

LEA: Redwood City School District LCAP Year: 2014-15

### ***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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Redwood City School District followed a four-step process to engage with stakeholders in development of our LCAP:</p> <p><b>Step 1: Inform</b></p> <p>During this step in the process, we hosted informational sessions on LCFF/LCAP in various venues across the district. The goal of these sessions was to ensure that our community was informed about the new law and its impact on our school district. All stakeholders were invited to attend these meetings including parents, students, community, school faculty and staff and union representatives. These engagements included four large community meetings hosted by district central office staff and 12 site-based meetings hosted by board members and site principals. Participants were invited via a variety of communication methods, including electronic flyers, automated phone calls, text messages, parent and</p>	<p>The involvement of all stakeholders led to the creation of SMART Goals and activities that are included in the LCAP. During these meetings all stakeholders were given information about the new law and how it would impact the district’s schools. By having these meetings stakeholders were better prepared to participate in district-wide meetings on the LCAP.</p>

<p>staff email, and the district website.</p> <p>In addition to hosting the informational sessions, the PowerPoint presentation used during the meetings was posted on our website. We also shared portions of the information contained within this PowerPoint in all subsequent meetings to ensure that meeting attendees had a baseline level of information. <b><i>The PowerPoint presentation used during these sessions is linked <a href="http://www.rcsd.k12.ca.us/cms/lib3/CA01001036/Centricity/Domain/25/%20Final.LCFF%20Meeting-2.pdf">here</a>:</i></b>  <b><i><a href="http://www.rcsd.k12.ca.us/cms/lib3/CA01001036/Centricity/Domain/25/%20Final.LCFF%20Meeting-2.pdf">http://www.rcsd.k12.ca.us/cms/lib3/CA01001036/Centricity/Domain/25/%20Final.LCFF%20Meeting-2.pdf</a></i></b></p>	
<p><b>Step 2: Listen</b></p> <p>During this step in the process, we hosted a series of community meetings to collect feedback on strategies to address the eight priority areas. We hosted meetings with our Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC) as well as district-wide meetings in the morning and evening to be inclusive to various staff and community member schedules and we hosted staff-only and teacher-only meetings to allow the focus of particular meetings to center on district employee needs. During the meetings, we broke into small groups of no more than 10 people and participants were asked to respond to a series of questions related to the state’s eight priority areas and the district’s ideas about how to address them. Participants were asked to give feedback on the district ideas as well as to suggest new ideas for the district to consider. Careful notes were taken during these meetings to capture both the feedback on the eight priority areas, as well as on the suggested strategies to improve conditions in our school district. At the end of the meeting, we asked participants to rank both the eight priority areas and their suggested strategies.</p>	<p>These sessions provided the district with some clear areas of identified need and suggested strategies to address that need.</p>
<p><b>Step 3: Draft</b></p> <p>During this phase, we developed draft goals and strategies with a community-based LCFF/LCAP Advisory Group. This advisory group had staff and teacher representatives from each school, principals, parents, union representatives and district staff. The role of the advisory group was to develop SMART goals to correspond with the board-adopted goals: Ensure that all students are prepared to be successful in high school and beyond; Ensure a safe, healthy and respectful environment for students, staff and community; Ensure that all schools are places where children grow intellectually, socially, physically, and emotionally; Work with our community to engage, support and take collective responsibility for our children and our schools Small teams of 6-8 people reviewed district data to identify needs around which to develop goals. They looked at the following data: Gardner Survey (parent data), Assessment Data (CST, API and local assessments), LEAP Plan, Retirement/Resignations/Non-reelects, Safety Plans, Suspension Data, Expulsion Data, Attendance Data. After the needs were identified, each group developed up to four SMART goals to correspond with each board goal above. Groups also identified possible data and metrics to measure progress towards each goal. Finally, each group selected from the highest-priority strategies (identified during the Listening Phase described above) and developed actions to attain each goal. If the strategies provided did not correspond with the goal that the groups developed, they offered alternate actions for the district to employ.</p>	<p>These sessions served an additional function of providing a venue for community voice and signaled the new way that our district will be working with the community to develop our LCAPs. Many of the goals in the LCAP came directly from the daylong session in which a diverse group of stakeholders worked to determine SMART Goals. This also helped determined what metrics to focus on in the LCAP. The community representatives shared what data they found most compelling and framed the SMART goals around these metrics.</p>

**Step 4: Refine**

The draft LCAP was presented to the Parent and DELAC Advisory groups for review and feedback. The Superintendent then responded to all of their questions and posted responses for the public. The Deputy Superintendent of Redwood City School District shared the draft LCAP during the regularly-scheduled board meeting on June 11, 2014. Prior to the board meeting, the LCAP was viewable on the district website. During the board meeting, following a district presentation of the LCAP plan, public comments and suggestions were heard on the LCAP from board members and community members. District staff took careful notes of the comments collected and adjusted the LCAP to align with that feedback. The final LCAP and district budget will be adopted in a regular board meeting on June 25, 2014. *The agenda for the Board meeting is linked [here](http://rbsd.csbaagendaonline.net/cgi-bin/WebObjects/rbsd-eAgenda.woa/wa/displayCalendar): <http://rbsd.csbaagendaonline.net/cgi-bin/WebObjects/rbsd-eAgenda.woa/wa/displayCalendar>.*

During the board meeting on June 11th, following a district presentation of the LCAP plan, public comments and suggestions were heard on the LCAP from board members and community members. The LCAP was reviewed as well by the PAC and DELAC. District staff took careful notes of the comments collected and adjusted the plan to align with that feedback. The final LCAP and district budget will be adopted in a regular board meeting on June 25, 2014.

## **Section 2: Goals and Progress Indicators**

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

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

### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What 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, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (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	
<b>Goal Area 1: Ensure that all students are successful in high school and beyond</b>								
Identified Need: District is not fully implementing the CCSS in Math and ELA. Need to establish baseline data on implementation of CCSS Math and ELA. Lowering of class sizes in Kindergarten and 1st grade.	By 2016-2017 school year, the district will be fully implementing CCSS in math and ELA and class sizes will be lowered for Kindergarten and first grade students.	All	All	(No Annual Update Defined)	Students will demonstrate improvement through district adopted assessments and a baseline will be established for SBAC summative and formative assessments. 100% of students will have access to computers in order to participate in the SBAC assessment at their school site. A plan will be	Students will demonstrate improvement through district adopted assessments and SBAC summative and formative assessments. 100% of students will have access to computers in order to participate in the SBAC assessment at their school site. Math & ELA CCSS will be fully	Students will demonstrate improvement through district adopted assessments and SBAC summative and formative assessments. 100% of students will have access to computers in order to participate in the SBAC assessment at their school site. Plan will be implemented to lower class	Basic Services, Implementation of Common Core State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes

					established to lower class sizes in Kindergarten and first grades.	implemented . Plan will be implemented to lower class sizes in Kindergarten.	sizes in first grade.	
Identified Need: Preparing stakeholders to be more engaged in educational priorities.  Climate Survey	By Spring of 2017, stakeholders will be more engaged in the educational priorities as measured by school climate survey	All	All	(No Annual Update Defined)	Students will benefit from stakeholders being more engaged in educational priorities. This will be measured through a 1-2% increase on the 2014 Climate Survey in stakeholder engagement in educational priorities.	Students will benefit from stakeholders being more engaged in educational priorities. This will be measured through a 1-2% increase on the 2015 Climate Survey in stakeholder engagement in educational priorities.	Students will benefit from stakeholders being more engaged in educational priorities. This will be measured through a 1-2% increase on the 2016 Climate Survey in stakeholder engagement in educational priorities.	Pupil Achievement, Parental Involvement, School Climate
Identified Need: Students aren't meeting language proficiency as measured by CELDT.  EL Reclassification Rate, CELDT data	By spring of 2017, the number of reclassified ELD students and the number of ELD students moving up one level of proficiency will increase by 1-2% each school year.	English Learners	All	(No Annual Update Defined)	Improvement for EL students will be shown through a 1-2% increase in the number of reclassified ELD students and the number of ELD students moving up one level of proficiency as shown by CELDT data.	Improvement for EL students will be shown through a 1-2% increase in the number of reclassified ELD students and the number of ELD students moving up one level of proficiency as shown by CELDT data.	Improvement for EL students will be shown through a 1-2% increase in the number of reclassified ELD students and the number of ELD students moving up one level of proficiency as shown by CELDT data.	Basic Services, Pupil Achievement, Other Pupil Outcomes



Goal Area 2: Ensure a safe, healthy and respectful environment for students, staff and community								
Identified Need: Maintain quality PE programs.  California Physical Fitness Test	All schools will provide physical activity programs with the goal of improving results of PE state tests. (Researchers report that participating in physical education was positively related to outcomes including academic achievement, academic behaviors and indicators of cognitive skills and attitudes such as concentration, memory, self-esteem and verbal skills.)	All	All	(No Annual Update Defined)	Students will benefit from quality physical activity programs at all school sites. This will be measured by an increase of 4-6% on the California Physical Fitness Test administered to 5th and 7th graders each year.	Students will benefit from quality physical activity programs at all school sites. This will be measured by an increase of 4-6% on the California Physical Fitness Test administered to 5th and 7th graders each year.	Students will benefit from quality physical activity programs at all school sites. This will be measured by an increase of 4-6% on the California Physical Fitness Test administered to 5th and 7th graders each year.	Pupil Achievement, Pupil Engagement, School Climate
Identified Need: Improve quality of meals at schools as measured by student survey.	All schools will provide tasty, healthy and nutritious meals that align with Federal guidelines.	All	All	(No Annual Update Defined)	Students will experience more satisfying meals that are tasty, healthy and nutritious. This will be measured through pre/post surveys on food quality. Student satisfaction rates will increase.	Students will experience more satisfying meals that are tasty, healthy and nutritious. This will be measured through pre/post surveys on food quality. Student satisfaction rates will increase.	Students will experience more satisfying meals that are tasty, healthy and nutritious. This will be measured through pre/post surveys on food quality. Student satisfaction rates will increase.	Pupil Achievement, Pupil Engagement, School Climate
Identified Need: More mental health services are	By 2017, provide equitable mental health services in the district. Evaluate the need for mental health services for	All	All	(No Annual Update Defined)	Assess the amount of mental health services at	Students will benefit from a plan that will be	Students will continue to benefit from a plan that	Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate

<p>needed in the district.</p> <p>Chronic Absenteeism Rate, School Attendance Rates, Suspension Rate - Suspension Referral Data, Parent request for referral</p>	<p>those students who are repeatedly suspended, chronically absent or when the parent requests an evaluation.</p>				<p>each school site and determine how to expand mental health services in the district as measured by the Climate Survey and Gardner Center study. Maintain high attendance rates (96.4%) and maintain low chronic absenteeism rates.</p>	<p>implemented to expand mental health services in the district. This will be measured by a 25% decrease in suspension rates. Continue to maintain high attendance rates and maintain low chronic absenteeism rates.</p>	<p>will be implemented to expand mental health services in the district. This will be measured by a 25% decrease in suspension rates. Continue to maintain high attendance rates and maintain low chronic absenteeism rates.</p>	
<p>Identified Need: Parents, students and staff need to feel safer on campus as reported in the climate survey.</p>	<p>Increase the number of parents, staff and students who report feeling safe on campus</p>	<p>All</p>	<p>All</p>	<p>(No Annual Update Defined)</p>	<p>Students as well as staff and parents will feel safer on campus. This will be evidenced based on yearly climate survey results, which will show a 1-2% increase in students, staff and parents reporting they feel safe on campus.</p>	<p>Students as well as staff and parents will feel safer on campus. This will be evidenced based on yearly climate survey results, which will show a 1-2% increase in students, staff and parents reporting they feel safe on campus.</p>	<p>Students as well as staff and parents will feel safer on campus. This will be evidenced based on yearly climate survey results, which will show a 1-2% increase in students, staff and parents reporting they feel safe on campus.</p>	<p>Basic Services, School Climate</p>

<p>Identified Need: Satisfaction with cleanliness and maintenance needs to improve based on yearly climate survey results</p>	<p>Provide a clean school campus; maintain or increase the number of parents, staff and students who report satisfaction with the cleanliness and maintenance of building.</p>	<p>All</p>	<p>All</p>	<p>(No Annual Update Defined)</p>	<p>Students as well as parents and staff will benefit from a clean and well-maintained campus. We will explore how to make this occur in years 2 and 3 including the hiring of additional custodians.</p>	<p>Students as well as parents and staff will be more satisfied with the cleanliness and maintenance of their campus. This will be measured through the climate survey that will demonstrate an increase in satisfaction with cleanliness and maintenance.</p>	<p>Students as well as parents and staff will be more satisfied with the cleanliness and maintenance of their campus. This will be measured through the climate survey that will demonstrate an increase in satisfaction with cleanliness and maintenance.</p>	<p>Basic Services, School Climate</p>
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**Goal Area 3: Ensure that all schools are places where children grow intellectually, socially, physically and emotionally**

<p>Identified Need: Leverage community services to non-community schools</p>	<p>Increase access for all non-community school students for health and social and emotional growth</p>	<p>All</p>	<p>All</p>	<p>(No Annual Update Defined)</p>	<p>Students will benefit from knowing what services they have access to support their health and social and emotional growth. This will be demonstrated through an inventory of services that will be created and provided to non-community schools. Assess number of non-community students using community school services.</p>	<p>Students will benefit from the leverage of services to non-community schools. This will be demonstrated through a 5% increase in the number of non-community school students participating in the services provided by community schools.</p>	<p>Continue with action from year 2.</p>	<p>Other Pupil Outcomes, Parental Involvement, School Climate</p>
<p>Identified Need: More integration of CCSS professional development into the classroom environment is needed in order to implement the CCSS</p>	<p>Integration of CCSS professional development into the classroom teaching environment as measured by multiple measures of performance (ex. classroom observations)</p>	<p>All</p>	<p>All</p>	<p>(No Annual Update Defined)</p>	<p>Students will experience the increased benefits of the integration of CCSS professional development in the classroom. In the first year, one or two focus areas</p>	<p>Students will experience the increased benefits of the integration of CCSS professional development in the classroom. In the second year,</p>	<p>Students will experience the increased benefits of the integration of CCSS professional development in the classroom. In the third year,</p>	<p>Implementation of Common Core State Standards, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement</p>

effectively. This will be determined and measured through multiple measures of surveys including classroom observations and staff surveys.					will be determined for training, collaboration and onsite coaching. 100% of all teachers will be assigned according to the requirements of their credential.	additional one or two areas of focus will be added. 100% of all teachers will be assigned according to the requirements of their credential.	additional one or two areas of focus will be added. 100% of all teachers will be assigned according to the requirements of their credential.	
Identified Need: Teacher and staff surveys indicate training is needed to meet the needs of English Learners, low income and foster youth students  Formative and summative assessments	Professional development for all preschool-K-8 teachers and support staff on best practices to meet the academic needs of low income, English Learners and foster youth students	Low Income, English Learners, Foster Youth	All	(No Annual Update Defined)	Establish professional development opportunities for teacher and staff on how to effectively work with English Learners, low income and foster youth students. Determine appropriate formative and summative assessments to measure improvement.	Students will benefit from teachers and staff being taught how to more effectively work with English Learners, foster youth and low income students. This will be demonstrated through a 2-3% increase in language arts and mathematics scores for English Learners, foster youth and low income students on formative	Students will benefit from teachers and staff being taught how to more effectively work with English Learners, foster youth and low income students. This will be demonstrated through a 2-3% increase in language arts and mathematics scores for English Learners, foster youth and low income students on formative	Pupil Achievement, Other Pupil Outcomes, School Climate

						and summative assessments that were determined in year one.	and summative assessments that were determined in year one.	
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**Goal Area 4: Work with our community to engage, support and take collective responsibility for our children and our schools**

<p>Identified Need: Better communication infrastructure and technology use in order to increase satisfaction and effectiveness of communication between school and families.</p> <p>Climate Survey - New question will be added, Other - Blackboard Connect and Peachjar Usage</p>	<p>District will maintain or increase the communication infrastructure, including use of technology, to facilitate communication between school and families and will measure satisfaction with communication by adding questions to the climate survey.</p>	<p>All</p>	<p>All</p>	<p>(No Annual Update Defined)</p>	<p>Parents will experience a difference in satisfaction of how communication is being distributed between schools and their families. This will be measured by an increase in satisfaction by 2% on the climate survey. In addition, usage metrics for District and school websites, social media, Blackboard Connect and Peachjar usage will increase by 1%.</p>	<p>Maintain action from year 1.</p>	<p>Maintain action from year 2.</p>	<p>Pupil Achievement, Parental Involvement, Pupil Engagement</p>
<p>Identified Need: More parent participation and engagement in schools. Increasing the quality of community partnerships.</p>	<p>Increase the number of parents who are engaged by taking a parenting class, EL class, chaperoning a field trip, working with children on homework at home, attending SSC, PTA/PTO, ELAC, CBET etc. and increase the quality of community partnerships.</p>	<p>All</p>	<p>All</p>	<p>(No Annual Update Defined)</p>	<p>Students will benefit from an increase in parent participation at their school and through quality community partnerships. This will be</p>	<p>Students will benefit from an increase in parent participation at their school and through quality community partnerships. This will be</p>	<p>Students will benefit from an increase in parent participation at their school and through quality community partnerships. This will be</p>	<p>Pupil Achievement, Parental Involvement, Pupil Engagement, School Climate</p>

<p>This will be measured based on a new question on the climate survey regarding parent participation at school.</p>					<p>measured through new questions on the climate survey that will ask parents which activities they currently participate in and then will measure the difference over the next three years as well of the effectiveness of community partnerships.</p>	<p>measured through a 5% increase in the events parents participated in from year 1 to year 2 as demonstrated in the climate survey and an increased satisfaction of community partnerships.</p>	<p>measured through a 5% increase in the events parents participated in from year 2 to year 3 as demonstrated in the climate survey and a continued increase in the satisfaction of community partnerships.</p>	
<p>Identified Need: More parents need to agree that their child's school meets the needs of their students.</p> <p>Climate survey Dropout Rate, Expulsion Rate</p>	<p>Maintain or increase the number of parents who agree with or strongly agree that their child's school meets the needs of their students</p>	<p>All</p>	<p>All</p>	<p>(No Annual Update Defined)</p>	<p>More parents will agree that the school is meeting the needs of their students. This will be measured through an increase by 1% on the climate survey of parents who believe their child's needs are now being met. Maintain low level of expulsions and middle school drop-out rates.</p>	<p>More parents will agree that the school is meeting the needs of their students. This will be measured through an increase by 1% on the climate survey of parents who believe their child's needs are now being met. Continue to maintain low level of expulsions and middle school drop-out rates. The number of students</p>	<p>More parents will agree that the school is meeting the needs of their students. This will be measured through an increase by 1% on the climate survey of parents who believe their child's needs are now being met. Maintain low level of middle school drop-out rates. The number of students expelled will decrease by</p>	<p>Pupil Achievement, Parental Involvement, Pupil Engagement, School Climate</p>



						expelled will decrease by 25%.	25%.	
<p>Identified Need: To align district and school vision and mission statements with the eight LCFF state priority areas</p> <p>SPSA, District LEA plan</p>	<p>The district and all schools will modify or create a vision and mission statement, and supporting strategies that are aligned to the eight LCFF priority areas</p>	All	All	(No Annual Update Defined)	<p>Students will benefit if the district and schools are aligned with the eight LCFF priority areas. This will be evidenced through SPSA plans and the District LEA plan.</p>	<p>Students will continue to benefit if the district and schools are aligned with the eight LCFF priority areas. This will be evidenced through SPSA plans and the District LEA plan.</p>	<p>Students will continue to benefit if the district and schools are aligned with the eight LCFF priority areas. This will be evidenced through SPSA plans and the District LEA plan.</p>	<p>Pupil Achievement, Parental Involvement, Pupil Engagement, School Climate</p>

### **Section 3: Actions, Services, and Expenditures**

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

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

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired 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?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal Area 1: Ensure that all students are successful in high school and beyond</b>							
By 2016-2017 school year, the district will be fully implementing CCSS in math and ELA and class sizes will be lowered for Kindergarten and first grade students.	Basic Services, Implementation of Common Core State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes	Continue with library media personnel at each school site	LEA	(No Annual Update Defined)	Maintain four hours of library media personnel at each school site per day  Est.Cost: \$440,000 Funding Source(s): Base: 440,000	Maintain four hours of library media personnel at each school site per day  Est.Cost: \$440,000 Funding Source(s): Base: 440,000	Maintain four hours of library media personnel at each school site per day  Est.Cost: \$440,000 Funding Source(s): Base: 440,000
By 2016-2017 school year, the district will be fully implementing CCSS in math and ELA and class sizes will be lowered for Kindergarten and first grade students.	Basic Services, Implementation of Common Core State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes	Discretionary staff (credentialed and classified) professional development needs at each school site	School	(No Annual Update Defined)	Discretionary staff (credentialed and classified) development needs at each school site  Est.Cost: \$250,000 Funding Source(s): Supp/Conc: 250,000	Discretionary staff (credentialed and classified) development needs at each school site  Est.Cost: \$250,000 Funding Source(s): Supp/Conc: 250,000	Discretionary staff (credentialed and classified) development needs at each school site  Est.Cost: \$250,000 Funding Source(s): Supp/Conc: 250,000
By 2016-2017 school year, the district	Basic Services, Implementation of Common Core	Explore class size reduction and create/implement	LEA	(No Annual Update Defined)	Explore the reduction of class size in Kindergarten/1st grade and	Implement the plan to reduce class size in Kindergarten	Continue to implement the plan to reduce class sizes in 1st grade

will be fully implementing CCSS in math and ELA and class sizes will be lowered for Kindergarten and first grade students.	State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes	plan to reduce class sizes in Kindergarten/1st grade			create a plan to implement beginning Fall of 2015 Est.Cost: \$0 Funding Source(s): Supp/Conc: 0	Est.Cost: \$300,000 Funding Source(s): Supp/Conc: 300,000	Est.Cost: \$600,000 Funding Source(s): Supp/Conc: 600,000
By 2016-2017 school year, the district will be fully implementing CCSS in math and ELA and class sizes will be lowered for Kindergarten and first grade students.	Basic Services, Implementation of Common Core State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes	Invest in new and improved technology hardware to support the implementation of CCSS	LEA	(No Annual Update Defined)	Invest and maintain in new and improved technology hardware to support the implementation of CCSS.  Est.Cost: \$508,000 Funding Source(s): Supp/Conc: 225,000 CommonCore: 283,000	Continue to invest and maintain in new technology to support CCSS.  Est.Cost: \$225,000 Funding Source(s): Supp/Conc: 225,000 CommonCore: 0	Continue to invest and maintain in new technology to support CCSS.  Est.Cost: \$225,000 Funding Source(s): Supp/Conc: 225,000 CommonCore: 0
By 2016-2017 school year, the district will be fully implementing CCSS in math and ELA and class sizes will be lowered for Kindergarten and first grade students.	Basic Services, Implementation of Common Core State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes	Invest in teacher and staff development. Create school-wide calendar and development plan.	LEA	(No Annual Update Defined)	Invest in teacher and staff development. Create school-wide calendar that includes staff development. Development plan for targeted interventions in ELA and math. Cost: 3 coaches (Title 1 and Title 2), 5 coaches, LCFF supplemental/concentration grant  Est.Cost: \$1,000,000 Funding Source(s): Supp/Conc: 625,000 Title II A: 250,000 Title I-A-PD: 125,000	Maintain teacher and staff development and continue with school-wide calendar that includes staff development. Development plan for targeted interventions in ELA and math. Cost: 3 coaches (Title 1 and Title 2), 5 coaches, LCFF supplemental/concentration grant  Est.Cost: \$1,000,000 Funding Source(s): Supp/Conc: 625,000 Title II A: 250,000 Title I-A-PD: 125,000	Maintain and continue strategies from Year 2  Est.Cost: \$1,000,000 Funding Source(s): Supp/Conc: 625,000 Title II A: 250,000 Title I-A-PD: 125,000

By 2016-2017 school year, the district will be fully implementing CCSS in math and ELA and class sizes will be lowered for Kindergarten and first grade students.	Basic Services, Implementation of Common Core State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes	Lead teacher-planning days	LEA	(No Annual Update Defined)	Lead teacher planning days Est.Cost: \$32,500 Funding Source(s): Supp/Conc: 0 CommonCore: 32,500	Lead teacher planning days Est.Cost: \$54,000 Funding Source(s): Supp/Conc: 54,000 CommonCore: 0	Lead teacher planning days Est.Cost: \$54,000 Funding Source(s): Supp/Conc: 54,000 CommonCore: 0
By Spring of 2017, stakeholders will be more engaged in the educational priorities as measured by school climate survey	Pupil Achievement, Parental Involvement, School Climate	Establish positive relationships between parents, students and staff.	LEA	(No Annual Update Defined)	Establish positive relationships between parents, students and staff. Continue positive school-wide discipline programs at school. Continue CBET Program. Implement PIQUE Program.  Est.Cost: \$60,000 Funding Source(s): Title I A Alloc: 10,200 Base: 49,800	Establish positive relationships between parents, students and staff. Continue positive school-wide discipline programs at school. Continue CBET and PIQUE Program.  Est.Cost: \$60,000 Funding Source(s): Title I A Alloc: 10,200 Base: 49,800	Establish positive relationships between parents, students and staff. Continue positive school-wide discipline programs at school. Continue CBET and PIQUE Program.  Est.Cost: \$60,000 Funding Source(s): Title I A Alloc: 10,200 Base: 49,800
By Spring of 2017, stakeholders will be more engaged in the educational priorities as measured by school climate survey	Pupil Achievement, Parental Involvement, School Climate	Provide opportunities for parents and guardians to engage with their children and other families in the areas of technology, ELA and mathematics (eg. parent classes).	LEA	(No Annual Update Defined)	Provide opportunities for parents and guardians to engage with their children and other families in the areas of technology, ELA and mathematics (eg. parent classes, PIQUE).  Est.Cost: \$225,000 Funding Source(s): Supp/Conc: 225,000	Provide opportunities for parents and guardians to engage with their children and other families in the areas of technology, ELA and mathematics (eg. parent classes, PIQUE).  Est.Cost: \$225,000 Funding Source(s): Supp/Conc: 225,000	Provide opportunities for parents and guardians to engage with their children and other families in the areas of technology, ELA and mathematics (eg. parent classes, PIQUE).  Est.Cost: \$225,000 Funding Source(s): Supp/Conc: 225,000
By Spring of 2017, stakeholders will be more engaged in	Pupil Achievement, Parental Involvement, School Climate	Provide positive school-wide discipline programs at school.	LEA	(No Annual Update Defined)	Provide positive school-wide discipline programs at school.  Est.Cost: \$0	Provide positive school-wide discipline programs at school.  Est.Cost: \$0	Provide positive school-wide discipline programs at school.  Est.Cost: \$0

the educational priorities as measured by school climate survey					Funding Source(s):	Funding Source(s):	Funding Source(s):
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Goal Area 2: Ensure a safe, healthy and respectful environment for students, staff and community							
All schools will provide physical activity programs with the goal of improving results of PE state tests.	Pupil Achievement, Pupil Engagement, School Climate	Provide P.E. Teachers and Programs	LEA	(No Annual Update Defined)	Provide .5 time P.E. teacher at each K-8 school site. Explore expansion of P.E. Plus Program at all school sites.  Est.Cost: \$400,000 Funding Source(s): Supp/Conc: 400,000	Continue to provide P.E. Program and expand P.E. Plus Program if possible at additional school sites  Est.Cost: \$400,000 Funding Source(s): Supp/Conc: 400,000	Continue with P.E. program and expanding P.E. Plus Program at school sites if possible  Est.Cost: \$400,000 Funding Source(s): Supp/Conc: 400,000
All schools will provide tasty, healthy and nutritious meals that align with Federal guidelines.	Pupil Achievement, Pupil Engagement, School Climate	Add question re food to climate survey. Survey on healthy, nutritious and tasty eating habits.	LEA	(No Annual Update Defined)	Add question re food to climate survey. Survey on healthy, nutritious and tasty eating habits.  Est.Cost: \$0 Funding Source(s):	Survey on healthy, nutritious and tasty eating habits.  Est.Cost: \$0 Funding Source(s):	Survey on healthy, nutritious and tasty eating habits.  Est.Cost: \$0 Funding Source(s):
All schools will provide tasty, healthy and nutritious meals that align with Federal guidelines.	Pupil Achievement, Pupil Engagement, School Climate	Continue to provide breakfast and lunch, as per Federal guidelines.	LEA	(No Annual Update Defined)	Continue to provide breakfast and lunch, per Federal guidelines. Continue with Summer Feeding Program.  Est.Cost: \$0 Funding Source(s):	Continue to provide breakfast and lunch, per Federal guidelines. Continue with Summer Feeding Program.  Est.Cost: \$0 Funding Source(s):	Continue to provide breakfast and lunch, per Federal guidelines. Continue with Summer Feeding Program.  Est.Cost: \$0 Funding Source(s):
All schools will provide tasty, healthy and nutritious meals that align with Federal guidelines.	Pupil Achievement, Pupil Engagement, School Climate	Provide healthier, more substantial snacks during extended days	LEA	(No Annual Update Defined)	Provide healthier, more substantial snacks during extended days  Est.Cost: \$5,000 Funding Source(s): ASES: 5,000	Provide healthier, more substantial snacks during extended days  Est.Cost: \$5,000 Funding Source(s): ASES: 5,000	Provide healthier, more substantial snacks during extended days  Est.Cost: \$5,000 Funding Source(s): ASES: 5,000
By 2017, provide equitable mental health	Pupil Achievement, Other Pupil Outcomes, Pupil	Use special ed staff and Wellness coordinator resources to provide training on	LEA	(No Annual Update Defined)	Leverage special ed resources to provide training on prevention, crisis intervention and	Leverage special ed resources to provide training on prevention, crisis intervention and	Leverage special ed resources to provide training on prevention, crisis intervention and

services in the district. Evaluate the need for mental health services for those students who are repeatedly suspended.	Engagement, School Climate	prevention, crisis intervention and mental health			mental health Est.Cost: \$12,000 Funding Source(s): Sequoia Gr: 12,000	mental health Est.Cost: \$12,000 Funding Source(s): Sequoia Gr: 12,000	mental health Est.Cost: \$12,000 Funding Source(s): Sequoia Gr: 12,000
By 2017, provide equitable mental health services in the district. Evaluate the need for mental health services for those students who are repeatedly suspended.	Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate	Utilize existing resources, including Coordinator of attendance/student welfare, and Star Vista	LEA	(No Annual Update Defined)	Utilize existing resources, including Coordinator of attendance/student welfare, Continue to have Star Vista counselors at school sites in order to support the mental health needs of students. Explore the expansion to increase mental health services at school sites.  Est.Cost: \$300,000 Funding Source(s): Supp/Conc: 160,000 Star Grant: 140,000	Utilize existing resources, including Coordinator of attendance/student welfare, and Star Vista. Expand mental health services at school sites.  Est.Cost: \$400,000 Funding Source(s): Supp/Conc: 260,000 Star Grant: 140,000	Utilize existing resources, including Coordinator of attendance/student welfare, and Star Vista. Expand mental health services at school sites.  Est.Cost: \$400,000 Funding Source(s): Supp/Conc: 260,000 Star Grant: 140,000
Maintain and/or increase the number of parents, staff and students who report feeling safe on campus	Basic Services, School Climate	Improve onsite supervision of students and set school-wide behavioral expectations for students	School	(No Annual Update Defined)	Implement safety plans and behavioral expectations at site level using positive school-wide discipline. Sites may use site-based funds to increase yard supervision, training and add recess programs if they have funds available. Est.Cost: \$150,000 Funding Source(s): Supp/Conc: 150,000	Continue with strategies from Year 1  Est.Cost: \$150,000 Funding Source(s): Supp/Conc: 150,000	Continue with strategies from year 2  Est.Cost: \$150,000 Funding Source(s): Supp/Conc: 150,000



<p>Provide a clean, safe and healthy school campus; maintain or increase the number of parents, staff and students who report satisfaction with the cleanliness and maintenance of building.</p>	<p>Basic Services, School Climate</p>	<p>Improve/increase custodial support to clean classrooms more often</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>Explore most effective way to keep up with maintenance and increase cleanliness of schools including restoring custodians.</p> <p>Est.Cost: \$0 Funding Source(s): Supp/Conc: 0</p>	<p>Restore four custodians</p> <p>Est.Cost: \$280,000 Funding Source(s): Supp/Conc: 280,000</p>	<p>Restore one more custodian</p> <p>Est.Cost: \$350,000 Funding Source(s): Supp/Conc: 350,000</p>
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Goal Area 3: Ensure that all schools are places where children grow intellectually, socially, physically and emotionally							
Increase access for all non-community school students for health and social and emotional growth	Other Pupil Outcomes, Parental Involvement, School Climate	After-school programs at schools. District contribution to after-school programs.	LEA	(No Annual Update Defined)	After-school programs at schools. District contribution to after-school programs.  Est.Cost: \$521,000 Funding Source(s): Supp/Conc: 90,000 ASES: 431,000	After-school programs at schools. District contribution to after-school programs.  Est.Cost: \$521,000 Funding Source(s): Supp/Conc: 90,000 ASES: 431,000	After-school programs at schools. District contribution to after-school programs.  Est.Cost: \$521,000 Funding Source(s): Supp/Conc: 90,000 ASES: 431,000
Increase access for all non-community school students for health and social and emotional growth	Other Pupil Outcomes, Parental Involvement, School Climate	Improve positive relationships between students, parents and staff.	LEA	(No Annual Update Defined)	Improve positive relationships between students, parents and staff by contributing to community schools. Explore how these services can be shared with non-community schools. Create a list of community services that can be shared with non-community schools.  Est.Cost: \$125,000 Funding Source(s): Supp/Conc: 125,000	Continue to improve positive relationships between students, parents and staff by contributing to community schools. Leverage services from community schools to be shared with non-community schools.  Est.Cost: \$125,000 Funding Source(s): Supp/Conc: 125,000	Continue to improve positive relationships between students, parents and staff by contributing to community schools. Leverage services from community schools to be shared with non-community schools.  Est.Cost: \$125,000 Funding Source(s): Supp/Conc: 125,000
Integration of CCSS professional development into the classroom teaching environment as measured by multiple measures of performance (ex. classroom observations)	Implementation of Common Core State Standards, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement	Explore collaboration and planning time, District Wide collaboration on professional development topics, teacher and staff training, hire and retain qualified teachers	LEA	(No Annual Update Defined)	Explore collaboration and common planning time. District wide collaboration on professional development topics. Teacher and staff training. Cost:\$164,000 BTSA \$15,000 IASPIRE \$150,000 Director of ELL Services Concentration Grant \$200,000 Professional Development Stipends Technology Support Staff  Est.Cost: \$529,000 Funding Source(s): Supp/Conc: 529,000	Continue with actions from Year 1  Est.Cost: \$529,000 Funding Source(s): Supp/Conc: 529,000	Continue with actions from Year 2  Est.Cost: \$529,000 Funding Source(s): Supp/Conc: 529,000

<p>Integration of CCSS professional development into the classroom teaching environment as measured by multiple measures of performance (ex. classroom observations)</p>	<p>Implementation of Common Core State Standards, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement</p>	<p>Hire and retain qualified teachers and staff</p>	<p>LEA</p>	<p>(No Annual Update Defined)</p>	<p>Hire and retain qualified teachers and staff          Est.Cost: \$2,100,000          Funding Source(s):          Base: 96,304          Supp/Conc: 2,003,696</p>	<p>Hire and retain qualified teachers and staff          Est.Cost: \$3,427,298          Funding Source(s):          Base: 96,304          Supp/Conc: 3,330,994</p>	<p>Hire and retain qualified teachers and staff          Est.Cost: \$4,228,200          Funding Source(s):          Base: 96,304          Supp/Conc: 4,131,896</p>
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Goal Area 4: Work with our community to engage, support and take collective responsibility for our children and our schools							
District will maintain or increase the communication infrastructure, including use of technology, to facilitate communication between school and families and will measure satisfaction with communication by adding questions to the climate survey.	Pupil Achievement, Parental Involvement, Pupil Engagement	Provide training to sites on use of all communication tools	LEA	(No Annual Update Defined)	Director of Communications to provide training to sites on use of all communication tools including the implementation of Blackboard Connect automated messaging and Peachjar plus additional cost for translation as needed.  Est.Cost: \$170,000 Funding Source(s): Base: 160,000 Title I A Alloc: 10,000	Continue to provide training to sites on use of all communication tools including Blackboard Connect automated messaging and Peachjar plus additional cost for translation as needed.  Est.Cost: \$170,000 Funding Source(s): Base: 160,000 Title I A Alloc: 10,000	Continue to provide training to sites on use of all communication tools including Blackboard Connect automated messaging and Peachjar plus additional cost for translation as needed.  Est.Cost: \$170,000 Funding Source(s): Base: 160,000 Title I A Alloc: 10,000
Increase the number of parents who are engaged by taking a parenting class, EL class, chaperoning a field trip, working with children on homework at home, attending SSC, PTA/PTO, ELAC, CBET etc. and increase the quality of community partnerships.	Pupil Achievement, Parental Involvement, Pupil Engagement, School Climate	Foster quality partnerships with local colleges, businesses, nonprofits, stakeholders and other agencies to support our families, students and schools	LEA	(No Annual Update Defined)	Foster quality partnerships with local colleges, businesses, nonprofits, stakeholders and other agencies to support our families, students and schools  Est.Cost: \$50,000 Funding Source(s): Supp/Conc: 50,000	Continue actions from Year 1.  Est.Cost: \$50,000 Funding Source(s): Supp/Conc: 50,000	Continue actions from Year 2  Est.Cost: \$50,000 Funding Source(s): Supp/Conc: 50,000

Increase the number of parents who are engaged by taking a parenting class, EL class, chaperoning a field trip, working with children on homework at home, attending SSC, PTA/PTO, ELAC, CBET etc. and increase the quality of community partnerships.	Pupil Achievement, Parental Involvement, Pupil Engagement, School Climate	Leverage resources to communicate with parents and community. Translator and interpreter.	LEA	(No Annual Update Defined)	Provide translation to parents and community  Est.Cost: \$150,000 Funding Source(s): Supp/Conc: 150,000	Provide translation to parents and community  Est.Cost: \$150,000 Funding Source(s): Supp/Conc: 150,000	Provide translation to parents and community  Est.Cost: \$150,000 Funding Source(s): Supp/Conc: 150,000
Maintain or increase the number of parents who agree with or strongly agree that their child's school meets the needs of their students	Pupil Achievement, Parental Involvement, Pupil Engagement, School Climate	Maintain the number of outreach specialists to meet the needs of at-risk students. Explore to increase the number of specialists and support staff to work with at-risk students and foster youth	LEA	(No Annual Update Defined)	Maintain the number of outreach specialists to meet the needs of at-risk students and explore the increase of the number of specialists and support staff to work with at-risk students.  Est.Cost: \$181,000 Funding Source(s): Base: 181,000	Continue the use of outreach specialists to meet the needs of at-risk students and explore increasing the number of specialists and support staff to work with at-risk students.  Est.Cost: \$181,000 Funding Source(s): Base: 181,000	Continue the use of outreach specialists to meet the needs of at-risk students and explore increasing the number of specialists and support staff to work with at-risk students.  Est.Cost: \$181,000 Funding Source(s): Base: 181,000
The district and all schools will modify or create a vision and mission statement, and supporting strategies that are aligned to the eight LCFF priority areas	Pupil Achievement, Parental Involvement, Pupil Engagement, School Climate	Site Council, DELAC, ELAC & PAC review of SPSA Yearly, LCAP process, LPA Strategic Plan process	LEA	(No Annual Update Defined)	Site Council, DELAC, ELAC & PAC review of SPSA Yearly, LCAP process, LPA Strategic Plan process  Est.Cost: \$0 Funding Source(s): Base: 0	Site Council, DELAC, ELAC & PAC review of SPSA Yearly, LCAP process, LPA Strategic Plan process  Est.Cost: \$0 Funding Source(s): Base: 0	Site Council, DELAC, ELAC & PAC review of SPSA Yearly, LCAP process, LPA Strategic Plan process  Est.Cost: \$0 Funding Source(s): Base: 0



- 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)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<b>Goal Area 1: Ensure that all students are successful in high school and beyond</b>							
By spring of 2017, the number of reclassified ELD students and the number of ELD students moving up one level of proficiency will increase by 1-2% each school year.	Basic Services, Pupil Achievement, Other Pupil Outcomes	For English Learners: For English Learners and struggling students, provide additional interventions and programs to meet their needs	LEA	(No Annual Update Defined)	Provide summer school for English Learners and struggling students. Create intervention programs to meet the needs of English Learners and struggling students.  Est.Cost: \$110,000 Funding Source(s): Supp/Conc: 110,000	Continue to provide summer school for English Learners and struggling students. Implement new intervention programs.  Est.Cost: \$562,000 Funding Source(s): Supp/Conc: 562,000	Continue to provide summer school for English Learners and struggling students. Continue to implement intervention programs.  Est.Cost: \$562,000 Funding Source(s): Supp/Conc: 562,000
By spring of 2017, the number of reclassified ELD students and the number of ELD students moving up one level of proficiency	Basic Services, Pupil Achievement, Other Pupil Outcomes	For English Learners: For English Learners: Increase EL support staff throughout the district	LEA	(No Annual Update Defined)	Hire and train 1 teacher and 3 teaching assistants. Purchase EL materials.  Est.Cost: \$285,000 Funding Source(s): Title III LEP: 235,000 Supp/Conc: 50,000	Maintain actions from year 1  Est.Cost: \$285,000 Funding Source(s): Title III LEP: 235,000 Supp/Conc: 50,000	Maintain actions from Year 2  Est.Cost: \$285,000 Funding Source(s): Title III LEP: 235,000 Supp/Conc: 50,000

will increase by 1-2% each school year.							
By spring of 2017, the number of reclassified ELD students and the number of ELD students moving up one level of proficiency will increase by 1-2% each school year.	Basic Services, Pupil Achievement, Other Pupil Outcomes	For English Learners: For English Learners: Provide bilingual support for new and/or struggling students	LEA	(No Annual Update Defined)	Utilize ELD coaches to provide district staff development on ELD strategies and techniques on effective immersion dual language programs. Provide TK classroom with instruction assistants. Continue Preschool and SEAL programs  Est.Cost: \$200,000 Funding Source(s): Supp/Conc: 200,000	Maintain and improve actions from Year 1  Est.Cost: \$200,000 Funding Source(s): Supp/Conc: 200,000	Maintain and improve actions from year 2  Est.Cost: \$200,000 Funding Source(s): Supp/Conc: 200,000
<b>Goal Area 3: Ensure that all schools are places where children grow intellectually, socially, physically and emotionally</b>							
Professional development for all preschool-K-8 teachers and support staff on best practices to meet the academic needs of low income, English Learners and foster youth students	Pupil Achievement, Other Pupil Outcomes, School Climate	For Low Income, English Learners, Foster Youth: For Low Income, English Learners, Foster Youth: Professional development for all Pre-K-8th grade staff using differentiated trainings, grade level or subject specific.	LEA	(No Annual Update Defined)	Professional development for all Pre-K-8th grade staff and support staff on best practices meeting the needs of at Low Income, English Learners and Foster Youth.  Est.Cost: \$150,000 Funding Source(s): Base: 150,000	Maintain professional development from year 1. Develop list of quality interventions for district.  Est.Cost: \$150,000 Funding Source(s): Base: 150,000	Collaborative and facilitated planning time. Early interventions with students who are not meeting standards. Differentiated professional development.  Est.Cost: \$150,000 Funding Source(s): Base: 150,000



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

The district will receive and spend \$5,342,696 in supplemental concentration grant funds in 2014-15. These funds will be utilized on services to meet the needs of Low Income, English Learners and Foster Youth. Full details of how these funds will be expended are outlined in Section 3 of the plan.

Research shows that quality teaching in the classroom creates the greatest impact on student learning. The Redwood City School District is investing in the most important resource, our educators and staff: providing professional development to teachers and staff; implementing Common Core; continuing to provide positive relationships between parents, students and staff; providing a culture where staff, parents and students feel safe, welcome and valued; continuing to provide EL services to our ELL students; exploring the possibility of expanding mental health services and investing and maintaining new technology to support the Common Core.

The district also determined that the cost of district-wide activities such as library/media services, custodial support and lowering of class size should also be part of the LCAP to benefit low income, English Language Learners and Foster Youth based on the consensus of input from the stakeholders.

Since our district's unduplicated pupil count for English Learners, Low Income and Foster Youth is well above 55% (currently 69.25%), our district has chosen to consider supplemental concentration grant fund dollars as a district-wide grant in support of the students who generate the funds.

- D. 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 percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in 2014-2015 is 9.57%. RCSD is expending all of its supplemental and concentration funds on services that benefit Low Income, English Learners and Foster Youth as shows in Section 3 of the plan.

These increased and improved services for Low Income, English Learners and Foster Youth include:

- Providing professional development for staff in order to promote best practices, differentiated learning as well as ELD strategies and techniques.
- Implementing new intervention programs
- Leveraging community services to support needs
- Using mental health services to support their health and social and emotional needs
- Hiring and retaining qualified teacher and staff to support unduplicated pupils
- Engaging parents to participate in their child's education
- Providing summer school for English Learners and struggling students
- Increasing EL support staff (1 teacher and 3 teaching assistants)
- Maintaining outreach specialists to meet the needs of at-risk students

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.

1-03-14 [California Department of Education]

## REDWOOD CITY LCFF QUESTIONS: SUMMARY SHEET