Caring students developed/created a Career Day for fellow students to attend. Weekly Panther Pride assemblies lead by principal. Monthly Community of Caring and positive school attendance award assemblies lead by principal or superintendent. Principal counseled students and made positive contact	Rs 0000 Fn 2700 \$21,490 (Principal)

		6689; Principal: \$15053 Awards and parent letters, \$500. Funding source: General fund, function 3120; General fund, function 2700; General fund, resource 1100	home to parents. All listed activities comprised approximately 25% of the Principal's weekly schedule.  School psychologist provided support to students through Pink Slip store positive behavior support.  Incentives provided to students in the Pink Slip store program.	Rs 0000 Fn 3120 \$ 6,809  Rs 1100 Ob 4391 \$500
Scope of service:	LEA		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	RDSD will continue to support beginning teachers through the BTSA program. A .5FTE counselor will be hired for 2015-16. The principal, school psychologist and counselor will continue to create and support positive behavior with the Community of Caring student team and reward positive behavior through the Pink Slip store. All staff will be supported through professional development opportunities.			

Original GOAL from prior	<b>Goal #7</b> School facilities will be maintained per Williams's standards to offer a safe and clean learning environment for students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
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year LCAP:		Local : Specify _____	
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	<p><b>Metric</b></p> <p>Quarterly Williams Report Facilities Inspection Report (FIT) Rio Dell Volunteer Fire Department (RDVFD) inspection NCLB highly Qualified Teacher SARC</p>	<p><b>Outcome</b></p> <p>Positive outcomes on all Williams Quarterly reports, positive outcomes on FIT report, positive report on RDVFD inspection, all teachers assigned as needed and highly qualified, positive outcomes on SARC</p>	<p><b>Actual Annual Measurable Outcomes:</b></p> <p>Positive outcomes on all Williams Quarterly reports, positive outcomes detailed on FIT report, positive report by RDVFD inspection, all teachers assigned are highly qualified, positive outcomes on SARC Roof on Monument Middle School And Multi Purpose room was replaced. Final cost was \$225,000. For 2014-15 all staff received a retroactive 2% increase on all cells of all salary schedules as well as a \$1,000 increase on the cap in H&amp;W benefits for employees who receive benefits.</p>
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Maintenance of school facilities to Williams Act standards.	<p>Maintenance personnel, custodial personnel, appropriate supplies and repairs to facilities. Expenditures: Classified staff, \$124004, supplies and facility repair, \$79245 Funding Source: General fund, function 8100,</p>	<p>Maintenance staff</p> <p>Positive outcomes on all Williams Quarterly reports</p> <p>Positive outcomes detailed on FIT report</p> <p>Positive report by RDVFD inspection</p> <p>All teachers are highly qualified for the position they are assigned</p> <p>Positive outcomes on SARC</p> <p>New roof placed on Monument Middle School</p>	<p>Maintenance staff Rs 8150 \$59,895 Rs 0000 \$66,646         Rs 0230</p>



	<p>General fund, resource 8150, General Fund, resource 230 (Expenditures start in 2013-14 and will cross into 2014-15 as multi-year expenditures.</p>	<p>General upkeep</p> <p>Replace hot water heater</p>	<p>Ob 6200 \$165,000</p> <p>Rs 8150 Fn 8100 Ob 4000s \$4,606 Rs 8150 Fn 8100 Ob 5000s \$1,872</p> <p>Fu 13 Rs 5310 Ob 4384 \$4,300</p>
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>RDSD will maintain the staff and school facility per the standards of the Williams Act. Monument Middle School bathrooms will receive upgrades. Security cameras will be purchased for the District campus to prevent vandalism and keep a clean safe learning environment.</p>		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>503,106</u>
<p><b><u>For 2015-16</u></b></p> <p>RDSB is highly committed to serving its low income, foster youth, and English learner students, which constitutes approximately 75% of our student population. RDSB will expend the Supplemental and Concentration funds to meet the eight (8) state priorities. The District will continue to support at risk students through highly qualified classroom teachers, classroom paraprofessionals, technology equipment and personnel to maintain and support an IT program, after school certificated intervention for students at risk of falling behind academically, ensure student’s nutritional needs are met so they can focus in the classroom, and an after school grant program. RDSB will continue to employ an additional intervention teacher, a bilingual paraprofessional, and provide small group intervention instruction focused the Common Core standards. RDSB will employ a .5 FTE counselor to provide needed social emotional guidance for our at risk students. RDSB will expend funds for an additional classroom teacher to help maintain smaller class sizes in grades 4-5 to facilitate smaller group instruction. RDSB funds will be expended for a site secretary to contact parent regarding absences, meetings, and school activities. Funds will be expended to support the BTSA program for new teachers. RDSB funds will provide IT support at least 8 hours per week. In addition to IT support, teachers will be able to purchase ELA and Math reinforcement apps for student iPads used in the classroom. A contribution will be made to ensure high quality meals are provided to our at risk population. RDSB will commit all Supplemental and Concentration grant funds to providing high-quality, rigorous curriculum for all learners with the hope of creating respectful, responsible, caring people that will become productive, active members of society.</p>	

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

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

23.51	%
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**For 2015-16**

The proportionality percentage for 2015-16 is 23.51%. The increase is reflected in the increase in a general education teacher, an additional Tier II Intervention Teacher, and a Bilingual Paraprofessional. The continuation of an additional general classroom teacher and an additional Tier II Intervention teacher will result in a 1% increase on NWEA MAPS assessments. The addition of a Bilingual Paraprofessional will result in a 1% increase on NWEA MAPS assessments, approaching State levels of FEP redesignation rates for EL students, and maintaining or increasing EL parent contact by 2%. RDSD's unduplicated population is 75% of our student population. Separating services for LI, EL, or FY as compared to the remaining 25% of our student population to show a proportional variance in services is virtually impossible. Services provided by our Bilingual paraprofessional for EL students, is the only exception in our ability to single out a service provided to an unduplicated group. RDSD is committed to providing our LI, EL, and FY a high-quality, rigorous curriculum reaching all learners with the hope of creating respectful, responsible, caring people that will become productive, active members of society.

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

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

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

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

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

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