

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 77%. About 10% of our students are English Language learners (EL). Our reported number of Foster Youth (FY) is very low, two students being reported, though we know of many students who are being raised by grandparents, aunts and uncles, or family members other than parents.

RDSB is a Response to Intervention (RTI) School. RDSB's RTI program offers 2.0 FTE Tier II level teachers and 2016-17 will see 1.4 FTE resource teachers along with a Special Day Class supported by a 1.0 FTE teacher. General education teachers gather twice monthly in Professional Learning Community meetings to assess NWEA/MAPS data as a way to monitor student progress to guide student referral and placement in the RTI program. An Intervention team meets twice monthly to assess data and determine student placement in Tier II and Tier III programs.

A five-year strategic plan focused on infrastructure and academic needs for the RDSB was developed with input from RDSB staff, school board members, parents, and community members. From the strategic plan flowed the refinement of the RDSB LCAP. The strategic plan continues to act as a lighthouse to guide the RDSB LCAP. In our reflective process we found the 2015-16 LCAP to be a sound product to use as a guide in developing the 2016-17 LCAP.

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

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052,

including pupils with disabilities, for each of the state priorities and any locally identified priorities.

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

10/23/2015: Parents of EL students contacted regarding formation of ELAC	Input from all stakeholders was used to determine the effectiveness of the current LCAP. Fidelity of implementing actions and services pertaining to goals were reviewed. Metrics and how well they correlate to actions and services and are a true picture relating to goals were assessed; modifications were suggested by certificated staff and parents & guardians.
01/19/2016: School Site Council LCAP review and update	In October 2015, parents of EL students were approached with the need to form an ELAC. One parent showed interest in taking the lead on forming the committee. The ELAC did not transpire. Greater efforts will be made in 2016-17 to ensure an ELAC forms as our EL population is a steady part of our students population.
02/10/2016: RDSB Certificated bargaining unit and all other certificated staff district meeting- update and input	During 02/10/2016 Certificated Staff RDTA bargaining unit and all other certificated staff meeting it was recommended to continue acquiring technology devices for students, with the plan to attain one-to-one status of devices fro students. A strong desire was expressed for doing a complete renovation of Monument Middle School restrooms. Staff also requested intense professional development focused on CCSS to support math and ELA instruction. Staff also requested deeper PD/training in the use of Renaissance Learning's Accelerated Reading 360. Staff and administration would like to see further expansion of our PBIS program. Staff also recommended to increase hours for counselor to support PBIS implementation.
03/03/2016: LCAP Stakeholders meeting	The March student school climate survey (given in grades 4-8) produced the following results: students felt overall they were being challenged by their teacher, teachers treated all students fairly, adequate time was given to computer-based learning, a large majority of students plan to go on to higher education after completing high school, a majority of students felt well supported by all staff, students felt staff treated them with respect, but felt students could treat staff with more respect, by far students said they would recommend their school to friends who do not go there.
03/09/2016: School Board presented with 10-year strategic plan and its key relationship to LCAP development	During 03/03/16 and 03/31/16 parent/community stakeholder meeting a desire was expressed for parent/guardian training in the use of Accelerated Reading during home participation/use for the purpose of supporting students in a deeper and richer experience with Accelerated Reading. Parents would also like to have some training and clarification of CCSS math.
03/15/2016: School Site Council gives input for development of 2016-17 LCAP	A parent survey was handed out during Open House on April 7, 2016.
03/22/2016: Students School Climate Survey, grades 4-8	
03/23/2016: Rio Dell School District receive School Climate Survey	
03/24/2016: Classified district staff meeting- update and input	
03/31/2016: LCAP Stakeholders Meeting- update and input	
04/06/2016: School Board meeting- update and input	
04/07/2016: Open House, parents & guardians receive LCAP school climate survey	
05/11/2016: School Board meeting- update, review and revisions	
05/28/2016: School Board advised of final revisions to LCAP, asked to review in preparation for June approval process	
06/07/2016: School Board meeting, Public Hearing for 2016-2017 LCAP	
06/08/2016: School Board meeting, adoption of 2016-2017 LCAP	

The survey was offered in English or Spanish to serve family preferences. The survey showed that parents felt over-all their students were treated fairly and with respect. Parents expressed they felt welcome on campus and they and their students knew who to reach out to if they needed assistance of any kind. The majority of parents said they would recommend RSD to a friend, family or colleague. Parents felt their students was receiving a sound education at RSD.

The middle school will see a large increase in student population for 2016-2017 and 2017-2018. The issue was discussed with staff, parents and students. It was agreed by all stakeholders that an addition of another certificated teacher, supported with a 3 hour minimum paraprofessional was important for Monument Middle School. The school board voted at the April board meeting to add another general education teaching position, supported by a paraprofessional, to the middle school.

Annual Update:

The involvement process to review and update the district's Local Control Accountability Plan (LCAP) was a combined effort of all stakeholders mentioned in the Involvement Process above. Stakeholders provided feedback on the progress made on the goals and actions written into our district LCAP. Throughout the year progress on metrics was shared as well as updates on planned continuance, changes or additions to actions and services. An ongoing process of data collection took place over the course of the school year; this data was used to guide the decision making process implemented during stakeholder meetings. Feedback through school to home surveys, suggestions collected from certificated and classified staff and advice gathered during administration meetings was gathered to ensure we were on the right track throughout the LCAP implementation and development process. A constant focus was made to insure we were meeting the needs of our Low-income, English Learner and foster youth populations. Data included chronic absenteeism, suspension/expulsion rates, highly qualified teachers, drop-out rate, CAASPP scores, class size, technology ratio per student, speech and special education services, reclassification of EL students, ADA, parent/guardian attendance at stakeholder meetings, facilities inspection/safety report.

Annual Update:

As the school year progressed and data was collected and reviewed the following determinations were made, or situations occurred: class size reduction was met in grades K-5 and that our middle school would benefit from smaller class size, CAASPP data was base lined with the revelation that student achievement in math and ELA/Literacy needs to be at the forefront of professional development with the intent of improving CAASPP scores, 0.0% of our EL population were reclassified as Fluent English Proficient (FEP), an increase from half-time to full-time for the counselor position, continue with as well as expand our district wide PBIS program utilizing Second Step as a curriculum, begin moving forward with overdue needed improvements to the school's infrastructure.

Reporting of conditions met and recommendations to implement as a result of stakeholder collaboration:

- With support of the school board and certificated staff it was agreed upon to implement continued class size reduction and move this forward to grades 6-8 for two years, an additional general education teacher will be added to Monument Middle School.

- Employ bilingual aides to assist students in acquisition of English language with the intent of students being reclassified as FEP.
- Twice monthly PLC time will be devoted to professional development focused on Common Core mathematics with the intent of improving CAASPP scores
- Continued use of NWEA/MAPS as a data-gathering tool to drive our RTI Tier II and Tier III program with the intent of continued growth in student achievement.
- Certificated staff and parent/ guardians requested more in depth use of and training in the Accelerated Reading program offered through Renaissance Learning with the intent of continued growth in student achievement.
- It was agreed by stakeholders to move forward with the purchase of another class set of Chromebooks for use at Monument Middle School as we move toward one-to-one device availability to ensure all students, including LI, EL and FY are

career and college ready.

- Learning Walks were not implemented due to a countywide shortage of substitute teachers.
- Obtain Apps for our iPads for the purpose of improving student achievement in math, ELA/literacy and English language acquisition.
- Purchase Spanish language reading materials to be available in the Eagle Prairie library.
- Carpet was replaced in the conference room in the summer of 2015. Carpet was removed from classroom 304 and replaced with vinyl flooring. Carpet is scheduled for replacement in the Tech Lab in summer of 2016 and Library in summer of 2017.
- Two certificated staff members received support through the BTSA program. District will provide BTSA support to teachers hired for the 2016-17 school year as needed.
- The telephone system was replaced. The main computer that controls the entire routing of all incoming and outgoing calls required replacement. This drove the cost of system replacement up substantially.
- After deeper inspection of Monument Middle School restrooms and receipt of substantial one-time Mandate monies from the State it was determined complete reconstruction of the Middle

	school restrooms would be of greater benefit.
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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?

GOAL:	Goal 1. All students will show academic growth and be provided a broad course of study.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 _8 Local: N/A
Identified Need:	<p>Class size reduction in grades K-8.</p> <p>Maintain Special Day Class program.</p> <p>Maintain a minimum of three hours per day of paraprofessional support in each general education classroom to increase services to our LI, EI and FY.</p> <p>Maintain Response to Intervention model to ensure all students achieve academic growth.</p> <p>Common Core State Standars (CCSS) aligned curriculum.</p> <p>Maintain AYP 'Met' status.</p> <p>Baseline CAASPP scores show a need for growth.</p> <p>CAASPP Mean Scale Scores English Language Arts/Literacy: 3rd- 2339.4, 4th- 2425.1, 5th- 2449.1, 6th- 2487.6, 7th- 2519.4, 8th- 2516.6</p> <p>CAASPP Mean Scale Scores Mathematics: 3rd- 2373.4, 4th- 2433.8, 5th- 2454.6, 6th- 2476.4, 7th- 2515.1, 8th- 2481.0</p> <p>RDSD will maintain its current level of staffing and funding for all programs to ensure each student, including LI, EL and FY will have access to a broad course of study in all required areas of study and receive a quality education experience.</p>		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Metric</p> <p>CAASPP</p> <p>K- 3 Class size reduction standards</p> <p>Class Enrollment report</p>		

AYP

NWEA / MAPS assessment

Accelerated Reader / Accelerated Math

SARC

Technology ratio

Outcome

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 be at CA CSR standards.

4th-8th grade class size will average at or below 28

With CAASPP data in place, in 2016-17 Eagle Prairie Elementary will reduce Standards Nearly Met from 32% to 29% and reduce Standards Not Met 52% to 45% on ELA/Literacy scores.

With CAASPP data in place, in 2016-17 Eagle Prairie Elementary will reduce Standards Nearly Met from 40% to 36%, Standards Not Met from 46% to 41% on Mathematics scores.

With CAASPP data in place, in 2016-17 Eagle Prairie Elementary will increase Standards Exceeded for ELA/Literacy from 3% to 5% and Standards Exceeded for Mathematics from 0% to 3%.

With CAASPP data in place, in 2016-17 Eagle Prairie Elementary will increase Standards Met for ELA/Literacy from 13% to 15% and Standards Met for Mathematics from 13% to 15%.

With CAASPP data in place, in 2016-17 Monument Middle School will reduce Standards Nearly Met from 39% to 35% and Standards Not Met for ELA/Literacy from 34% to 31%.

With CAASPP data in place, in 2016-17 Monument Middle School will reduce Standards Nearly Met from 38% to 35% and Standards Not Met from 46% to 41% on Mathematics score.

With CAASPP data in place, in 2016-17 Monument Middle School will increase Standards Exceeded for ELA/Literacy from 3% to 5% and Standards Exceeded for Mathematics from 4% to 6%.

With CAASPP data in place, in 2016-17 Monument Middle School will increase Standards Met for ELA/Literacy from 24% to 27% and Standards Met for Mathematics from 12% to 14%.

AYP will remain on 'Met' status

	<p>NWEA / MAPS reading and math assessment scores will continue to drive placement of students in our RTI Tier II and Tier III program</p> <p>4th -8th grade students, including special education students, will receive Typing.com keyboard skills lessons 30 minutes/week</p> <p>All students will visit the school library once per week to check out books</p> <p>Classroom paraprofessionals will provide a minimum of 120 minutes daily of small group contact with students, and work one-on-one as needed</p> <p>Speech services will be maintained at levels stated in each student's IEP</p> <p>Students will receive 30 minutes per week of music</p> <p>Special education student contacts will be maintained at levels stated in each student's IEP.</p> <p>Student use of technology devices will be maintained at no less than 30 minutes per week.</p>
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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>Grades: TK, K, 1st, 2nd, 3rd</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$615,188 Rs 0000 / 1400 / 0001</p>

<p>1.2 To insure students receive instructional benefits toward performing well on standardized tests RDSB will employ 3 4th-5th grade teachers to keep class size at or near CSR levels</p>	<p>Eagle Prairie Grades: 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$226,622 Rs 0001 / 1400</p>
<p>1.3 Library support technician, 3 hrs/day to enrich student learning in all required area of study</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,093 Rs 0000</p>
<p>1.4 Identified 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$143,922 Rs 0001 \$47,637 Rs 3010</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$107,501 Rs 0001 \$35,833 Rs 3010</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 Rs 1100 Ob 5800</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$21,810 Rs 6010 Ob 1120</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$86,541 6500</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$46,600 3310</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4338 Rs 3010 Ob 5800</p>
<p>1.11 Purchase 70 Chromebooks or similar type devices and 3 charging/transport station, 35Chrome books for the tech lab, 35 Chromebooks student use in the classroom (70 Chromebooks x \$250.00/device = \$17,500.00 + charging stations 3 x \$1,500.00 = \$4,500.00).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$22,000 Rs 0000 GI 1133 Fn 1000 Ob 4xxx</p>
<p>1.12 Purchase apps for iPads (90 iPads x \$50.00/iPad) to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 2,250 Rs 1100 Ob 4450 \$ 2,250 Rs 0000</p>
<p>1.13 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$66,108 Rs 6500 Fn 1190</p>

<p>1.14 Employ .3 Music teacher to enhance student opportunity to participate in county-wide events</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$16,751 0000</p>
<p>1.15 Employ 1.4 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$106,452 6500</p>
<p>1.16 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,367 3010 \$21,412 3310</p>
<p>1.17 Purchase <i>Typing.com</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$650 Rs 0001 Ob 4391 \$650 RS 3010 Ob 4391 \$650 Rs 4126 Ob 4391</p>

<p>1.18 \$400.00 /teacher classroom expense (19.9 x \$400 = \$7,960.00) to support implementation of CCSS in all required areas of study</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 3980.00 Rs 1100 Ob 4310 \$ 3980.00 Rs 1100 Ob 4391</p>
<p>1.19 Contract with Coastal Copier to support implementation of CCSS in all required areas of study</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 14,000 Rs 1100 Ob 5623 \$ 14,000 Rs 0000 Ob 5623</p>
<p>1.20 To insure students receive instructional benefits toward performing well on standardized tests and maintain class size at or below 28 students, RDSD will employ five 6th -8th grade teachers at Monument Middle School</p>	<p>Monument Middle School Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$337,465 Rs 0000 \$42,387 Rs 0001 \$16,233 Rs 4035</p>
<p>1.21 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,500 Rs 0000 Ob 5819</p>

<p>1.22 Purchase and installation of projectors, viewing screens, mounting hardware and patch box in each middle school classroom 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>Monument Middle School Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,000 Rs 0000</p>
<p>1.23 Upgrade of computer technology lab furniture to ensure students, including ELs, are college and career ready and to support implementation of CCSS in all required areas of study</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,500 Rs 0000</p>
<p>1.24 Principal and teachers will deliver to certificated staff mathematics focused professional development based on RCPLI training during twice monthly PLC meetings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to district</p>

LCAP Year 2

Expected Annual Measurable Outcomes:

- Metric**
- CAASPP
- K- 3 Class size reduction standards
- Class Enrollment report
- AYP

NWEA / MAPS assessment

Accelerated Reader / Accelerated Math

SARC

Technology ratio

Outcome

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 be at CA CSR standards.

4th-8th grade class size will average at or below 28

With CAASPP data in place, in 2017-18 Eagle Prairie Elementary will reduce Standards Nearly Met and Standards Not Met for ELA/Literacy scores each by 1%

With CAASPP data in place, in 2017-18 Eagle Prairie Elementary will reduce Standards Nearly Met and Standards Not Met for Mathematics scores by 1%.

With CAASPP data in place, in 2017-18 Eagle Prairie Elementary will increase Standards Exceeded for ELA/Literacy and Standards Exceeded for Mathematics by 1%.

With CAASPP data in place, in 2017-18 Eagle Prairie Elementary will increase Standards Met for ELA/Literacy and Standards Met for Mathematics by 1%.

With CAASPP data in place, in 2017-18 Monument Middle School will reduce Standards Nearly Met and Standards Not Met for ELA/Literacy scores each by 1%

With CAASPP data in place, in 2017-18 Monument Middle School will reduce Standards Nearly Met and Standards Not Met for Mathematics scores by 1%.

With CAASPP data in place, in 2017-18 Monument Middle School will increase Standards Exceeded for ELA/Literacy and Standards Exceeded for Mathematics by 1%.

With CAASPP data in place, in 2017-18 Monument Middle School will increase Standards Met for ELA/Literacy and Standards Met for Mathematics by 1%.

AYP will remain on 'Met' status

NWEA / MAPS reading and math assessment scores will continue to drive placement of students in our RTI Tier II and Tier III program

4th -8th grade students, including special education students, will receive Typing.com keyboard skills lessons 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 levels stated in each student's IEP

Students will receive 30 minutes per week of music

Special education student contacts will be maintained at levels stated in each student's IEP.

Student use of technology devices will be maintained at no less than 30 minutes per week.

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 Grades: TK, K, 1st, 2nd, 3rd</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$615,188 Rs 0000 / 1400</p>
<p>1.2 To insure students receive instructional benefits toward performing well on standardized tests RDSD will employ 3 4th-5th grade teachers to keep class size at or near CSR levels</p>	<p>All Grades: 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$226,622 Rs 0001 / 1400</p>

<p>1.3 Library support technician, 3 hrs/day to enrich student learning in all required area of study</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,093 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$143,922 Rs 0001 \$47,637 3010</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$107,501 Rs 0001 \$35,833 Rs 3010</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 Rs 1100 Ob 5800</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$21,810 Rs 6010 Ob 1120</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$86,541 6500</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$46,600 3310</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4338 Rs 3010 Ob 5800</p>

<p>1.13 Purchase apps for iPads (90 iPads x \$25/iPad) to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 2,250 Rs 1100 Ob 4450</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$66,108 Rs 6500 Fn 1190</p>
<p>1.15 Employ .3 Music teacher to enhance student opportunity to participate in county-wide events</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$16,751 Rs 0000</p>
<p>1.16 Employ 1.4 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$92,963 6500</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,367 3010 \$21,412 3310</p>
<p>1.18 Purchase <i>Typing.com</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$650 Rs 0001 Ob 4391 \$650 RS 3010 Ob 4391 \$650 Rs 4126 Ob 4391</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 3780.00 Rs 1100 Ob 4310 \$ 3780.00 Rs 1100 Ob 4391</p>
<p>1.20 Contract with Coastal Copier to support implementation of CCSS in all required areas of study</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 14,000 Rs 1100 Ob 5623 \$ 14,000 Rs 0000 Ob 5623</p>

<p>1.21 To insure students receive instructional benefits toward performing well on standardized tests and maintain class size at or below 28, RDSB employ five 6th-8th grade teachers at Monument Middle School</p>	<p>Monument Middle School Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$337,465 Rs 0000 \$42,387 Rs 0001 \$16,233 Rs 4035</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,500 Rs 0000 Ob 5819</p>
<p>1.22 Purchase and installation of projectors, viewing screens, mounting hardware and patch box in 4th-5th grade classrooms at Eagle Prairie Elementary 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>Eagle Prairie Rooms 300, 301, 302, 305 Grades: 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 Rs 0000 \$1,000 Rs 6500</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> CAASPP K- 3 Class size reduction standards Class Enrollment report</p>
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AYP

NWEA / MAPS assessment

Accelerated Reader / Accelerated Math

SARC

Technology ratio

Outcome

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 be at CA CSR standards.

4th-8th grade class size will average at or below 28

With CAASPP data in place Eagle Prairie Elementary will reduce Standards Nearly Met and Standards Not Met for ELA/Literacy scores each by 1%

With CAASPP data in place Eagle Prairie Elementary will reduce Standards Nearly Met and Standards Not Met for Mathematics scores by 1%.

With CAASPP data in place Eagle Prairie Elementary will increase Standards Exceeded for ELA/Literacy and Standards Exceeded for Mathematics by 1%.

With CAASPP data in place Eagle Prairie Elementary will increase Standards Met for ELA/Literacy and Standards Met for Mathematics by 1%.

With CAASPP data in place Monument Middle School will reduce Standards Nearly Met and Standards Not Met for ELA/Literacy scores each by 1%

With CAASPP data in place Monument Middle School will reduce Standards Nearly Met and Standards Not Met for Mathematics scores by 1%.

With CAASPP data in place Monument Middle School will increase Standards Exceeded for ELA/Literacy and Standards Exceeded for Mathematics by 1%.

With CAASPP data in place Monument Middle School will increase Standards Met for ELA/Literacy and Standards Met for Mathematics by 1%.

AYP will remain on 'Met' status

	<p>NWEA / MAPS reading and math assessment scores will continue to drive placement of students in our RTI Tier II and Tier III program</p> <p>4th -8th grade students, including special education students, will receive Typing.com keyboard skills lessons 30 minutes/week</p> <p>All students will visit the school library once per week to check out books</p> <p>Classroom paraprofessionals will provide a minimum of 120 minutes daily of small group contact with students, and work one-on-one as needed</p> <p>Speech services will be maintained at levels stated in each student's IEP</p> <p>Students will receive 30 minutes per week of music</p> <p>Special education student contacts will be maintained at levels stated in each student's IEP.</p> <p>Student use of technology devices will be maintained at no less than 30 minutes per week.</p>
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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 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	Eagle Prairie Grades: TK, K, 1st, 2nd, 3rd	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$615,188 Rs 0000 / 1400 / 0001
1.2 To insure students receive instructional benefits toward performing well on standardized tests RDSD will employ 3 4th-5th grade teachers to keep class size at or near CSR levels	Eagle Prairie Grades: 4th, 5th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$226,622 RS 0001/1400

<p>1.3 Library support technician, 3 hrs/day to enrich student learning in all required area of study</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,093 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$143,922 Rs 0001 \$47,637 Rs 3010</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$107,501 RS 0001 \$35,8333 RS 3010</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 Grades: 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 Rs 1100</p>

<p>1.7 After-school, small group tutoring support focused on CCSS instruction, 30 minutes per day, four days per week to meet the academic needs of students struggling to stay at grade level</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$21,810 Rs 6010 Ob 1120</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 Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$86,541 Rs 6500</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 Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$46,600 Rs 3310</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,338 Rs 3010</p>

<p>1.11 Purchase 35 Chromebooks or similar type devices and 1 charging/transport station for student use in the elementary classrooms (35 Chromebooks x \$250.00/device = \$8,750.00 + charging stations 1 x \$1,500.00 = \$10,250.00).</p>	<p>Eagle Prairie Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 10,250 Rs 0000 / 3010 / 6010</p>
<p>Purchase apps for iPads (90 iPads x \$25/iPad) to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,250 Rs 1100 Ob 4450</p>
<p>1.13 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 Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$66,108 Rs 6500 Fn 1190</p>
<p>1.14 Employ .3 Music teacher to enhance student opportunity to participate in county-wide events</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$16,751 Rs 0000</p>

<p>1.15 Employ 1.4 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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$92,963 Rs 6500</p>
<p>1.16 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 Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$1,367 RS 3010 \$21,412 RS 3310</p>
<p>1.17 Contract for Typing.com 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 Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$675 Rs 0001 \$650 Rs 3010 \$650 Rs 4126</p>
<p>1.18 \$400.00 /teacher classroom expense (19.9 x \$400 = \$7,960.00) to support implementation of CCSS in all required areas of study</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,980 Rs 1100 Ob 4310 \$3,980 Rs 1100 Ob 4391</p>

<p>1.19 Contract with Coastal Copier to support implementation of CCSS in all required areas of study</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$14,000 Rs 1100 \$14,000 Rs 0000</p>
<p>1.20 To insure students receive instructional benefits toward performing well on standardized tests and maintain class size at or below 28 students, RSD will employ five 6th -8th grade teachers at Monument Middle School</p>	<p>Monument Middle School Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$337,465 Rs 0000 \$42,387 Rs 0001 \$16,233 Rs 4035</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,500 Rs 0000 Ob 5819</p>

GOAL:	Goal 2. Increase EL student academic performance, reclassification of EL students, contact with parents of EL students	Related State and/or Local Priorities: _1 X 2 X 3 X 4 _5 _6 _7 _8 Local: N/A
Identified Need:	<p>RDSD is part of a Title III consortium. RDSDs 2015-16 EL population was 39 students, 26 attending Eagle Prairie and 13 attending Monument Middle School.</p> <p>No Eagle Prairie EL students qualified as FEP in 2015-16 as opposed to one student qualifying in 2014-15.</p> <p>Two Monument Middle School students qualified as FEP in 2015-16 as opposed to 3 students in 2014-15.</p> <p>Redesignation to FEP status has been stagnate at or near 0% of the last three years.</p>	
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Reclassification rate of EL students</p> <p>CELDT scores</p> <p>CAASPP scores</p> <p>Parent contact</p> <p><u>Outcome</u></p> <p>6% of RDSs EL students will be reclassified as FEP based on their CELDT scores</p> <p>All EL students who did not reclassify will improve their academic English skills to move toward reclassification</p> <p>EL parent organization will be Implemented</p> <p>All EL students will have use of iPad will assist in academic English language acquisition.</p> <p>100% of EL students to increase their conversational English speaking skills.</p> <p>All school-to-home communication will be translated to Spanish for families whose primary language is Spanish.</p> <p>100% of EL students will take part in CELDT testing</p> <p>All EL students and their parents will have access to high quality Spanish language reading material to use at home.</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<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>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$12,267 Rs 0001</p> <p>\$4,088 Rs 3010</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 Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See Action/Service 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 Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See Action/Service 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 Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$396 Rs 4203 Ob 5210</p>
<p>2.5 iPad apps utilized for second language acquisition for EL students to enhance high academic performance on standardized tests, and ensure EL students are college and career ready</p>	<p>EL Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$426 Rs 4203 Ob 4391</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500.00 Rs 0000 Ob 5800</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$150.00 Rs 0000 GI 1110 Fn 2420</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Reclassification rate of EL students</p> <p>CELDT scores</p> <p>CAASPP scores</p> <p>Parent contact</p> <p><u>Outcome</u></p> <p>6% of RDSDs EL students will be reclassified as FEP based on their CELDT scores</p> <p>All EL students who did not reclassify will improve their academic English skills to move toward reclassification</p> <p>EL parent organization will be Implemented</p> <p>All EL students will have use of iPad will assist in academic English language acquisition.</p> <p>100% of EL students to increase their conversational English speaking skills.</p> <p>All school-to-home communication will be translated to Spanish for families whose primary language is Spanish.</p> <p>100% of EL students will take part in CELDT testing</p> <p>All EL students and their parents will have access to high quality Spanish language reading material to use at home.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
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 Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$12,267 Rs 0001 \$4,088 Rs 3010

<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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$396 Rs 4203 Ob 5210</p>
<p>2.5 iPad apps utilized for second language acquisition for EL students to enhance high academic performance on standardized tests, and ensure EL students are college and career ready</p>	<p>EL Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$426 Rs 4203 Ob 4391</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500.00 Rs 0000 Ob 5800</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$150.00 Rs 0000 GI 1110 Fn 2420</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Reclassification rate of EL students</p> <p>CELDT scores</p> <p>CAASPP scores</p> <p>Parent contact</p> <p><u>Outcome</u></p> <p>6% of RDSDs EL students will be reclassified as FEP based on their CELDT scores</p> <p>All EL students who did not reclassify will improve their academic English skills to move toward reclassification</p> <p>EL parent organization will be Implemented</p> <p>All EL students will have use of iPad will assist in academic English language acquisition.</p> <p>100% of EL students to increase their conversational English speaking skills.</p> <p>All school-to-home communication will be translated to Spanish for families whose primary language is Spanish.</p> <p>100% of EL students will take part in CELDT testing</p> <p>All EL students and their parents will have access to high quality Spanish language reading material to use at home.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
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 Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$12,267 Rs 0001 \$4,088 Rs 3010

<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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$396 Rs 4203</p>
<p>2.5 iPad apps utilized for second language acquisition for EL students to enhance high academic performance on standardized tests, and ensure EL students are college and career ready</p>	<p>EL Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$426.00 Rs 4203 Ob 4391</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$500 Rs 0000</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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$150.00 Rs 0000 GI 1110 Fn 2420</p>

GOAL:	Goal 3. Improve student achievement and enhance school climate through effective instruction and on-going professional learning for teachers.	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 _8 Local: N/A
Identified Need:	<p>During twice monthly PLC meetings disaggregation of Northwest Evaluation Association (NWEA) computerized adaptive assessments data to drive placement and track progress of students in our Tier II and Tier III programs.</p> <p>Implementation of CCSS requires on-going professional development for our teachers to deliver focused, rigorous instruction.</p> <p>State required mandated reporting for child abuse and neglect- all staff must be trained.</p> <p>Certificated staff access to professional development in the area of mathematics, ELA/literacy and STEM (science, technology, engineering and mathematics) with the intent to increase teacher effectiveness and improve students CAASPP scores.</p> <p>Continue to monitor attendance at staff meeting and PLC meetings.</p> <p>The option for teachers to take place in Learning Walks on the Rio Dell School District campus or outside of the district campus.</p>	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>CAASPP scores</p> <p>NWEA/MAPS data</p> <p>Conference/workshop attendance (with sign-in / sign-out)</p> <p>Staff and PLC meeting sign-in / sign-out</p> <p>Learning Walks</p> <p><u>Outcome</u></p> <p>See Goal 1 for CAASPP expected Outcomes</p> <p>2015-16 AYP met, maintain 'met' status</p> <p>Student NWEA / MAPS reading and math assessment scores will continue to be used as a determinate for RTI Tier II and Tier III placement</p> <p>90% of staff will attend workshops and trainings related to CCSS implementation</p> <p>Staff and PLC meetings will have a 95% attendance rate</p> <p>Teachers will have the option to take part in a Learning Walk on the Rio Dell School District campus, or a campus outside RDSD</p> <p>At monthly staff meetings teachers will report out results of their Learning Walk</p> <p>Review results of piloting Nat Geo for ELA/literacy.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>3.1 Provide quality and meaningful Professional Development for all staff. Examples: SHIFT Symposium, HCOE workshops, Kim Sutton Math workshop, Accelerated Reader and Accelerated Math PD, 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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 Rs 3010 Ob 5210 \$1,993 Rs 4035 Ob 5210 \$5,164 Rs 6264 Ob 5210</p>
<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 Els, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250 Rs 1100 Ob 4310</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 (14 release days x \$120.00 = \$1,680.00, 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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,680.00 Rs 0000 Ob 1140</p>
<p>3.4 Humboldt Education Resource Center (HERC) contract 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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000.00 Rs 0000 Ob 5812</p>

<p>3.5 NWEA contract 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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See Goal 1 Action 1.10</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>CAASPP scores</p> <p>NWEA/MAPS data</p> <p>Conference/workshop attendance (with sign-in / sign-out)</p> <p>Staff and PLC meeting sign-in / sign-out</p> <p>Learning Walks</p> <p><u>Outcome</u></p> <p>See Goal 1 for CAASPP expected Outcomes</p> <p>2015-16 AYP met, maintain 'met' status</p> <p>Student NWEA / MAPS reading and math assessment scores will continue to be used as a determinate for RTI Tier II and Tier III placement</p> <p>90% of staff will attend workshops and trainings related to CCSS implementation</p> <p>Staff and PLC meetings will have a 95% attendance rate</p> <p>Teachers will have the option to take part in a Learning Walk on the Rio Dell School District campus, or a campus outside RDSD</p> <p>At monthly staff meetings teachers will report out results of their Learning Walk</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 Rs 3010 Ob 5210 \$1,993 Rs 4035 Ob 5210 \$3,450 Rs 6264 Ob 5210</p>
<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 Els, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250 Rs 1100 Ob 4310</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 (14 release days x \$120.00 = \$1,680.00, 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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,680.00 Rs 0000 Ob 1140</p>
<p>3.4 Humboldt Education Resource Center (HERC) contract 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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000.00 Rs 0000 Ob 5812</p>

<p>3.5 NWEA contract 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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>See Goal 1 Action 1.10</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>CAASPP scores</p> <p>NWEA/MAPS data</p> <p>Conference/workshop attendance (with sign-in / sign-out)</p> <p>Staff and PLC meeting sign-in / sign-out</p> <p>Learning Walks</p> <p><u>Outcome</u></p> <p>See Goal 1 for CAASPP expected Outcomes</p> <p>2015-16 AYP met, maintain 'met' status</p> <p>Student NWEA / MAPS reading and math assessment scores will continue to be used as a determinate for RTI Tier II and Tier III placement</p> <p>90% of staff will attend workshops and trainings related to CCSS implementation</p> <p>Staff and PLC meetings will have a 95% attendance rate</p> <p>Teachers will have the option to take part in a Learning Walk on the Rio Dell School District campus, or a campus outside RDSD</p> <p>At monthly staff meetings teachers will report out results of their Learning Walk</p>		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>

<p>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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 Rs 3010 Ob 5210 \$1,993 Rs 4035 Ob 5210</p>
<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 Els, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250 Rs 1100 Ob 4310</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 (14 release days x \$120.00 = \$1,680.00, 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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,680.00 Rs 0000 Ob 1140</p>
<p>3.4 Humboldt Education Resource Center (HERC) contract 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</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000.00 Rs 0000 Ob 5812</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 Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>See Goal 1 Action 1.10</p>
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GOAL:	Goal 4. 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 X 3 _4 X 5 X 6 _7 X 8 Local: N/A				
Identified Need:	<p>RDS D experiences a high number of truancy issues with students truant on eighteen or more days in a school year. High numbers of students arrive at school tardy.</p> <p>Our students need healthy coping skills for anger, frustration and anxiety.</p> <p>We are concerned by a lack of motivation by students on State mandated tests.</p> <p>There is a noticeable decrease in parental involvement at school functions as student’s progress through the grades.</p> <p>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.</p> <p>The distance of qualified medical, social and mental health providers creates a barrier to access for many of our disadvantaged families.</p> <p>Many students have limited opportunities to leave the community and experience different cultural and educational events.</p> <p>Outside of school there is a lack of access and variety of recreational and athletic activities for youth in our community.</p> <p>Landscaping was never fully replaced after redesign of school loading zones and parking area.</p> <p>2015-16 ADA for Eagle Prairie Elementary is 94.75%, an improvement of 0.66% in ADA.</p> <p>2015-16 ADA for Monument Middle School is 94.87%, an improvement of 2.47%.</p> <p>Thirteen of Monument Middle School’s 105 students were chronically absent during 2015-16 for a rate of 12.38%, an increase of 3.48%.</p> <p>Thirteen of Eagle Prairie’s 211 students were chronically absent during 2015-16 for a rate of 6.16%, an increase of 1.21%..</p>					
Goal Applies to:	<table border="1"> <tr> <td data-bbox="430 1208 556 1285">Schools:</td> <td data-bbox="556 1208 823 1285">All</td> </tr> <tr> <td data-bbox="430 1285 556 1332"></td> <td data-bbox="556 1285 823 1332">Grades: All</td> </tr> </table>	Schools:	All		Grades: All	
Schools:	All					
	Grades: All					
	Applicable Pupil Subgroups:	All				
LCAP Year 1						

Expected Annual Measurable Outcomes:

Metric

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

Outcome

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 data from 2015-16

Establish baseline California Healthy Kids Survey levels

Secretary Attendance Communication Log contact will increase by 1% over 2015-16

Attain 95% ADA

Reduce Suspension rate by 5 suspensions at Eagle Prairie from 2015-16 rate of 17 suspensions. Reduce Monument Middle School Suspension rate by 4 suspensions from 2015-16 rate of 14 suspensions.

Maintain rate of zero expulsions

Increase number of returned and completed Parent Surveys (36 surveys) by 15%

Offering of extra-curricular or sport activities will be maintained supported through the ASES program

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 2015-16

Establish EL Advisory Committee. ELAC parents and community members will be introduced to the LCAP process and be brought in on the advising and decision making process for 2017-18 and beyond LCAP development.

School Site Council will review progress of 2016-17 LCAP, and discuss and advise on decision making for 2017-18 and beyond LCAP. This will be don at no less than two SSC meetings.

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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,131 Rs 0001 \$4,329 Rs 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,837 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,837 Rs 0000 \$250 Postage Rs 0000 Ob 5950</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,000 Rs 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 Rs 0000</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 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,000 Rs 0001</p>

<p>4.7 Principal will run monthly 6th – 8th 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 Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,000 Rs 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 500 Rs 0000 Ob 5885</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,225 Rs 0000 Ob 5885</p>
<p>4.10 Purchase Sharp School/Trebron 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,775 (15/16), \$1,275 (16/17) Rs 1100 Ob 5800</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 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$700 Rs 0000 Ob 4391 \$450 Fn13 Rs5310 Ob 4710</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$600 Rs 4126 Ob 4391</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 Rs 0000 Ob 4391 \$500 Rs 4126 Ob 4391</p>

<p>4.15 Student field trips- Pumpkin Patch, Ferndale Rep. Theater, 8th 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6000 Rs 0000 Ob 5801 \$2,521 Rs 0001 Ob 5801 \$1,535 Rs 1100 Ob 5801</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400 Rs 0000 Ob 5950</p>
<p>4.17 Employ 1.0 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$77,577 Rs 0000 / 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100 Rs 1100 Ob 4310</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,270 Rs 6010</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400 Rs 3010 Ob 4391</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 Rs 1100 Ob 5800</p>

<p>4.22 Implement Second Step curriculum for the purpose of helping students in grades K-8 with communication, coping, and decision-making skills that help them make good choices and avoid pitfalls, such as peer pressure, substance abuse, and bullying.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1500 Rs 0000 / 0001 / 3010</p>
<p>4.23 RDSB will commit \$600.00, one tenth of the cost for a SARB coordinator for the Eel River Valley Administrators Association.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$600.00 Rs 0001</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>SARB</p> <p>Middle School Drop out rate</p> <p>SARC</p> <p>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)</p> <p>California Healthy Kids Survey</p> <p>Secretary Attendance Communication Log</p> <p>Suspension/Expulsion Rate</p> <p>Parent Survey</p> <p>Participation in extra-curricular or sport activities</p>
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	<p>ADA</p> <p>Chronic absenteeism</p> <p><u>Outcome</u></p> <p>5% reduction in SARB notices mailed home over 2015-16</p> <p>Maintain our 0% drop out rate for Middle School students</p> <p>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 data from 2016-17</p> <p>Establish baseline California Healthy Kids Survey levels</p> <p>Secretary Attendance Communication Log contact will increase by 1% over 2016-17</p> <p>Attain 95% ADA</p> <p>Reduce Suspension rate by 5 suspensions at Eagle Prairie from 2015-16 rate of 17 suspensions. Reduce Monument Middle School Suspension rate by 4 suspensions from 2015-16 rate of 14 suspensions.</p> <p>Maintain rate of zero expulsions</p> <p>Increase number of returned and completed Parent Surveys (36 surveys) by 15%</p> <p>Offering of extra-curricular or sport activities will be maintained supported through the ASES program</p> <p>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 truancy, track attendance, prepare, and send home SARB letters with the intent of reducing chronic absenteeism by 1% over 2016-17</p> <p>Maintain ELAC committee. ELAC will reveiw progress of 2017-18 LCAP and be part of decision making process for 2018-19 and beyond LCAP development.</p> <p>School Site Council will review progress of 2017-18 LCAP, and discuss and advise on decision making for 2018-19 and beyond LCAP. This will be don at no less than two SSC meetings.</p>		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,131 Rs 0001 \$4,329 Rs 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,837 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,837 Rs 0000 \$250 Postage Rs 0000 Ob 5950</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,000 Rs 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 Rs 0000</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 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4000 Rs 0001</p>
<p>4.7 Principal will run monthly 6th – 8th 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 Grades: 6th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,000 Rs 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$ 500 Rs 0000 Ob 5885</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,225 Rs 0000 Ob 5885</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,275 Rs 1100 Ob 5800</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 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$700 Rs 0000 Ob 4391 \$450 Fn13 Rs5310 Ob 4710</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$600 Rs 4126 Ob 4391</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$750 Rs 0000 Ob 4391 \$250 Rs 4126 Ob 4391</p>
<p>4.15 Student field trips- Pumpkin Patch, Ferndale Rep. Theater, 8th 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6000 Rs 0000 Ob 5801 \$2,521 Rs 0001 Ob 5801 \$1,535 Rs 1100 Ob 5801</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400 Rs 0000 Ob 5950</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$77,577 Rs 0001 / 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100 Rs 1100 Ob 4310</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,270 Rs 6010</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400 Rs 3010 Ob 4391</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 Rs 1100 Ob 5800</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>SARB Middle School Drop out rate</p> <p>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><u>Outcome</u></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</p>
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	<p>School Night, Winter Concert, LCAP Parent engagement, School Site Council, etc.) supported by attendance data from 2017-18</p> <p>Establish baseline California Healthy Kids Survey levels</p> <p>Secretary Attendance Communication Log contact will increase by 1% over 2017-18</p> <p>Attain 95% ADA</p> <p>Reduce Suspension rate by 5 suspensions at Eagle Prairie from 2015-16 rate of 17 suspensions. Reduce Monument Middle School Suspension rate by 4 suspensions from 2015-16 rate of 14 suspensions.</p> <p>Maintain rate of zero expulsions</p> <p>Increase number of returned and completed Parent Surveys (36 surveys) by 15%</p> <p>Offering of extra-curricular or sport activities will be maintained supported through the ASES program</p> <p>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 truancy, track attendance, prepare, and send home SARB letters with the intent of reducing chronic absenteeism by 1% over 2017-18</p> <p>Maintain ELAC committee. ELAC will reveiw progress of 2018-19 LCAP and be part of decision making process for 2019-20 and beyond LCAP development.</p> <p>School Site Council will review progress of 2018-19 LCAP, and discuss and advise on decision making for 2019-20 and beyond LCAP. This will be don at no less than two SSC meetings.</p>
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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 Grades: All	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$6,131 Rs 0001</p> <p>\$4,329 Rs 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,837 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,837 Rs 0000 \$250 Postage Rs 0000 Ob 5950</p>
<p>4.4 Principal will attend monthly SARB meetings with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement in their student's education</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,500 Rs 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 Rs 0000</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 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4000 Rs 0001</p>
<p>4.7 Principal will run monthly 6th – 8th 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 Grades: 6th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 Rs 0001</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,500 Rs 0000 Ob 5885</p>
<p>4.10 Continue 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,275 Rs 1100 Ob 5800</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 Grades: K, 1st, 2nd, 3rd, 4th, 5th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$700 Rs 0000 Ob 4391 \$450 Fn13 Rs5310 Ob 4710</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$300 Rs 4126 Ob 4391</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$750 Rs 0000 Ob 4391 \$250 Rs 4126 Ob 4391</p>

<p>4.15 Student field trips- Pumpkin Patch, Ferndale Rep. Theater, 8th 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6000 Rs 0000 Ob 5801 \$2,521 Rs 0001 Ob 5801 \$1,535 Rs 1100 Ob 5801</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400 Rs 0000 Ob 5950</p>
<p>4.17 Employ 1.0 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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$77,577 Rs 0001 / 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100 Rs 1100 Ob 4310</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,270 Rs 6010</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$400 Rs 3010 Ob 4391</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,000 Rs 1100 Ob 5800</p>

GOAL:	<p>Goal 5. School facilities will be maintained per Williams’s standards to offer a safe and clean learning environment, ensure use of standards based instructional material and employing highly qualified staff.</p>	<p>Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 _6 _7 _8 Local: N/A</p>
Identified Need:	<p>A five-year strategic plan (Plan) was developed in November of 2014. Because the Plan is considered a living document it is reassessed year to year as projects are completed and new needs arise. During the course of 2015-16 the five-year Plan was drawn out to cover a ten-year scope. Assurance that the Plan is kept current and “living” is facilitated with the data collected in the FIT, SARC, the RDVFD annual inspection and HCOE Risk Manager’s inspection.</p> <p>Monument Middle School was the primary school years ago, it now serves older, large students- the bathrooms are still designed for smaller students. It was determined by staff that replacing just the tiolets and sinks would not be adequate, as was the plan for 2015-16. Administration will pursue the process of having the boys and girls restooms at Monument Middle School gutted and fully replaced. CCSS materials were adopted for math in 2014-15, ELA materials will be reviewed in 2016-17 for 2017-18 adoption. It was identified by HCOE Risk Manager that carpet in rooms 101 and 103 are a safety hazard. RDSD plans to replace the carpets over the next two years. Maintain Highly Qualified staff.</p>	
Goal Applies to:	Schools:	All
		Grades: All
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Facilities Inspection Tool (FIT)</p> <p>Five Year Strategic Plan (development began in 2014-15, refinement continues)</p> <p>SARC</p> <p>HQ teacher data/credentials</p> <p>Textbook purchase/inventory</p> <p>Safety inspection</p> <p>Keenan Training Courses</p>	

	<p>BTSA- beginning teachers</p> <p>ACCP- beginning Administrators</p> <p>Outcome</p> <p>100% of RDS D teachers will be highly qualified</p> <p>Annual FIT inspection will be conducted by maintenance staff and administration with a rating of 'good' or 'better' maintained</p> <p>Five year strategic plan will be reviewed, modified and evaluated to address future RDS D needs</p> <p>SARC will be completed by superintendent</p> <p>Ensure math and ELA will meet CA CCSS standards and there will be sufficient textbooks for every student</p> <p>Principal will conduct textbook inventory to ensure math and ELA will meet CA CCSS standards</p> <p>Teachers and principal will evaluate ELA materials for 2017-18 ELA adoption</p> <p>100% of Custodial/Maintenance staff will complete selected Keenan Training Courses</p> <p>Humboldt County Office of Education Risk Manager will conduct annual safety inspection- necessary items found during inspection will be repaired</p> <p>Beginning teacher and principal will acquire credentials to maintain HQ status</p> <p>Grades K-6 will pilot National Geographic English LanguageArts/ Literacy curriculum in 2016-17 for the possible intent of adoption on Spring of 2016-17 or Fall of 2017-18.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Replace carpet in library to ensure the facility is maintained in good repair	Eagle Prairie Elementary Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$7,900 Rm 103, Library Rs 8150 Ob 6200

<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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$65,856 Rs 8150</p>
<p>5.3 Employ 2.375 FTE custodial staff to clean and maintain facility and keep it in good repair</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$96,066 Rs 0000</p>
<p>5.4 Provide BTSA support to beginning teachers to ensure highly qualified teaching staff that are properly credentialed</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500.00 Rs 4035 \$3,500 Rs 6264</p>
<p>5.5 Superintendent and principal will ensure staff are highly qualified according to NCLB standards through ongoing teacher evaluation. Evaluate 8 certificated employees at 9 hours per evaluation</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,750 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,650 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,500 Rs 0000 Ob 5819</p>
<p>5.8 K-6 to pilot National Geographic English Language Arts/ Literacy curriculum with the possibility of adopting CCSS based curriculum in Spring 2017 or Fall 2018.</p>	<p>All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost will be determined after pilot trial. Rs 0212 Instructional Materials / 6300 State Lottery</p>
<p>5.9 Installation of security cameras contingent upon district receiving NRC grant to offset cost.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,500 Rs 0230</p>

<p>1.10 Remodel the restrooms at Monument Middle School to ensure the facility is maintained in good repair.</p>	<p>Monument Middle School Grades: 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$70,000 Rs 0230 / Rs 8150</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u></p> <p>Facilities Inspection Tool (FIT)</p> <p>Five Year Strategic Plan (development began in 2014-15, refinement continues)</p> <p>SARC</p> <p>HQ teacher data/credentials</p> <p>Textbook purchase/inventory</p> <p>Safety inspection</p> <p>Keenan Training Courses</p> <p>BTSA- beginning teachers</p> <p>ACCP- beginning Administrators</p> <p><u>Outcome</u></p> <p>100% of RDS D teachers will be highly qualified</p> <p>Annual FIT inspection will be conducted by maintenance staff and administration with a rating of 'good' or 'better' maintained</p> <p>Five year strategic plan will be reviewed, modified and evaluated to address future RDS D needs</p> <p>SARC will be completed by superintendent</p> <p>Ensure math and ELA will meet CA CCSS standards and there will be sufficient textbooks for every student</p>
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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

Humboldt County Office of Education Risk Manager will conduct annual safety inspection- necessary items found during inspection will be repaired

Beginning teacher and principal will acquire credentials to maintain HQ status

Grades K-6 will pilot National Geographic English LanguageArts/ Literacy curriculum in 2016-17 for the possible intent of adoption on Spring of 2016-17 or Fall of 2017-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Replace carpet in room with vinyl flooring to ensure the facility is maintained in good repair	Eagle Prairie Elementary Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$9,900 Rm 107 Rs 8150 Ob 6200
5.2 Employ 1.0 FTE maintenance person to do general maintenance and upkeep to ensure facility is in good repair	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$63,465 Rs 8150

<p>5.3 Employ 1.63 FTE custodial staff to clean and maintain facility and keep it in good repair</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$70,151 Rs 0000</p>
<p>5.4 Provide BTSA support to beginning teachers to ensure highly qualified teaching staff that are properly credentialed</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$3,300.00 Rs 4035</p>
<p>5.5 Superintendent and principal will ensure staff are highly qualified according to NCLB standards through ongoing teacher evaluation. Evaluate 8 employees at 9 hours per evaluation</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,750 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,650 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,500 Rs 0000 Ob 5819</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p><u>Metric</u></p> <p>Facilities Inspection Tool (FIT)</p> <p>Five Year Strategic Plan (development began in 2014-15, refinement continues)</p> <p>SARC</p> <p>HQ teacher data/credentials</p> <p>Textbook purchase/inventory</p> <p>Safety inspection</p> <p>Keenan Training Courses</p> <p>BTSA- beginning teachers</p> <p>ACCP- beginning Administrators</p> <p><u>Outcome</u></p> <p>100% of RDS D teachers will be highly qualified</p> <p>Annual FIT inspection will be conducted by maintenance staff and administration with a rating of 'good' or 'better' maintained</p> <p>Five year strategic plan will be reviewed, modified and evaluated to address future RDS D needs</p> <p>SARC will be completed by superintendent</p> <p>Ensure math and ELA will meet CA CCSS standards and there will be sufficient textbooks for every student</p> <p>Principal will conduct textbook inventory to ensure math and ELA will meet CA CCSS standards</p> <p>Teachers and principal will evaluate ELA materials for 2017-18 ELA adoption</p> <p>100% of Custodial/Maintenance staff will complete selected Keenan Training Courses</p> <p>Humboldt County Office of Education Risk Manager will conduct annual safety inspection- necessary items found during inspection will be repaired</p> <p>Beginning teacher and principal will acquire credentials to maintain HQ status</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.2 Employ 1.0 FTE maintenance person to do general maintenance and upkeep to ensure facility is in good repair	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$63,465 Rs 8150
5.3 Employ 2.375 FTE custodial staff to clean and maintain facility and keep it in good repair	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$96,066 Rs 0000
5.4 Provide BTSA support to beginning teachers to ensure highly qualified teaching staff that are properly credentialed	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$3,300 Rs 4035

<p>5.5 Superintendent and principal will ensure staff are highly qualified according to NCLB standards through ongoing teacher evaluation. Evaluate 7 employees at 9 hours per evaluation</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$14,750 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$1,850 Rs 0000</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 Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,500 Rs 0000 Ob 5819</p>
<p>5.7 Replace or repair Eagle Prairie walkway awnings to ensure the facility is maintained in good repair</p>	<p>Eagle Prairie Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$23,982 Rs 0230 / 8150 OB 6200</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?

Original Goal from prior year LCAP:	All students will show academic growth and be provided a broad course of study.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric: 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	Actual Annual Measurable Outcomes:	RDSO maintained standards so all students, including unduplicated students, had access to a broad course of study in all required areas of study. CAASPP results from 2015-16, Eagle Prairie: ELA/Literacy- Standards Exceeded 3%, Standards Met 13%,

Outcome:

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 4th-8th 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 4th -8th grade students, including special education students, will receive Touch Typing keyboard skills 20 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 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.

Standards Nearly Met 32%, Standards Not Met 52%

Mathematics-

Standards Exceeded 0%, Standards Met 13%, Standards Nearly Met 40%, Standards Not Met 46%

CAASPP results from 2015-16, **Monument Middle:**

ELA/Literacy-

Standards Exceeded 3%, Standards Met 24%, Standards Nearly Met 39%, Standards Not Met 34%

Mathematics-

Standards Exceeded 4%, Standards Met 12%, Standards Nearly Met 38%, Standards Not Met 46%

RDS class size was below 28 for grades 6-8

All students received 20 minutes of Typing.com to improve keyboarding skills. Type to Learn was not compatible with our Mac IOS, Typing.com was purchased.

RDS employed a library support technician, 3 hrs/day to enrich student learning. All students visited the school library once per week to check out books

Speech services were maintained at 2014-15 levels

Students received 30 minutes per week of music

Special education student contact was maintained per 2014-15 levels.

Student had access to one-to-one technology device a minimum of 30 minutes per week.

Teaching staff received Differentiated Instruction training at PLC meetings.

		<p>Salaries expenditures saw a slight increase due to a rise in statutory benefits.</p> <p>Three 4th-5th grade teachers were employed to keep class size at or near CSR levels</p> <p>RDSB employed classroom support paraprofessionals, 3 hours per day minimum, one per regular education teacher to enrich learning for all students</p> <p>RDSB secured a Renaissance Learning contract to support reading and math instruction with the use of Accelerated Reader and accelerated Math</p> <p>Spring 2016 NWEA MAPS results are as follows:</p> <p>Mathematics: Scores are listed by Grade and percent of students who met nationally normed projection: 1st / 71%, 2nd / new, inexperienced teacher in this grade span, 2nd grade students not tested in mathematics, 3rd / 60%, 4th / 70%, 5th / 45%, 6th / 14%, 7th / 78%, 8th / 94%.</p> <p>Reading: Scores are listed by Grade and percent of students in that grade who met nationally normed projections: 1st / 55%, 2nd / 14%, 3rd / 36%, 4th / 52%, 5th / 30%, 6th / 31%, 7th / 48%, 8th / 69%.</p> <p>Language Usage: Scores are listed by Grade and percent of students in that grade who met nationally normed projection (this testig covers grades 3-8 only): 3rd / 32%, 4th / 67%, 5th / 50%, 6th / 17%, 7th / 70%, 8th / 69%.</p>
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LCAP Year: 2015-16

Planned Actions/Services

Actual Actions/Services

		Budgeted Expenditures			Estimated Actual Annual Expenditures
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		Rs 0000/1400 \$576,612	1.1 RDSD students received 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		\$591,496
Scope of service:	Eagle Prairie Elementary Grades: All		Scope of service:	Eagle Prairie Elementary Grades: TK, K, 1st, 2nd, 3rd	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 To insure students receive instructional benefits toward performing well on standardized tests RDSD will employ 3 4th-5th grade teachers to keep class size at or near CSR levels		Rs 0001 / 1400 \$239,364	1.2 RDSD insures students receive instructional benefits toward performing well on standardized tests RDSD will employ 3 4th-5th grade teachers to keep class size at or near CSR levels		\$247,623
Scope of service:	All Grades: All		Scope of service:	All Grades: 4th, 5th	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.3 Library support technician, 3 hrs/day to enrich student learning in all required areas of study		Rs 0000 \$9,348	1.3RDSD employed a Library support technician, 3 hrs/day to enrich student learning in all required areas of study		\$9,046
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0001 \$100,812 3010 \$37,047 Aide Rs 0001 \$17,440 Rs 3010 \$5,813	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		\$170,235
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0001 \$88,051 Rs 3010 \$45,364	1.5 RDSD classrooms 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		\$127,803
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 1100 Ob 5800 \$3,843	1.6 RDSD contracted with Renaissance Learning 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		\$3,843
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.7 After-school, small group tutoring support focused on CCSS instruction, 30 minutes per day, four days per week		Rs 6010 Ob 1120 \$41,365	1.7After-school, small group tutoring support focused on CCSS instruction, 30 minutes per day, four days per week,		\$33,467
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		6500 \$80,405	RDS employed a 1.0FTE Special Day class teacher.		\$81,703
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
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		3310 \$45,200	1.9 RDSB employed two Special Day Class paraprofessionals 6.75hrs/day each, to meet the academic needs in all areas of study for our SDC students. There was a slight increase in expenditure due to increase in statutory benefits	
Scope of service: All Grades: All			Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.10 NWEA contract to determine Tier II placement of students, including ELs, not making grade level advancement in required areas of study		Rs 3010 Ob 5800 \$4338	1.10 NWEA contract to determine Tier II placement of students, including ELs, not making grade level advancement in required areas of study	
Scope of service: All Grades: All			Scope of service: All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		Rs 6500 Ob 4391 \$700	1.11 Differentiated Instruction Manuals for teaching staff were not purchased. Internet based research was completed in lieu of Manuals. Upon reviewing the Manuals staff was not impressed. We felt we could find higher quality and more relevant material via the internet.		None
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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)		Rs 6010 Ob 4391 \$13,750	1.12RDS purchased 35 Chromebooks or similar type devices and charging/transport station to house the Chromebooks for Monument Middle School ASES Program		\$13,750
Scope of service:	Monument Middle School Grades: All		Scope of service:	Monument Middle School Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 1100 Ob 4450 \$ 2,250	1.13 RDSB purchased apps for iPads to enhance implementation of CCSS for all students, including ELs, in all required areas of study as well as science		\$ 2,250
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 6500 \$62,603 Rs 3010 \$1,811 Rs 0001 \$5,431	RDSB employed a .6FTE Speech Pathologist Monday, Wednesday and Friday each week.		\$63,633
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.15 Employ .3 Music teacher to enhance student opportunity to participate in county-wide events		0000 \$15,223	1.15RDSD employed .3 music teacher to enhance student opportunity to participate in county-wide events		\$ 18,245
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		6500 \$61,136	1.16 RDSD employed 1.0 FTE Resource teachers August 24, 2016 thru April 15, 2016. April 18, 2016 thru June 16, 2016 RDSD employed 1.2 FTE Resource teachers.		\$54,148
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		3010 \$1,410 3310 \$22,084	1.17 RDSD employed a 6.75hr/day to support our Tier III Resource teacher.		\$23,872
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.18 Purchase Type to Learn program to support computer keyboarding skills at all grade levels for all students, including ELs, to ensure they are college and career ready		Rs 0001 Ob 4391 \$300 RS 3010 Ob 4391 \$300 Rs 4126 Ob 4391 \$300	1.18 RDSD purchased Type to Learn program to support computer keyboarding skills at all grade levels for all students, including ELs, to ensure they are college and career ready		\$900
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 1100 Ob 4310 \$ 3780.00 Rs 1100 Ob 4391 \$ 3780.00	1.19 RDSD classroom expenses support implementation of CCSS in all required areas of study		\$7,560
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.20 Contract with Coastal Copier to support implementation of CCSS in all required areas of study		Rs 1100 Ob 5623 \$ 14,000	1.20RDSD contracted with Coastal Copier to support implementation of CCSS in all required areas of study		\$22,956
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
1.21 To insure students receive instructional benefits toward performing well on standardized tests RSD employ four 6th -8th grade teachers at Monument Middle School		Rs 0000 \$257,427 Rs 0001 \$39,685 Rs 4035 \$15,245	1.21RSD insures students receive instructional benefits toward performing well on standardized tests RSD employ four 6th -8th grade teachers at Monument Middle School	\$318,672
Scope of service:	All Grades: 6th, 7th, 8th		Scope of service:	All Grades: 6th, 7th, 8th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
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		Rs 0000 Ob 5819 \$15,750	1.22 RSD contracts 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	\$13,740

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
xxxx	xxx	1.13 RDSB purchased 35 Chromebooks and a Chromebook charging cart for After-School Enrichment Program and Monument Middle School students. NOTE- This is a repeat of Actual Action 1.12 "Purchase Chromebooks"		See Action 1.12	
Scope of service:	xxxx Grades: All		Scope of service:	Monument Middle School Grades: 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures	With CAASPP data in place, in 2016-17 Eagle Prairie Elementary will reduce Standards Nearly Met from 32% to 29%, Standards Not Met from 52% to 45% on ELA/Literacy scores. With CAASPP data in place, in 2016-17 Eagle Prairie Elementary will reduce Standards Nearly Met from 40% to 36%, Standards Not Met from 46% to 41% on Mathematics scores.				

With CAASPP data in place, in 2016-17 Eagle Prairie Elementary will increase Standards Exceeded for ELA/Literacy from 3% to 5% and Standards Exceeded for Mathematics from 0% to 3%

With CAASPP data in place, in 2016-17 Eagle Prairie Elementary will increase Standards Met for ELA/Literacy from 13% to 15% and Standards Met for Mathematics from 13% to 15%

With CAASPP data in place, in 2016-17 Monument Middle School will reduce Standards Nearly Met from 39% to 35%, Standards Not Met from 34% to 31% on ELA/Literacy scores.

With CAASPP data in place, in 2016-17 Monument Middle School will reduce Standards Nearly Met from 38% to 35%, Standards Not Met from 46% to 41% on Mathematics scores.

With CAASPP data in place, in 2016-17 Monument Middle School will increase Standards Exceeded for ELA/Literacy from 3% to 5% and Standards Exceeded for Mathematics from 4% to 6%.

With CAASPP data in place, in 2016-17 Monument Middle School will increase Standards Met for ELA/Literacy from 24% to 27% and Standards Met for Mathematics from 12% to 14%

For 2016-17 RDS will commit time and resources focused on Mathematics professional development. RDS will see an increase across Standards Met and Standards Exceeded student achievement levels in CAASPP Mathematics scores. Common Core State Standard English Language Arts curriculum materials will be considered for adoption. RDS will see an increase across Standards Met and Standards Exceeded student achievement levels in CAASPP ELA/Literacy scores. See above for projected increases.

Maintain CA CSR in grades K-3. RDS will employ seven K-3 teachers in 2016-17

4-8 grade class size will average at or below 28. RDS will employ three 4-5 teachers and five 6-8 teachers in 2016-17. RDS is increasing teaching staff at Monument Middle School by one teacher to maintain below 28 class size.

RDS met AYP for 2014-15, maintain 'met' status on AYP.

All students received a minimum of 25 minutes/week of Typing.com to improve keyboarding skills. RDS was not able to contract through Type to Learn, RDS entered into a contract with Typing.com.

RDS will maintain a 3 hour/day library tech position so all students will have the opportunity to check books out of the library.

Student access of one-to-one time with technology device will be increased to a minimum of 50 minutes per week.

All salaries will be adjusted for changes due to negotiations with certificated staff, increase in CA minimum wage, change in personnel, etc. Cost will be reflected in action services for 2016-17.

	Differentiated Instruction Manuals for teaching staff were not purchased. Internet based research was completed in lieu of Manuals. Upon reviewing the Manuals staff was not impressed. We felt we could find higher quality and more relevant material via the internet.
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Original Goal from prior year LCAP:	Increase EL student academic performance, reclassification of EL students, contact with parents of EL students		Related State and/or Local Priorities: _1 X 2 X 3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Redesignated fluent English proficient, English Learners	

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric: Reclassification rate of EL students CELDT scores CAASPP scores NWEA/MAPS data API/AYP Parent contact</p> <p>Outcome: 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.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>All EL students, including students who enrolled in the district after the common CELDT test window were given the CELDT test.</p> <p>RDSD hired a bilingual paraprofessional to assist students with improving conversational English skills. The bilingual aide resigned December 18, 2015 to take a job in the medical field. RDSD was not able to hire a replacement bilingual paraprofessional.</p> <p>During the time the bilingual aide was employed at RDSD she did assist in translating written information for our EL parents, translated at IEPs and translated at parent/teacher conferences.</p> <p>Contracting through SchoolWise and using the services of Mercedes Translation RDSD was able to ensure all school-to-home communication was translated to Spanish for families whose primary language is Spanish. Mercedes Translation also assisted as translator during Parent/teacher conferences and IEPs after the bilingual aide resigned.</p> <p>EL students had access to iPads and Chromebooks on a daily basis to assist in English language acquisition.</p> <p>Spanish language reading material was purchased for the library.</p> <p>No students were reclassified as Fluent English Proficient in 2014-15.</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual 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		Rs 0001 \$12,800.00	2.1 RDS D employs bilingual paraprofessional to work with Tier II to provide academic assistance to ELs students in English proficiency and ensure increase EL reclassification rate. Bilingual paraprofessional was employed and resigned 12/18/2015.		\$6,637.00
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		See action/expense 2.1	2.2 RDS D bilingual paraprofessional did assist in translating written information (newsletters, survey, parent/teacher conference notice, etc.) and verbal translation at parent/teacher conferences up until resignation in December 2015. See action/expenses 2.1		See action/expense 2.1
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.3 Bilingual translator will assist Tier II teacher with students during CELDT testing to determine English proficiency of EIs and assist EI reclassification rate		See action/expense 2.1	2.3 RDSB bilingual translator will assist Tier II teacher with students during CELDT testing to determine English proficiency of EIs and assist EI reclassification rate. See action/2.1		See action/expense 2.1
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 4203 Ob 5210 \$1,000	2.4 CELDT coordinator attended training for how to implement the CELDT and then provided training to bilingual paraprofessional to assist ELs students in English proficiency and ensure EL reclassification rate, high academic performance on standardized tests		\$1,091.00
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
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		Rs 4203 Ob 4391 \$900.00	2.5 Teachers had difficulty purchasing Apps through Apple account. No Apps were purchased for iPads.		None
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
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		Rs 0000 Ob 5800 \$700.00	2.6 RDS D Employed Mercedes Translation Service as needed for IEPs and parent/teacher conferences to ensure parent input and promote parent participation in their student's education.		\$315.00
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>Rs 4203 Ob 4391 \$625.00</p>	<p>2.7 RDS D Purchased 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>\$225.00</p>	
<p>Scope of service:</p>	<p>All Grades: All</p>	<p>Scope of service:</p>	<p>All Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

What changes in actions, services, and expenditures	<p>Several parents were contacted regarding the starting of an ELAC. Though parents showed interest, they did not attend. Parents did request the implementation of evening English as a Second Language classes. The district will explore how they can provide this opportunity to Spanish speaking families. Cost/expenditures are unknown.</p> <p>RDS D CELDT coordinator will attend Conversational Spanish classes if offered at Humboldt County Office of Education in 2016-17. Expenditure for stipend \$300.00, Rs 4203 (if funded in 2016-17) Rs 3010 if Rs 4203 is not funded.</p> <p>Teachers had difficulty purchasing Apps through Apple account. No Apps were purchased for iPads. A different method for App purchase will be implemented in 2016-17. Apps will be purchased, Expenditure for Apps \$300.00, Rs 4203 (if funded in 2016-17) Rs 1100 if Rs 4203 is not funded.</p>
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Original Goal from prior year LCAP:	Improve student achievement and enhance school climate through effective instruction and on-going professional learning for teachers.		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>Metric: CAASPP scores NWEA/MAPS data API / AYP data Conference/workshop attendance (with sign-in / sign-out) Staff meeting sign-in / sign-out Learning Walks Outcome: 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 RDS D At monthly staff meetings teachers will report out results of their Learning Walk Review of quality CCSS ELA curriculum to adopt in 2017-18.</p>		Actual Annual Measurable Outcomes:	<p>CAASPP scores were baselined with 2015-16 data. See for details on CAASPP scores.</p> <p>API has been eliminated by the State. AYP goals were met for 2014-15.</p> <p>Because of the sensitive nature of NWEA/MAPS test scores we are not collecting data on a student by student level. The PLC groups will continue twice monthly to analyze student NWEA/MAPS assessment data to determine student growth and guide placement of students in our Tier II and Tier III programs.</p> <p>RDS D did contract with NWEA and used MAPS data to ensure students were performing at or near grade level to guide placement of students in our Tier II RTI program.</p>

100% of staff will attend workshops and trainings related to Common Core implementation. Not all staff members attended the same workshops or trainings at the same time, but all staff members did attend one or more trainings related to CCSS implementation. RDSD is focusing on CCSS mathematics implementation for 2016-17.

Attendance at certificated and classified staff meetings was baselined in 2015-16. No attendance data existed before 2015-16.

the action/service listed in Goal 3, 3.3 was not attained due to a severe substitute teacher shortage the following outcome was not attainable: "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"

Two teachers attended sessions in February and March at Humboldt County Office of Education for the purpose of reviewing and ranking CCSS ELA curriculum for adoption in 2017-18.

Spring 2016 NWEA MAPS results are as follows:

Mathematics: Scores are listed by Grade and percent of students who met nationally normed projection: 1st / 71%, 2nd / new, inexperienced teacher in this grade span, 2nd grade students not tested in mathematics, 3rd / 60%, 4th / 70%, 5th / 45%, 6th / 14%, 7th / 78%, 8th / 94%.

Reading: Scores are listed by Grade and percent of students in that grade who met nationally normed projections: 1st / 55%, 2nd / 14%, 3rd / 36%, 4th / 52%, 5th / 30%, 6th / 31%, 7th / 48%, 8th / 69%.

Language Usage: Scores are listed by Grade and percent of students in that grade who met nationally normed projection (this test covers grades 3-8 only): 3rd / 32%, 4th / 67%, 5th / 50%, 6th / 17%, 7th

			/ 70%, 8th / 69%.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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 EIs, are: receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP	Rs 3010 Ob 5210 \$10,490 Rs 4035 Ob 5210 \$5,075	3.1 RDS D Provided multiple platforms of quality and meaningful Professional Development for all staff, certificated and classified. Examples: SHIFT Symposium, HCOE workshops, Safety training with Kimberly Comet.	\$15,565
Scope of service:	All Grades: All	Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
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	Rs 1100 Ob 4310 \$250	3.2 RDS D teachers and administration conducted twice monthly PLC meetings on the first and fifth Wednesday of each month for the purpose of NWEA / MAPS data disaggregation in all areas of required study to ensure students we making gade level progress and guide placement of students in the Tier II program if they were not on grade level track.	\$250

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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 EIs, are receiving implementation of CCSS, college and career ready, enhancing performance on standardized tests, attaining EL reclassification as FEP		Rs 0000 Ob 1140 \$2,200.00	3.3 RDS staff was not able to participate in Learning Walks due to a severe lack of substitute teachers experienced in the Humboldt County area.		None
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

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		Rs 0000 \$5,000.00 Ob 5812 Rs3010 Ob 5210 \$800	3.4 RDSD contracted with HCOE for use of Humboldt Education Resource Center (HERC) for learning resource materials and mail/courier service of mail and materials to be transported by HCOE staff to and from our school site to the HCOE.		\$5,800
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		See Goal 1 Action 1.10	3.5 RDSD contracted with NWEA to ensure all students are performing at or near grade level and to guide student placement in our Tier II program.		See Goal 1 Action 1.10 for cost of contract.
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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)		Rs 0000 \$880	3.6 Release time for appointed teachers to research CCSS ELA material for 2016/2017 ELA materials adoption		\$880
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>RDSD will again arrange for teachers to take part in Learning Walks in 2016-17. Teachers will have the opportunity to share out result of Learning Walks at monthly staff meetings. Expenditure for 2016-17 will be 20 release days x \$120.00 = \$2,400.00. Rs 0000 will be used to pay subs.</p> <p>For 2016-17 PLC meeting will focus on CCSS related to mathematics. NWEA/MAPS data will continue to be assessed but will have a lesser role in PLC meetings.</p> <p>Beginning in February 2016 we held a "Tuesday Morning Training" from 7:00AM - 7:50AM. The focus of the training was teacher driven. These trainings developed from a lack of quality professional development offered in Humboldt County. We decided the experts were among us and we would create our own PD model. Teachers are paid \$40.00 to attend and \$80.00 if they are the presenter. We had the HCOE E-Learning Specialist lead one PD Tuesday Training session. We had a total of 27 certificated staff attend at the monthly trainings (Feb., Mar., Apr. so far). This was an average of 9 attendees per meeting. We plan to carry this model in to 2016-17 with an increase to an average of 11 attendees per meeting. Expenditure for 2016-17 will be 9 sessions x 9 attendees x \$40.00/attendee = \$3,240.00 plus \$360.00 for session leaders (9 sessions x \$40.00/session leader). Total expenditure \$3,600 Rs 6264, Educator Effectiveness.</p>
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Original Goal from prior year LCAP:	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 X 3 _4 X 5 X 6 _7 X 8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric: 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 Outcome: 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	Actual Annual Measurable Outcomes:	<p>There was an increase in SARB notices mailed home</p> <p>RDSD updated our SchoolWise student data system with a dialer system that allowed the school secretary to make automatic calls home when students were absent. RDSD purchased a school-to-home dialing system run through our SchoolWise attendance and discipline reporting system. The dialer called home to every family whose child was absent on a given day. This provided 100% Attendance Communication.</p> <p>Staff found it difficult to collect attendance data during events such as Back to School Night, Open House, and Winter Concert. During these events the</p>	

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

gymnasium is set up with 220 folding seats. During these events there was a capacity crowd, spilling into the aisles and out the gymnasium door. Normally we have only the folding chairs occupied. RDSD feels due to this we did see an increase in attendance at these events.

The Principal attended SARB meetings held at the Fortuna City Hall and on our Rio Dell campus in November, January, March and April. With some students this brought about a positive improvement in attendance.

At our February LCAP stakeholders meeting one parent attended. Another parent attended our March LCAP stakeholders meeting. Sad as it is to say, this is a 100% increase in attendance from 2014-15 LCAP stakeholder meetings. RDSD sent home fliers in English and Spanish to notify parents the offer of dinner and daycare, and hired an interpreter for each LCAP stakeholder meeting.

Trimester and Year-End positive attendance awards, Community of Caring awards, and Perfect attendance awards were purchased and given as incentives to improve student attendance and academic achievement. Students from the K-3, 4-5- and 6-8 grade span who maintained perfect attendance for the entire school year were placed in a drawing. The selected student from each grade span won a bicycle and riding helmet for their attendance achievement.

RDSD purchased awards for perfect monthly attendance, medals for improved State Testing scores and graduation certificates.

ADA Districtwide for 2015-16 was 94.79%, 0.21% lower than our projected outcome of 95%,

ADA Eagle Prairie for 2015-15 was 94.75% an improvement over 2014-15 ADA of 94.09%.

ADA Monument Middle School for 2015-16 was

		<p>94.87% an improvement over 2014-15 ADA of 92.4%.</p> <p>Suspensions decreased by 15.79%, this was 13.79% greater than planned decrease of 2%.</p> <p>Chronic absenteeism rate for Eagle Prairie 6.16%, an increase of 1.21% from last year. Chronic absenteeism rate for Monument Middle School 12.38%, an increase of 3.48% from last year.</p> <p>The 7th grade students were able to take the California Healthy Kids Survey (CHKS). There were not enough students in the 5th grade cohort for results gathering, so there is no report for the 5th grade span as they did not take the CHKS. Greater than 90% of 7th graders reported feeling safe at school, respected by the school staff and felt there was someone on campus who cared about them.</p> <p>No students dropped out of Monument Middle School during 2015-16.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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	Rs 0001 \$6,131 Rs 0001 \$4,329	4.1 Principal and school counselor held regular conferences with students and parents with the intent of improving school attendance, reducing chronic absenteeism, reducing suspension/expulsion rates, and promoting parent involvement	\$4,329
Scope of service:	All Grades: All	Scope of service:	All Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0000 \$5,837	4.2 RDS D purchased a dialer system through our SchoolWise Attendance and Discipline portal. The Middle school secretary set the SchoolWise dialer sytem up to call home at 9:30AM each day regarding student absences once she had completed entering attendance data.		\$5,837
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.3 Middle school secretary will notify parents of all student's experiencing excessive truancy, track attendance, prepare, and send home SAR B letters with the intent of improving school attendance and reducing chronic absenteeism		Rs 0000 \$5,837 Postage Rs 0000 Ob 5950 \$250	4.3 RDS D Middle school secretary notified parents of any student experiencing excessive truancy, she tracked attendance, and she prepared and send home SAR B letters with the intent of improving school attendance and reducing chronic absenteeism		\$6,087

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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	Rs 0001 \$6,000		4.4 Principal will attended SARB meetings at Fortuna City Hall and on Rio Dell campus in November, January, March and April with the intent of improving school attendance, reducing chronic absenteeism, and promoting parent involvement in their student's education		\$6,000
Scope of service:	All Grades: All		Scope of service:	All Grades: 1st, 3rd, 4th, 5th, 6th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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	Rs 0000 \$2,000		4.5 The Middle school secretary kept track, at all grade levels, daily positive attendance for perfect attendance awards- notifying teachers, students, and families of awards		\$2,000

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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	Rs 0001 \$4000		4.6 Principal conducted Panther Pride assemblies for grades K - 3 each Friday morning from 8:45-9:15.		\$4,000
Scope of service:	Eagle Prairie Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	Eagle Prairie Elementary Grades: TK, K, 1st, 2nd, 3rd	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.7 Principal will run monthly 6th – 8th 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	Rs 0001 \$4,000		4.7 6th – 8th grade assemblies to honor students of the month and perfect attendance were held monthly, and run by the Principal.		\$4,000

Scope of service:	Monument Middle Grades: 6th, 7th, 8th		Scope of service:	Monument Middle Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0000 Ob 5885 \$ 500	4.8 Trimester and year-end positive attendance, academic achievement and Community of Caring were purchased for students with the intent of improving school attendance and reducing chronic absenteeism. Year end perfect attendance prize of one bicycle for grades K-5 and 6-8 will be purchased May 21, 2016.		\$500
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

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		Rs0000 Ob 5885 \$1,225	4.9 Awards were purchased 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		\$1,225
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 1100 Ob 5800 \$1,775 (15/16) \$1,275 (16/17)	4.10 RDSD Purchased 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		\$3,050.00
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0000 Ob 4391 \$90	4.11 RDS D Continues 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		\$90
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0000 Ob 4391 \$700 Fn13 Rs5310 Ob 4710 \$450	4.12 Foster Grandparent Program, volunteer retired adults supported students in grades 1st - 2nd, 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. Foster Grandparents promote positive school attendance and reduce referral rates for elementary students		\$1,150

Scope of service:	Eagle Prairie Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th		Scope of service:	Eagle Prairie Elementary Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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	Rs 4126 Ob 4391 \$600		4.13 RDS had a GATE academy. GATE students attended an all day conference held at Humboldt State University in January 2016. Career Day was not held in the 2015-16 school year.		\$600
Scope of service:	All Grades: All		Scope of service:	All Grades: 4th, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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	Rs 0000 Ob 4391 \$500 Rs 4146 Ob 4391 \$500		4.14 Landscaping material for campus beautification will be purchased in May. May 25, 2016 School Site Council is hosting a campus beautification event.		\$1,000

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.15 Student field trips- Pumpkin Patch, Ferndale Rep. Theater, 8th 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		Rs 0000 Ob 5801 \$6000 Rs 0001 Ob 5801 \$2,521 Rs 1100 Ob 5801 \$4,000	4.15 Student field trips included trips to the Pumpkin Patch, Ferndale Rep. Theater, 8th grade celebration to swimming center in Arcata CA and Rock Climbing Center in Arcata CA, 8th grade to Humboldt State University, 7th grade to College of the Redwoods, k-5 to Sequoia Zoo, K-5 to Fortuna Park, K to Bancroft Dairy Farm, K and 7th to Salmon release at Blue Lake, 3rd - 8th to Ice Skating- Fortuna, GATE Academy to HSU	\$9,502	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

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		Rs 0000 Ob 5950 \$400	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		\$400
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0001 \$24,396	4.17 RDS employed .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		\$36,970
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

4.18 Participate in Spelling Bee to attain positive results on CHKS, promote participation in County-wide student events and promote parent involvement		Rs 1100 Ob 4310 \$100	4.18 superintendent and Principal served as judges in ERVA Spelling Bee MARCH 2, 2016 to attain positive results on CHKS, promote participation in County-wide student events and promote parent involvement		None
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 6010 Fn 4200 \$16,000	4.19 RDSD had sports teams for girls and boys volleyball, girls basketball, boys basketball, and track and field. Expenditures were less than anticipated for equipment and uniforms for track and field and volleyball.		\$8,655
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

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		Rs 3010 Ob 4391 \$400	4.20 RDSD student incentive fund was utilized by counselor and psychologist with the intent to improve student attendance, reduce suspension/expulsion rate and maintain a positive school climate		\$400
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 1100 Ob 5800 \$2,800	4.21 SchoolWise contract was purchased 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. Expenditure for contract increased due to the addition of school-to-home dialer.		\$3,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>What changes in actions, services, and expenditures</p>	<p>RDSD will commit \$600.00, one tenth of the cost for a SARB coordinator for the Eel River Valley Administrators Association.</p> <p>RDSD will commit \$6,000.00 toward cost of maintaining Principal as SARB administrator to aid in improving attendance, reducing chronic absenteeism, and promoting parent involvement in student's education.</p> <p>RDSD staff will seek better options to track attendance data for events like Back to School Night, Open House, etc.</p> <p>RDSD will research ways to encourage students to improve school attendance.</p> <p>RDSD will seek ways to improve stakeholder attendance at LCAP stakeholder meetings, or find alternative means to gather parent/guardian input for developing our District LCAP</p> <p>RDSD will drop the Brightarrow Technology Contract and utilize the SchoolWise school-to-home communication system</p> <p>Though our suspension rate decrease significantly, RDSD will employ means to ensure suspension rates continue to decrease.</p> <p>RDSD will increase counselor position in 2016-17 from 0.5FTE to 1.0FTE for the 2016-17 school year.</p> <p>Though ADA improved for overall for the RDSD, we will continue efforts to increase ADA through positive attendance awards, honoring students for perfect attendance at awards assemblies each month, offer a significant prize drawing at year's end that student's with perfect attendance will be entered in.</p> <p>RDSD will improve on recognizing students experience three or more absences and making contact with families to see how the district can assist the family to ensure their child has improved school attendance. Counselor position will increase from 0.5FTE to 1.0FTE. Eagle Prairie added an additional .4FTE school secretary in November 2015. This position has been increased to 0.6FTE. Eagle Prairie school secretary will assist in tracking attendance data at the elementary site while the middle school secretary will focus on the middle school attendance data.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>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: X 1 _2 _3 _4 _5 _6 _7 _8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: All Grades: All</p>	

	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>Metric: 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 Outcome: 100% of RDSB 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 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 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>Actual Annual Measurable Outcomes:</p> <p>Maintenance completed annual Facilities Inspection using State Facilities Inspection Tool (FIT). Inspection conducted September - October 2015 with rankings of Good or Exemplary in all areas.</p> <p>Five Year Strategic Plan was reviewed and expanded to Ten Year Strategic Plan. Plan was brought to school board for review at March 2016 Board meeting.</p> <p>Two teachers were on countywide ELA material review committee at Humboldt County Office of Education. Review conducted February - March 2016.</p> <p>95.24% of RDES teachers are highly qualified, we did not meet 100% highly qualified teachers.</p> <p>Dave Carroll, contracted through HCOE, conducted a Safety Inspection October 16, 2015.</p> <p>One beginning teacher completed year 2 of BTSA. One beginning teacher completed year 1 of BTSA.</p> <p>Principal completed year one of Tier II administrative credential.</p> <p>Superintendent completed year two of Tier II administrative credential, finalizing credential.</p> <p>SARC was completed by superintendent</p> <p>All custodial/maintenance staff, as well as all other staff, completed Mandated Reporter training through Keenan online portal</p> <p>RDSB administrators ensured that all certificated staff have at minimum: a bachelors degree, a CTC approved multiple subject teaching credential, through regular evaluations teachers demonstrate core accademic subject matter competence. RDSB offered options for staff to partake in professional</p>

		<p>development opportunities offered by the Counth Office of Education and Humboldt State University.</p> <p>The RDSB board of trustees chose to wait on the purchase of security cameras until 2016-17 with the intent of applying for a NCR eLief Grant to offset 50% of the cost.</p> <p>Maintenance felt the vacuums we currently own were in satisfactory condition. The board approved the purchase of a commercial carpet cleaner in lieu of the vacuums.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
5.1 Replace carpet in tech lab, library, conference room, staff room to ensure the facility is maintained in good repair		Rm 107 Rs 8150 Ob 6200 \$6,900 Rm 304 Rs 6010 Ob 4391 \$6,465	5.1 RDSB will replace the carpet in the tech lab in June 2016. it was planned to replace carpet in tech lab and library at the same time. Due to the enormity of the task to remove all of the materials from the library, RDSB plans to complete this task in June of 2017.		\$7,900
Scope of service:	Eagle Prairie Elementary Grades: All		Scope of service:	Eagle Prairie Elementary Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.2 Employ 1.0 FTE maintenance person to do general maintenance and upkeep to ensure facility is in good repair		Rs 8150 \$63,465	5.2 RDSD employed a 1.0 FTE maintenance person to do general maintenance and upkeep to ensure facility is in good repair. Due to a slight increase in statutory benefits salary cost was slightly higher.		\$63,604
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.3 Employ 1.63 FTE custodial staff to clean and maintain facility and keep it in good repair		Rs 0000 \$70,151	5.3 RDSD Employed 1.63 FTE custodial staff to clean and maintain facility. A slight increase in statutory benefits slightly increased cost.		\$70,600
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.4 Provide BTSA support to beginning teachers to ensure highly qualified teaching staff that are properly credentialed		Rs 4035 Ob 5210 \$3,300.00	5.4 RDS D Provided BTSA support to two beginning teachers to ensure highly qualified teaching staff that are properly credentialed; one first year beginning teacher and one second year beginning teacher. Increase in cost was due to contract price increase through Sonoma County Office of Education.		\$4,000.00
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0000 \$14,750	5.5 RDS D superintendent and principal, to ensure staff are highly qualified according to NCLB standards, completed teacher evaluations. Superintendent evaluated 6 certificated employees and Principal evaluated 7 certificated employees at a minimum of 9 hours per evaluation		\$14,750

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0000 \$1,650	5.6 RDSB Principal will conducted monthly School Site Council meetings the third Thursday of each month, September through May.	\$1,650	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

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.		Rs 1100 Ob 4310 \$3,000	5.7 Landline phone system was upgraded 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. The main computer unit that transfers incoming and out going calls also required replacement. This increased expenditures significantly.		\$14,784
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.8 Purchase security cameras to maintain a clean and safe campus for the purpose of providing a high quality teaching and learning environment		Rs 0230 \$21,000 Ob 6200	5.8 Board chose to wait on purchase of security cameras until 2016-17 with the intent of NRC grant to offset 50% of the cost.		None
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.9 Purchase two commercial vacuums to ensure the facility is maintained in good repair		Rs 8150 4381 \$800	5.9 Two commercial vacuums were not purchased. Maintenance staff felt they could keep current vacuums in satisfactory repair. School Board approved the purchase of commercial carpet cleanig machine in lieu of the vacuums. Commercial carpet cleaner will be purchased in late May 2016.		\$3,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.10 Upgrade Monument Middle School bathroom sinks and toilets that serve middle school students to ensure the facility is maintained in good repair		Rs 0230 Ob 6200 \$9,000	5.10 With the development of a ten year strategic plan it was decided to do a complete remodel instead of an upgrade to Monument Middle School bathroom sinks and toilets. Complete remodel will begin in 2016-17 and be completed by 2017-18.		None
Scope of service:	Monument Middle School Grades: All		Scope of service:	Monument Middle School Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.11 Alternative Clear Credential Program fees, 2015-16 final year of program to ensure properly credential staff		Rs 4035 Ob 5800 \$3,500	5.11 Alternative Clear Credential Program fees paid for year one for Principal and year two for Superintendent		\$7,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		Rs 0000 Ob 5819 \$15,750	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. Cost was estimated for 2015-16 LCAP. Contracted price was set with Fortuna High School in August 2015, this is reflected in Actual Annual Expenditure.		\$13,740
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures	<p>RDSD will encourage all teaching staff to attain credentials necessary to ensure we have 100% highly qualified teachers.</p> <p>2017-18 ELA/Literacy textbooks and supporting material will be considered and selected for adoption in 2017-18.</p> <p>Safety Inspection Report was received by RDSD in late March. Report has only been partially reviewed. Superintendent and maintenance staff will conduct full review of report in June 2016 and attend to requirements of the report throughout summer for 2016.</p> <p>RDSD maintenance staff will complete Facilities Inspection using State FIT in September 2016.</p> <p>RDSD anticipates two beginning teachers to take part in BTSA.</p> <p>Principal will complete year two of Tier II administrative credential</p> <p>Installation of security cameras contingent upon district receiving NRC grant</p> <p>Remodel boys and girls restrooms at Monument Middle School</p>
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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:	565190
<p>For 2016-17 RDS is highly committed to serving its low income, foster youth, and English learner students, which constitutes approximately 77% of our student population. RDS 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, integration of technology and counseling services. RDS will continue to employ an additional intervention teacher, a bilingual paraprofessional, and provide small group intervention instruction focused on Common Core standards. RDS will employ a district-wide school counselor to provide needed social emotional guidance for our at risk students. RDS will expend funds for an additional classroom teacher to help maintain smaller class sizes in grades 4-8 to facilitate smaller group instruction. RDS will commit funds to provide high quality, off campus enrichment opportunities for all students. these opportunities may be, but are not limited to, field trips to Redwood Coast Jazz Festival, Sequoia Zoo, Humboldt Fish Hatchery, Ferndale Repertory Theater, Humboldt State University, and College of the Redwoods. RDS 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.

25.59

%

For 2016-17: The proportionality percentage for 2016-17 is 25.46%. 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 improvements in CAASPP scores as layed out in Goal 1. The addition of a Bilingual Paraprofessional will result in EL students approaching State levels of FEP redesignation rates for EL students, and maintaining or increasing EL parent contact by 2%. RDSB's unduplicated population is 77% of our student population. Separating services for LI, EL, or FY as compared to the remaining 23% 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. RDSB 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, contributing members of society.

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).