

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

Introduction:

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Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with

the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The Rio Bravo-Greeley involved stakeholders in the development of this LCAP through the following processes:</p> <ul style="list-style-type: none"> October 8, 2013: The district held an informational meeting on the new common core state standards and introduced the new LCFF and the LCAP. The 8 priorities were also discussed and how the stakeholders will have input in creating the LCAP. November 6, 2013: The district started the discussion of LCAP with teachers and staff. January 29, 2014: The district started the discussion of the LCAP with our PTC (Parent, Teacher Club), School Site Councils, ELAC and our Educational Foundation. January 28, 2014: The district discussed LCFF and LCAP with parents at our Title 1 parent meeting. February 11, 2014: The district distributed surveys to the staff, students and parents regarding the needs of the district. 	<ul style="list-style-type: none"> Stakeholders asked questions about the LCAP process and gave input on what they felt was important to focus on in regards to developing the LCAP. Impact on LCAP: Parents will be asked at future meetings for LCAP recommendations and considerations. Teachers were given a time line and input was gathered on the 8 priorities and how they will be addressed in the LCAP. Impact on LCAP: Teachers and staff are to begin formulating thoughts and actions for LCAP Stake holder input was collected and reviewed to help with our district's goals. Formed LCAP committee: Impact on LCAP: Stake holder input was collected and reviewed to help with district's goals. Title 1 Parents are very pleased with current program. Impact on LCAP. Title 1 Parents would like the current program to continue with considerations towards math and technology interventions. Results of survey were gathered and reviewed to help form district's goals. Impact on LCAP. Parents are pleased overall with program; however, growth or goal areas to consider are greater use of technology, improve GATE Program, continue AVID Program, offer higher quality elective classes, continue to improve overall instruction;

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • March 2014: Surveys from stakeholders were gathered and data was summarized. • March 4, 2014: Invited the RBG teachers' association representatives to be a part of the LCAP committee. • June 23, 2014: Present the LCAP to the school board • June 26, 2014: Board meeting to approve LCAP • July 2014: LCAP sent to Kern County Superintendent of Schools for final approval 	<ul style="list-style-type: none"> • Data was compiled and summarized in order to help with goals. The superintendent responded in writing to any questions about the LCAP. Impact on LCAP: The LCAP Goals directly reflected all items from items listed in the bulleted item above. • Provided input and guidance to help establish the LCAP goals. Association's representatives were in agreement with the theme and goal listed. Impact on LCAP: Association's input reinforced the current direction of district goals. • School board reviewed the LCAP; LCAP is available for public comment through the Public Hearing process. Public made no comment. Impact on LCAP. No change to current version of LCAP • Public made no comment about LCAP. LCAP is approved by the school board. Impact on LCAP: No change to current version. Current version becomes official LCAP • LCAP sent to County office of Education for approval,

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What the unique goals for subgroups are as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?

- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Goal #1 55% of all students are at grade level or above in ELA as measured by the Renaissance Learning STAR reading and early	80% of all students will be at grade level or above in ELA as measured by the Renaissance Learning STAR reading and	All Students	All Students	Review of Renaissance Learning STAR results (K-4); Local Based Measures at Grades (5-8);	60% of all students will be at grade level or above on ELA or above as measured by the Renaissance	70% of all students will be at grade level or above on ELA or above as measured by the Renaissance	80% of all students will be at grade level or above on ELA or above as measured by the Renaissance	1,2,4,7,8 Conditions of Learning 1. Basic Service 2. Implementation of CCSS 7. Course Access Pupil Outcomes 4. Pupil Outcomes 8. Other Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
literacy assessments (K-4) and Local Based Measures at Grades (5-8). When available, District will also employ the operational state assessment.	early literacy assessments (K-4); Local Based Measures at Grades (5-8); Operational state assessments			Operational State Assessments	ce Learning STAR (K-4); Local Based Measures at Grades (5-8); Operational state assessments	ce Learning STAR (K-4); Local Based Measures at Grades (5-8); Operational state assessments	e Learning STAR (K-4) and Local Based Measures at Grades (5-8) Operational state assessments	Outcomes
Goal #2 57% of all students are at grade level or above in Math as measured by the Renaissance Learning	80% of all students will be at grade level or above in MATH as measured by the Renaissance	All Students	All Students	Review of Renaissance Learning STAR Math results (K-4) and Local Based Measures at	60% of all students will be at grade level or above on MATH or above as	70% of all students will be at grade level or above on MATH or above as	80% of all students will be at grade level or above on MATH or above as measured	1,2,4,7,8 Conditions of Learning 1. Basic Service 2. Implementation of CCSS 7. Course Access Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
STAR Math (1-4) and Local Based Measures at Grades (5-8) and kindergarten; When available, District will also employ the operational state assessment	Learning STAR Math(1-4) and Local Based Measures at Grades (5-8) and kindergarten. Operational state assessments			Grades (5-8); Operational State Assessments	measured by the Renaissance Learning STAR Math (K-4); Local Based Measures at Grades (5-8); Operational state assessments	measured by the Renaissance Learning STAR Math (K-4); Local Based Measures at Grades (5-8); Operational state assessments	by the Renaissance Learning STAR Math (K-4); Local Based Measures at Grades (5-8); Operational state assessments	4. Pupil Outcomes 8. Other Pupil Outcomes
Goal #3 Current attendance rate is 94.5%.	By June 2017, the student attendance rate will be 97%.	All Students	All Students	Review of attendance data in Power School and	The student attendance rate will be 95%	The student attendance rate will be 96%	The student attendance rate will be 97%	3,5,6 Engagement 3. Parent Engagement 5. Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal #4</p> <p>Currently, 65% of computers are less than 4 years old and downtime is at 7%</p>	<p>By June 2017, All classroom based technology will be less than 4 years old and downtime will be less than 3% of the day. Technology will be used effectively in all classroom and in the computer lab.</p>	<p>All Students</p>	<p>All Students</p>	<p>Review annual Technology Plan and annual technology survey Principal observation and student achievement scores</p>	<p>75% classroom based technology will be less than 4 years old and downtime will be less than 3% of the day. Increase effective uses in all classrooms and the computer lab</p>	<p>85% classroom based technology will be less than 4 years old and downtime will be less than 3% of the day. Increase effective uses in all classrooms and the computer lab</p>	<p>100% classroom based technology will be less than 4 years old and downtime will be less than 3% of the day. Increase effective uses in all classrooms and the computer lab</p>	<p>4,5,6,8 <i>Pupil Outcomes</i> 4. Pupil Outcomes <i>Engagement</i> 5. Pupil Engagement 6. School Climate <i>Pupil Outcomes</i> 8. Other Pupil Outcomes</p>
				<p>at P-2 attendance reporting</p>				<p>Engagement 6. School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)		Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Description of Goal		Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	All Students		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal #5</p> <p>Continue to maintain current programs and facilities</p> <p>*Core Instruction</p> <p>*Ren Learn Programs</p> <p>Accelerated Reader Accelerated Math Math in a Flash STAR Reading STAR Math STAR Early Literacy</p>		<p>Continue to maintain current programs and facilities</p> <p>*Core Instruction</p> <p>*Ren Learn Programs</p> <p>Accelerated Reader Accelerated Math Math in a Flash STAR Reading STAR Math STAR Early Literacy</p>	All Students	All Students	<p>Annual review of all programs</p> <p>Review of Renaissance Learning STAR ELA & Math results (K-4) and Local Based Measures for at Grades (5-8); Operational State Assessments</p>	<p>maintain current programs</p> <p>60% of all students will be at grade level or above in ELA and MATH as measured by the Renaissance Learning STAR ELA & Math (K-4); Local Based Measures at Grades</p>	<p>maintain current programs</p> <p>70% of all students will be at grade level or above in ELA and MATH as measured by the Renaissance Learning STAR ELA & Math (K-4); Local Based Measures at Grades</p>	<p>maintain current programs</p> <p>80% of all students will be at grade level or above in ELA and MATH as measured by the Renaissance Learning STAR ELA & Math (K-4); Local Based Measures at Grades (5-8);</p>	<p>1,5,6 Conditions of Learning 1. Basic Service Pupil Outcomes 4. Pupil Outcomes Engagement 5. Pupil Engagement 6. School Climate</p>
<p>*Read Well-Title1 reading</p> <p>*Elective Programs</p> <p>Robotics Art Drama Band</p>		<p>*Read Well-Title1 reading</p> <p>*Elective Programs</p> <p>Robotics Art Drama Band *GATE</p>	All Students	All Students					

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
*GATE *AVID	*AVID				(5-8); Operational state assessments	(5-8); Operational state assessments	Operational state assessments	

Section 3: Actions, Services, and Expenditures

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

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

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

Guiding Questions:

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 80% of all students will be at grade level or above in ELA as measured by the Renaissance Learning STAR (K-5) and Local Based Measures at Grades (6-8). When available, District will also employ the operational state assessment	1,2,4,7,8 Conditions of Learning 1. Basic Service 2.Implementation of CCSS 7. Course Access Pupil Outcomes 4. Pupil Outcomes 8. Other Pupil Outcomes	1. Reduce Class Size in Grades (TK-3) by adding 1 Teacher 2. Provide professional development to support implementation of Common Core ELA Standards. 3. Provide professional development to support reading instruction in all grades. 4. Implement Research-Based ELA instructional Strategies Intervention and	Grades TK-3 School-wide service School-wide service	Review grade span reduction ratio Review Professional development program Review Professional development program	1. \$86,000	1. \$148,000	1. \$148,000
					Budget Amounts are LCFF Supplemental Only		
					2. \$3,000	2. \$3,000	2. \$3,000
					3. \$3,000	3. \$3,000	3. \$3,000
					4. \$18,000	4. \$18,000	4. \$18,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Enrichment (GATE)					
		5. Implement Research Based English Language Development Strategies.	School-wide service	Principal observation and evaluation of strategies	5.\$3,000	5.\$3,000	5.\$3,000
		6. Provide professional development in the area of instructional technology to enhance and improve the delivery of ELA instruction.	School-wide service	Annual review of Professional development program	6.\$3,000	6.\$3,000	6.\$3,000
		7. Purchase bridge materials for the current state adopted curriculum	School-wide service	Review need of schools	7.\$7,000	7.\$7,000	7.\$12,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #2</p> <p>80% of all students will be at grade level or above in Math as measured by the Renaissance Learning STAR Math (K-4) and Local Based Measures at Grades (5-8).</p> <p>When available, District will also employ the operational state assessment</p>	<p>1,2,4,7,8</p> <p>Conditions of Learning</p> <p>1. Basic Service</p> <p>2. Implementation of CCSS</p> <p>7. Course Access</p> <p>Pupil Outcomes</p> <p>4. Pupil Outcomes</p> <p>8. Other Pupil Outcomes</p>	<p>1. Reduce Class Size in Grades TK-3 by adding 1 teacher</p> <p>2. Add part-time intervention teacher</p> <p>3. Provide professional development to support implementation of common core math standards.</p> <p>4. Provide professional development to support mathematical instruction.</p> <p>5. Implement research-based math instructional</p>	<p>Grades TK-3</p> <p>School-wide</p> <p>School-wide</p>	<p>Review grade span reduction ratio</p> <p>Review needs of schools</p> <p>Annual review of Professional development program</p> <p>Annual review of Professional development program</p> <p>Principal observation and evaluation of</p>	<p>1.\$86,000</p> <p>No Cost</p> <p>3.\$3,000</p> <p>4.\$2,000</p> <p>5.\$2,000</p>	<p>1.\$148,000</p> <p>2.\$11,000</p> <p>3.\$3,000</p> <p>4.\$2,000</p> <p>5.\$2,000</p>	<p>1.\$148,000</p> <p>2.\$11,000</p> <p>3.\$3,000</p> <p>4.\$2,000</p> <p>5.\$2,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		strategies for intervention and enrichment, (GATE)		strategies			
		6. Implement research-based English Language development strategies.	School-wide	Principal observation and evaluation of strategies	6.\$3,000	6.\$3,000	6.\$3,000
		7. Provide professional development in the area of instructional technology to enhance and improve the delivery of mathematic instruction.	School-wide	Annual review of Professional development program	7.\$3,000	7.\$3,000	7.\$3,000
		8. Purchase bridge materials for the current state adopted curriculum	School-wide	Review need of schools	8.\$7,000	8.\$7,000	8.\$12,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3 By June 2017, the student attendance rate will be 97%.	3, 5, 6 Engagement 3. Parent Engagement 5. Pupil Engagement 6. School Climate	<ol style="list-style-type: none"> Enhance Positive School Climate and Strong Student Engagement. Consider additional anti bullying assemblies. Continue behavior reward days and character counts programs. Educate Parents on the Importance of students being at school, present in the classroom and ready to learn. Establish incentive programs that reward students for positive attendance. Maintain a positive school climate. Campuses will be safe. Teachers will 	School-wide	Review of annual student surveys	1. \$1,000	1. \$1,000	1. \$1,000
			School-wide	Annual review of incentive programs	3. \$1,000	3. \$1,000	3. \$1,000
			School-wide	Review of annual school climate	4. \$1,000	4. \$1,000	4. \$1,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>have on going staff development on positive classroom climate and classroom management.</p> <p>5. Develop and implement an Effective Truancy Policy. Parents will be notified regarding their students attendance and held accountable in regards to truancy and chronic absences. Adopt CSBA Policy</p> <p>6. Measure Attendance Rates: Each school will create attendance tracking and will be data driven with the mission of increasing attendance levels</p>	LEA-Wide	<p>survey</p> <p>Annual review of policy</p> <p>Annual review of attendance reports</p>	No Cost	No Cost	No Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal # 4</p> <p>By June 2017, all classroom based technology will be less than 4 years old and downtime will be less than 3% of the day. Technology will be used effectively in the classroom as measured by classroom observations by principals.</p>	<p>1,2,4 Conditions of Learning</p> <p>1. Basic Service 2. Implementation of CCSS Pupil Outcomes 4. Pupil Outcomes</p>	<p>and making positive attendance growth annually.</p> <p>1. Annually update technology plan. 2. Provide professional development to increase students' 21 century skills based on common core standards. 3. Create and implement a computer/printer/ smartboard replacement program.</p>	<p>School-wide</p> <p>school-wide</p>	<p>Annual technology actuarial study</p> <p>Annual review of Professional development program</p> <p>Annual review of technology replacement program</p>	<p>No Cost</p> <p>\$6,000</p>	<p>No Cost</p> <p>\$6,000</p>	<p>No Cost</p> <p>\$6,000</p>	<p>Education Foundation Funds</p> <p>Education Foundation Funds</p> <p>Education Foundation Funds</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		4. Acquire a library of research based instructional practices for the most effective use of technology for instructional delivery that results with increased student learning for the teachers to use in their classrooms	School-wide	Principal observations and teacher feedback	\$1,000	\$1,000	\$1,000
		5. Purchase Technology	school-wide	Review needs of the schools	5. \$7,000	5. \$7,000	5. \$52,000
		6. Create a program to decrease downtime.	school-wide	Annual review of technology work order turn around time	No cost	No Cost	No Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #5 Continue to maintain current programs and facilities</p> <p>*Core Instruction *Ren Learn Programs Accelerated Reader Accelerated Math Math in a Flash STAR Reading STAR Math STAR Early Literacy</p> <p>*Read Well-Title1 reading *Elective Programs Robotics Art Drama Band *GATE *AVID</p>	<p>1,5,6 Conditions of Learning 1. Basic Service Pupil Outcomes 4. Pupil Outcomes Engagement 5. Pupil Engagement 6. School Climate</p>	<p>1. Review and maintain needs of programs already in place. 2. Make changes to programs if needed</p>	School-wide	<p>1&2 Annual review of needs 1&2 Review of Renaissance Learning STAR ELA & Math results (K-4) and Local Based Measures for at Grades (5-8); Operational State Assessments</p>	<p>1&2 \$230,000</p>	<p>1&2 \$235,000</p>	<p>1&2 \$245,000</p>

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
For low income pupils: Goal #1 80% of all students will be at grade level or above in ELA as measured by the Renaissance Learning STAR (K-5) and local based measures at grades (6-8). When	1,2,4,7,8 Conditions of Learning 1. Basic Service 2. Implementation of CCSS 7. Course Access Pupil Outcomes 4. Pupil Outcomes 8. Other Pupil Outcomes	For low income pupils: Goal #1 1. Priority for Jump Start summer school program grades K-4 2. Maintain reading intervention program grades K-4	School-wide	Annual review of summer school program Annual review of program	1.\$3,000 2.No Cost	1.\$3,000 2.No Cost	1.\$3,000 2.No Cost

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
available, District will also employ the operational state assessment		3. Priority for after school tutoring 2 days a week	School-wide	Annual review of tutoring program	3. \$2,000	3. \$2,000	3. \$2,000
		4. Open computer lab after school to access computer based intervention programs	School-wide	Annual survey to see if the lab is used	4. Not implemented until Year 2	\$6,000	\$6,000
		5. Purchased academic vocabulary building materials	LEA-wide	Review needs of the schools	5. \$1,000	5. \$1,000	5. \$1,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>For English learners: <u>Goal #1</u></p> <p>80% of all students will be at grade level or above in ELA as measured by the Renaissance Learning STAR (K-5) and local based measures at grades (6-8). When available, District will also employ the operational state assessment</p>	<p>1,2,4,7,8</p> <p>Conditions of Learning</p> <p>1. Basic Service of CCSS</p> <p>7. Course Access</p> <p>Pupil Outcomes</p> <p>4. Pupil Outcomes</p> <p>8. Other Pupil Outcomes</p>	<p>For English learners: <u>Goal #1</u></p> <p>1. Priority for Jump Start summer school program grades K-4</p> <p>2. Priority for after school tutoring 2 days a week</p> <p>3. Open computer lab after school to access computer based intervention programs</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p>	<p>Annual review of summer school program</p> <p>Annual review of program</p> <p>Annual review of test scores to check progress</p>	<p>1.\$2,000</p> <p>2.\$1,000</p> <p>3.\$1,000</p>	<p>1.\$2,000</p> <p>2.\$1,000</p> <p>3.\$1,000</p>	<p>1.\$2,000</p> <p>2. \$1,000</p> <p>3.\$1,000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		4. Implement to is full fidelity the ELL component of the English Language Arts curriculum	School-wide	Principal observation	No Cost	No Cost	No Cost
		5. Maintain the reading intervention program K-4	School-wide	Annual review of program	\$120,000	\$120,000	\$120,000
		6. Implement Research Based English Language Development Strategies.	School-wide	Annual review of student data	\$3,000	\$3,000	\$5,000

<p>Goal (Include and identify all goals from Section 2, if applicable)</p>	<p>Related State and Local Priorities (from Section 2)</p>	<p>Actions and Services</p>	<p>Level of Service (Indicate if school-wide or LEA-wide)</p>	<p>Annual Update: Review of actions/ services</p>	<p>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</p>		
<p>For Foster Youth: <u>Goal #1</u> 80% of all students will be at grade level or above in ELA as measured by the Renaissance Learning STAR (K-5) and local based measures at grades (6-8). When available, District will also employ the operational state assessment.</p>	<p>1,2,4,7,8 Conditions of Learning 1. Basic Service 2. Implementation of CCSS 7. Course Access Pupil Outcomes 4. Pupil Outcomes 8. Other Pupil Outcomes</p>	<p>For Foster Youth: <u>Goal #1</u> 1. Mentoring program, teacher buddy</p>	<p>School-wide</p>	<p>Annual review of student performance data</p>	<p>Year 1: 2014-15</p> <p>No Cost</p>	<p>Year 2: 2015-16</p> <p>No Cost</p>	<p>Year 3: 2016-17</p> <p>No Cost</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>For redesignated Fluent English proficient pupils: <u>Goal #1</u></p> <p>80% of all students will be at grade level or above in ELA as measured by the Renaissance Learning STAR (K-5) Local based measures at grades (6-8). When available, District will also employ the operational state assessment</p>	<p>1,2,4,7,8</p> <p>Conditions of Learning</p> <p>1. Basic Service 2. Implementation of CCSS 7. Course Access</p> <p>Pupil Outcomes</p> <p>4. Pupil Outcomes 8. Other Pupil Outcomes</p>	<p>For redesignated Fluent English proficient pupils: <u>Goal #1</u></p> <p>1. Review annual progress of students' performance on class work and standardize testing</p> <p>2. Weekly intervention in reading and ELA as needed</p>	School-wide	<p>Review of data on students' performance</p> <p>Review of ELA Student Performance Data</p>	No Cost Utilize Current Reading Program	No Cost Utilize Current Reading Program	No Cost Utilize Current Reading Program

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
For low income pupils: <u>Goal #2</u> 80% of all students will be at grade level or above in Math as measured by the Renaissance Learning STAR Math (K-4); Local Based Measures at Grades (5-8); When available, District will also employ the operational state assessment	1,2,4,7,8 Conditions of Learning 1. Basic Service of CCSS 2. Course Access Pupil Outcomes 4. Pupil Outcomes 8. Other Pupil Outcomes	For low income pupils: <u>Goal #2</u> 1. Jump start summer school program grades K-4 2. After school tutoring 2 days a week 3. Open computer lab after school to access computer based intervention programs 4. Implement math intervention program grades 1-4	School-wide School-wide School-wide	Annual review of summer school program Annual review of tutoring program Annual review of students test scores to see progress	1.\$5,000	1.\$5,000	1.\$5,000
					2.\$3,000	2.\$3,000	2.\$3,000
					3.\$1,000	3.\$1,000	3.\$1,000
					4.\$3,000	4.\$3,000	4.\$3,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
For English learners: Goal #2 80% of all students will be at grade level or above in Math as measured by the Renaissance Learning STAR Math (K-4) and Local Based Measures at Grades (5-8). When available, District will also employ the operational state assessment	1,2,4,7,8 Conditions of Learning 1. Basic Service 2. Implementation of CCSS 7. Course Access Pupil Outcomes 4. Pupil Outcomes 8. Other Pupil Outcomes	For English learners: Goal #2 1. Jump start summer school program grades K-4 2. After school tutoring 2 days a week 3. Open computer lab after school to access computer based intervention programs 4. Implement math intervention program k-4 5. Implement	School-wide School-wide School-wide School- Annual	Annual review of summer school program Annual review of tutoring program Annual review of students test scores to see progress Annual review of students test scores to see progress Annual	1.\$5,000	1. \$5,000	1. \$5,000
					2.\$3,000	2. \$3,000	2.\$3,000
					3.\$1,000	3.\$1,000	3.\$1,000
					4.\$3,000	4.\$3,000	4.\$3,000
					5.\$3,000	5.\$3,000	5.\$3,000

<p>Goal (Include and identify all goals from Section 2, if applicable)</p>	<p>Related State and Local Priorities (from Section 2)</p>	<p>Actions and Services</p>	<p>Level of Service (Indicate if school-wide or LEA-wide)</p>	<p>Annual Update: Review of actions/ services</p>	<p>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</p>		
<p>For foster youth: <u>Goal #2</u></p>	<p>1,2,4,7,8 Conditions of Learning</p>	<p>For foster youth: <u>Goal #2</u></p>	<p>Wide</p>	<p>review of student test scores</p>	<p>Year 1: 2014-15</p>	<p>Year 2: 2015-16</p>	<p>Year 3: 2016-17</p>
<p>80% of all students will be at grade level or above in Math as measured by the Renaissance Learning STAR Math (K-4) and Local Based Measures at Grades (5-8).</p>	<p>1. Basic Service 2. Implementation of CCSS 7. Course Access Pupil Outcomes 4. Pupil Outcomes 8. Other Pupil Outcomes</p>	<p>1. Mentoring program, teacher buddy</p>	<p>School-wide</p>	<p>Annual review of student test scores</p>	<p>No Cost</p>	<p>No Cost</p>	<p>No Cost</p>

<p>Goal (Include and identify all goals from Section 2, if applicable)</p>	<p>Related State and Local Priorities (from Section 2)</p>	<p>Actions and Services</p>	<p>Level of Service (Indicate if school-wide or LEA-wide)</p>	<p>Annual Update: Review of actions/ services</p>	<p>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</p>		
<p>For redesignated fluent English proficient pupils: <u>Goal #2</u> 80% of all students will be at grade level or above in Math as measured by the Renaissance Learning STAR Math (K-4) and Local Based Measures at Grades (5-8). When available, District will also employ the operational state assessment</p>	<p>1,2,4,7,8 Conditions of Learning 1. Basic Service 2. Implementation of CCSS 7. Course Access Pupil Outcomes 4. Pupil Outcomes 8. Other Pupil Outcomes</p>	<p>For redesignated fluent English proficient pupils: <u>Goal #2</u> 1. Review annual progress of students performance on class work and standardized testing 2. Weekly intervention in math as needed</p>	<p>School-wide</p>	<p>Annual review of students' progress</p>	<p>Year 1: 2014-15 No Cost</p>	<p>Year 2: 2015-16 No Cost</p>	<p>Year 3: 2016-17 No Cost</p>
			<p>School-wide</p>	<p>review of students' progress</p>	<p>\$2,000</p>	<p>\$2,000</p>	<p>\$2,000</p>

<p>For low income pupils: Goal #3</p> <p>By June 2017, the student attendance rate will be 97%.</p>	<p>Engagement 3, 5, 6 3. Parent Engagement 5. Pupil Engagement 6. School Climate</p>	<p>For low income pupils: Goal #3</p> <p>1. Quarterly parent meeting to inform parents of strategies to help their student</p> <p>2. Implement parent notification letter for excessive absences and tardies.</p> <p>3. Student rewards for perfect attendance at the end of each month</p> <p>4. Quarterly recognitions for perfect attendance</p>	<p>School-wide</p>	<p>Review of parent surveys</p>	<p>1. \$1,000</p>	<p>1. \$1,000</p>	<p>1. \$1,000</p>
			<p>School-wide</p>	<p>Review of parent surveys</p>	<p>2. \$1,000</p>	<p>2. \$1,000</p>	<p>2. \$1,000</p>
			<p>School-wide</p>	<p>Review of monthly attendance reports</p>	<p>3. \$1,000</p>	<p>3. \$1,000</p>	<p>3. \$1,000</p>
			<p>School-wide</p>	<p>Review of quarterly attendance reports</p>	<p>4. \$1,000</p>	<p>4. \$1,000</p>	<p>4. \$1,000</p>

<p>For English learners: <u>Goal #3</u></p> <p>By June 2017, the student attendance rate will be 97%.</p>		<p>for the quarter</p>					
<p>For English learners: <u>Goal #3</u></p> <p>3,5,6 Engagement 3. Parent Engagement 5. Pupil Engagement 6. School Climate</p>		<p>For English learners: <u>Goal #3</u></p> <p>1. Quarterly parent meeting to inform parents of strategies to help their students</p>	<p>School-wide</p>	<p>Review of parent surveys</p>	<p>1. \$1,000</p>	<p>1. \$1,000</p>	<p>1. \$1,000</p>
		<p>2. Implement parent notification letter for excessive absences and tardies</p>	<p>School-wide</p>	<p>Review of parent surveys</p>	<p>2. \$1,000</p>	<p>2. \$1,000</p>	<p>2. \$1,000</p>
		<p>3. Student rewards for perfect attendance at the end of each month</p>	<p>School-wide</p>	<p>Review of monthly attendance reports</p>	<p>3. \$1,000</p>	<p>3. \$1,000</p>	<p>3. \$1,000</p>
		<p>4. Quarterly recognitions for perfect attendance for the</p>	<p>School-wide</p>	<p>Review of quarterly attendance reports</p>	<p>4. \$1,000</p>	<p>4. \$1,000</p>	<p>4. \$1,000</p>

		quarter					
<p>For Foster Youth: Goal #3</p> <p>By June 2017, the student attendance rate will be 97%.</p>	<p>Engagement 3,5,6 3. Parent Engagement 5. Pupil Engagement 6. School Climate</p>	<p>For Foster Youth: Goal #3</p> <p>1. Quarterly parent meeting to inform parents of strategies to help their students</p> <p>2. Implement parent notification letter for excessive absences and tardies</p> <p>3. Student rewards for perfect attendance at the end of each month</p> <p>4. Quarterly recognitions for perfect attendance for the</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p>	<p>Review of parent surveys</p> <p>Review of parent surveys</p> <p>Review of monthly attendance reports</p> <p>Review of quarterly attendance reports</p>	<p>1. \$1,000</p> <p>2. \$1,000</p> <p>3. \$1,000</p> <p>4. \$1,000</p>	<p>1. \$1,000</p> <p>2. \$1,000</p> <p>3. \$1,000</p> <p>4. \$1,000</p>	<p>1. \$1,000</p> <p>2. \$1,000</p> <p>3. \$1,000</p> <p>4. \$1,000</p>

		quarter					
<p>For redesignated fluent English proficient pupils: <u>Goal #3</u></p> <p>By June 2017, the student attendance rate will be 97%.</p>	<p>3,5,6 Engagement 3. Parent Engagement 5. Pupil Engagement 6. School Climate</p>	<p>For redesignated fluent English proficient pupils: <u>Goal #3</u></p> <p>1. Quarterly parent meeting to inform parents of strategies to help their students</p> <p>2. Implement parent notification letter for excessive absences and tardies</p> <p>3. Student rewards for perfect attendance at the end of each month</p> <p>4. Quarterly recognitions for perfect attendance</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p>	<p>Review of parent surveys</p> <p>Review of parent surveys</p> <p>Review of monthly attendance reports</p> <p>Review of quarterly attendance reports</p>	<p>1. \$1,000</p> <p>2. \$1,000</p> <p>3. \$1,000</p> <p>4. \$1,000</p>	<p>1. \$1,000</p> <p>2. \$1,000</p> <p>3. \$1,000</p> <p>4. \$1,000</p>	<p>1. \$1,000</p> <p>2. \$1,000</p> <p>3. \$1,000</p> <p>4. \$1,000</p>

3C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, 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 school site 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

Rio Bravo Greeley School District has an unduplicated pupil count of 46.6%; therefore, all goals, activities and expenditure are written to address the needs all students. For the 2014-15 academic year, the district is to receive approximately \$305,820 in supplemental funds. The Supplemental Grant funds are used in a variety of ways to improve the performance of the low income, foster youth and English Language Learner students as well as all other students. The district's approach is to prioritize the needs of the unduplicated pupil count students. By addressing the needs of the unduplicated-count student body, obviously the non-unduplicated student population will benefit from these increased services as well. In essence the funds are targeted towards the unduplicated pupils; however, the boundaries of the services will include all students. Funds will be used for increased staff, staff development, supplemental services, purchasing curriculum and instructional programs.

pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

3D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The minimum proportionality percentage is 4.83%. In 2015-16, the district is to receive an additional \$117,997, which increases the proportionality to 6.13% and in 2016-17 an additional \$55,844 and a minimum proportionality of 6.80 %. The minimum proportionality equates to the minimum amount of growth the State is expecting from the students who generated the Supplemental Grant.

The increased and improved services follow the theme of the LCAP which is "Strong First Instruction." Professional development will be provided for teachers to insure initial instructional delivery is effective and meets the needs of the unduplicated pupil count student population. Next, curriculum resources and program improvements are provided as a compliment to the classroom. The resources and improvements for the unduplicated pupil count students are as follows: Priority placement in tutoring and afterschool programs, Priority placement in jump start summer school program, Intervention computer programs, extended day access, Quarterly parent meetings, Parent notification letter, Increased technology use by students, Attendance incentives, and Buddy mentor program.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01,

42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C.

Section 6312.