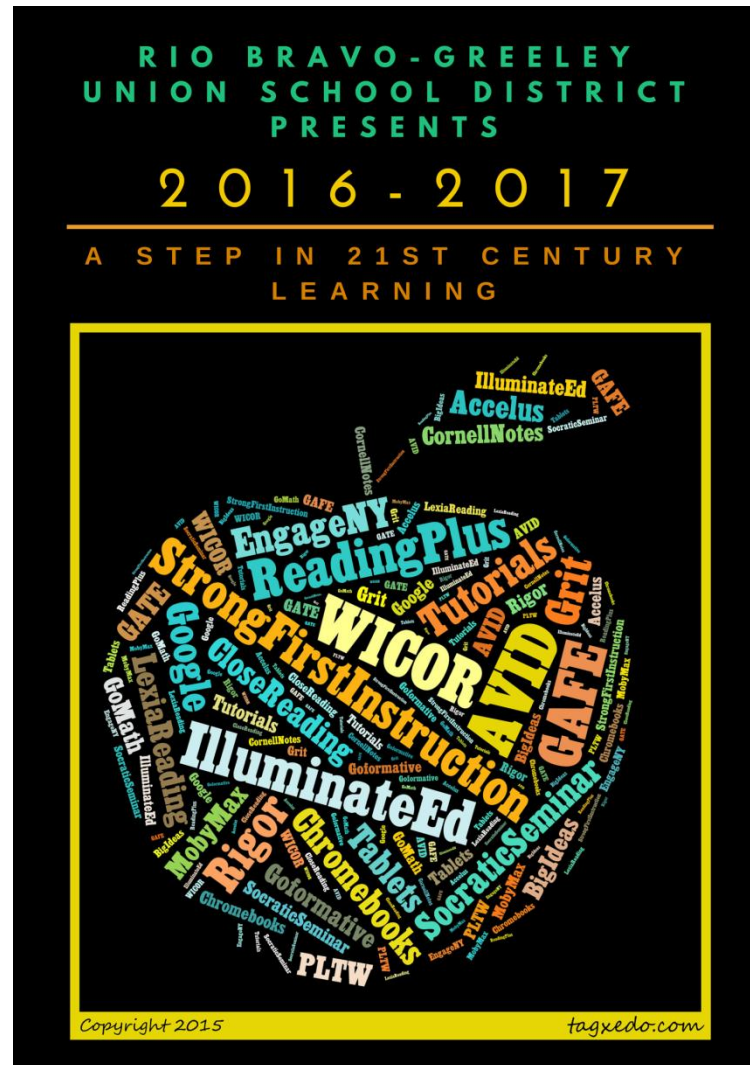# Local Control and Accountability Plan and Annual Update

We are creating the future of tomorrow. Every student succeeds.

The Rio Bravo-Greeley Union School District believes that all students can succeed and should be granted the appropriate academic environment to do so. We believe that students should be thriving in 21st century skills and digital learning while in a new era of Common Core mentality. All students will grow to become innovative and self-motivated within a collaborative school community. We strive to create students who will be college, career, and civic life ready with a sense of self and morality.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
October 8, 2015: Rio Bravo Elementary ELAC, Rio Bravo-Greeley School ELAC, and district-wide DELAC meetings. Topics were LCAP and meeting the needs of our EL Learners and how to help the parents of our EL Learners.	October 2015: Reviewed the goals for the current school year in the LCAP and discussed that we will be meeting again at the end of the year to review what we have done to achieve the goals. Opportunities for EL family computer lab nights were put into place. Each evening to provide a different topic of conversation. *Impact: Goal 2, Action Step 5*
October 20, 2015: Title I parent meeting was held at the only Title I school, Rio Bravo Elementary. The 2015-2016 LCAP was reviewed and the goals were discussed.	October 20, 2015: Stakeholders were informed about the current goals and asked if they had any questions in regards to the goals for this year. At the time there were no questions in regards to the current goals. Stakeholders were asked to keep track of any questions they had and they would be addressed at the next School Site Council meeting. *Impact: Goal 2, Action Step 4*
November 2015: Rio Bravo Elementary and Rio Bravo-Greeley School both held School Site Council meeting. 2015-2016 LCAP was reviewed and the goals were discussed.	November 2015: Stakeholders were informed about the current goals and asked if they had any questions in regards to the goals for this year. At this time there were no questions in regards to the current goals. Stakeholders were asked to keep track of any question they had and they would be addressed at the next School Site Council meeting. *Impact: Goals 1-3, All Action Steps*
November 2015: Teacher and Principals from the Westside School Districts were surveyed by doctoral students from Cal State University, Bakersfield. A large report was created and disseminated to all teachers and principals and Superintendents.	November 2015: The report indicated that the teachers would benefit from an increase in 21st Century instructional strategies and English Language Learner strategies. *Impact: Goal 1, Action Step 1*
December 7, 2015: Superintendent and Principals met with the Rio Bravo-Greeley Education Foundation to review Goal #3, Continuing to maintain current programs and facilities, and to seek continued support for technology acquisition and digital learning opportunities.	December 7, 2015: The RBG Education Foundation (RBGEF) fully endorsed LCAP Goal #3, Continuing to maintain current programs and facilities, and has contributed over $100,000 in support of the goal for student devices. The RBGEF would like to see continued LCAP support

	for the purchase of technology devices and increase opportunities for teachers to increase their digital learning and digital instruction practices.
	Impact: Goal 3, Actions Steps 4 & 5
December 12, 2015: RBGUSD School Board Meeting. Principals provided at first interim the activities and services which are being provided to students through the LCAP process.	December 12th, 2015: School Board received the mid-year update as to progress towards LCAP goals. The Board fully endorses the direction of the school sites and encourages the school sites to continue the current efforts for the remainder of the year and into next year.
	Impact: All Goals & Action Steps
February 1 & 2, 2016: The district held teacher grade level LCAP input sessions, approximately 40 minutes each session as well as an input session with the district bargaining unit.	February 1 & 2, 2016: Teachers were provided the opportunity to share this year's implementation of each of the 2015-2016 LCAP goals. District gained an insight as to the services and programs levels of success and implementation. Using the gathered data to provide guidance in projection for coming years within the LCAP goals. Teachers clearly endorsed an early-out schedule for grades 4-8, adopt a district wide writing program, postpone English Language Arts Adoption for one year and increase the quality of instructional delivery for programs listed in the 2015-16 action and services as highlighted in the district's LCAP icon, "The Apple". Teachers would like to have greater proficiency with obtaining and evaluating student assessment data for learning and to have quicker access to demographic data to aid in closing the achievement gap.
	Impact: Goal 1, Action Steps 1-2 & Goal 3, Action Step 1
February 5, 2016: Superintendent met with the District Advisory Council to discuss progress towards current LCAP goals and to seek input for the next school year.	February 5, 2016: The District Advisory Council (DAC) would like to see an increase in the number of parent nights so as to provide strategies for parents to help their children with homework and common core learning. The current English Language Advisory Committees parent nights are successful and would like to see an increase in the number of meeting nights. In addition, Parents would like to see an early-out schedule instead of the current PLC mid-day model at Jr. High. DAC recommended increasing the variety and number of electives for

	students.
	Impact: Goal 1, Action Steps 1-2 & Goal 3, Action Step 1
February 11, 2016: Student Leadership Class: Superintendent met and interviewed RBG leadership students.	February 11, 2016: Students would like to change PLC mid-day period to either a once a week early out or late start. Students would like to see an increase in the number or a variety of elective options. They absolutely want to keep the current sports program. They would like to see that homework is coordinated so that one night is heavy and the other night light load. They would like to see an increase in the number of leadership opportunities. The LCAP will address supporting more engaging electives and increase enrichment in the regular classrooms. *Impact: Goal 3, Action Step 1*
March 16 & 30, 2016: District LCAP parent informational meetings. Review of the 2015-2016 LCAP with stakeholders.	March 16 & 30, 2016: 2015-2016 LCAP was reviewed and stakeholders had the opportunity to give feedback and input into the planning of goals for the 2016-2017 LCAP. Majority of parents are in favor of a Wednesday early out 2:10PM schedule for teachers to meet in PLCs. The district will reflect and make adjustments on best practices for providing opportunities for those students of families who have issues with day-care after school hours. *Impact: Goal 1, Action Steps 1-2 & Goal 3, Action Step 1*
April 1-15, 2016: The district distributed an online survey, and option to take at school-sites, to the parents regarding the needs of the district.	April 1-15, 2016: Data was collected and summarized in order to help with next year's LCAP goals. Open response comments shared by stakeholders included the idea of weekly early outs for teacher PLC time, common core implementation, and increasing rigor or writing program. *Impact: Goal 1, Action Steps 1-2 & Goal 3, Action Step 1*
May 12, 2016: DELAC meeting was held to discuss and review the LCAP for the 2016-2017 school year.	May 12, 2016: Input was gathered from the advisory group and meeting was set for the beginning of the 2016-2017 school year to review the goals for the school year. There were no questions that needed to be addressed in writing by the superintendent. DELAC very excited about increased number of EL parent/family nights.

	Impact: Goal 2, Action Step 5
June 13, 2016: LCAP presented with public hearing to the board at the monthly board meeting and is available for public comment through the Public Hearing process.	June 13, 2016: LCAP was presented. Board and audience were pleased with no questions.
June 20, 2016: Board meeting to approve LCAP.	June 2016: Board approved LCAP for the 2016-2017 school year.
July 1, 2016: LCAP sent to Kern County Superintendent of Schools for final Approval.	
	• *No stakeholder questions were raised and therefore the Superintendent was not required to response in writing.*
Annual Update:	**Annual Update:**
August 2015: Teacher Meetings prior to start of school.	August 2015: Teachers and Staff were refreshed on the Goals, Actions and Services of 2015-16 LCAP. An infographic of the district's LCAP was introduced to staff and used as a point of reference for the theme of the LCAP. *Impact: Goals 1 & 3 All Action Steps*
August 2015 through May 2016: Monthly and/or Weekly meetings such as District Wide Faculty Meetings, Bi-Weekly Administrative Team meetings, and Weekly Professional Learning Communities.	August 2015 through May 2016: At regularly scheduled meetings specific agenda items addressed key components of the progress towards the Actions and Services. We focus on our three LCAP goals and make appropriate adjustments to meeting all action steps. *Impact: All Goals & Action Steps*
December 12th, 2015: School Board Meeting. Principals provided at first interim the activities and services which are being provided to students through the LCAP process.	December 12th, 2015: School Board received the mid-year update as to progress towards LCAP goals. Each Principal provided a presentation which described the actions and services of the LCAP. The Vice-

	Principal position at RBG was increased to full-time to support Goals 2 & 4 and an Academic Program Coordinator position was created to support all LCAP Goals.
	Impact: Goal 1, All Action Steps & Goal 2, 1-3
February 1 & 2, 2016: The district held teacher grade level LCAP input sessions, approximately 40 minutes each session as well as an input session with the district bargaining unit.	February 1 & 2. 2016: The district received valuable input from teachers in regards to progress towards LCAP. Teachers expressed that in order to implement all components of the LCAP that an additional year of implementation would be wise so all teachers would be able to master the various Actions and Services of the LCAP. In addition, teachers expressed a strong need to add a district wide writing program and to postpone the TK-4 ELA adoption one year. Teachers loved this first year of implementation of ThinkingMaps and are looking forward to next year's implementation of Write from the Beginning.
	Impact: Goal 1, Action Steps 1,2, 4
February 2016: Rio Bravo Elementary and Rio Bravo-Greeley School both held School Site Council meetings to discuss their single school plans and how they tie into the district LCAP.	February 2016: Both school sites reviewed the goals for the current school year and took notes of their comments about how we are working to meet these goals. School Site Councils had positive comments about all that we are doing this year to achieve the current goals.
	Impact: Goals 1-3, All Action Steps
March 16 & 30, 2016: District LCAP parent informational meetings. Review of the 2015-2016 LCAP with stakeholders.	March 16 & 30, 2016: : 2015-2016 LCAP was reviewed and stakeholders had the opportunity to give feedback and input into the planning of goals for the 2016-2017 LCAP. Majority of parents are in favor of a Wednesday early out 2:10PM schedule for teachers to meet in PLCs. The district will reflect and make adjustments on best practices for providing opportunities for those students of families who have issues with day-care after school hours.
	Impact: Goal 1, Action Steps 1-2 & Goal 3, Action Step 1
April 6, 2016: District-wide staff meeting was held and the LCAP goals	April 6, 2016: The parent LCAP survey data was summarized and

were reviewed. Staff given opportunity to provide additional input.	shared with staff. Data will be used to help build action steps for the 2016-2017 LCAP. Some concerns of the staff were; professional development state standards in ELA, Math, digital learning, new computers and maintaining a positive school climate. *Impact: Goals 1 & 3, All Action Steps*
April & May 2016: Rio Bravo Elementary and Rio Bravo-Greeley School Site Councils both held to review draft of LCAP.	April & May: Both SSC reviewed the new goals for the 2016-2017 school-year. The talked about rolling the technology goal into the maintaining current programs goal for the 2016-2017 school year. They discussed several of the action steps for next year and talked about the goals being a little more general with the more detailed action plan being done in the single school plans for next year. They were very happy with what we have done this year as far as adding the Chrome Books. They hope to see more Chrome Books next year in the fourth grade and second grade classrooms. *Impact: All Goals & Action Steps*
May 12, 2016: Rio Bravo Elementary and Rio Bravo-Greeley School ELACs and the District DELAC were held to review their single school plans. Stakeholder input was gathered.	May 12, 2016: Needs assessment was discussed and input was gathered on how we can make changes to help the students and the parents at school and at home. Parents would like to see monthly parent meetings to learn how to help their children succeed in school. *Impact: Goal 2, Action Step 5*
May 18, 2016: District Advisory Committee Meeting held to review the 2016-2017 LCAP draft.	May 18, 2016: The DAC expressed appreciation to the action steps put in place based on their stakeholder input though out the year specifically as it pertained to involvement. *Impact: All Goals & Action Steps*
June 13, 2016: LCAP presented with public hearing to the board at the monthly board meeting and is available for public comment through the Public Hearing process.	June 13, 2016: LCAP was presented. Board and audience were pleased with no questions. *Impact: All Goals & Action Steps*
June 20, 2016: Board meeting to approve LCAP.	June 2016: Board approved LCAP for the 2016-2017 school year. *Impact: All Goals & Action Steps*

<u>July 24, 2016:</u> LCAP sent to Kern County Superintendent of Schools for final Approval.	• *No stakeholder questions were raised and therefore the Superintendent was not required to response in writing.*

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	#1. All students will show academic growth in English Language Arts and Mathematics.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Smarter Balanced Statewide Assessment: 34% of all students met at grade level or above in ELA and 28% of all students met grade level or above in Mathematics. 2014-2015 Smarter Balanced Statewide Assessment English Language Arts • Grade 3 Met= 28% Not Met= 72% • Grade 4 Met= 42% Not Met= 58% • Grade 5 Met= 28% Not Met= 72% • Grade 6 Met= 17% Not Met= 83% • Grade 7 Met= 44% Not Met= 56% • Grade 8 Met= 38% Not Met= 62% Smarter Balanced Statewide Assessment Mathematics • Grade 3 Met= 33% Not Met= 67% • Grade 4 Met= 35% Not Met= 65% • Grade 5 Met= 20% Not Met= 80% • Grade 6 Met= 10% Not Met= 90% • Grade 7 Met= 32% Not Met= 68% • Grade 8 Met= 34% Not Met= 66% CST Statewide Assessment Science • Grade 5 Met= 47.5% Not Met= 52.5% • Grade 8 Met= 57.8% Not Met= 42.2% 2) Implementation of Content Standards: • Implementation of CA academic and performance standards o Adopted two different state math programs, Go Math (K-5) and Big Ideas (6-8)

- Continued use of bridging materials for Language Arts curriculum K-4 Macmillan McGraw-Hill
- Piloted Engage NY Language Arts grades 5-8
- Professional Development provided to teachers TK-8
- First year implementation of district wide assessment program; Illuminate Education to align with the Common Core
- Continue ESGI as an early literacy assessment program in TK-1

- How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency?
  - TK-8 designated EL instructional time provided each day for minimum of 30 minutes
  - TK-8 integrated EL instructional strategies provided throughout the entirety of day through all subjects
  - TK-4 provides a readings foundations program; Lexia approximately 30 minutes a day
  - 5-8 provides a reading foundations program including comprehension, vocabulary, and fluency; Reading Plus

4) Pupil Achievement:
  - Statewide Assessments: 34% of all students met at grade level or above in ELA and 28% of all students met grade level or above in Mathematics. 2014-2015
  - Academic Performance Index: N/A
  - Percentage of pupils completing a-g or CTE sequences/programs: NA (Elementary District)
  - Percentage of EL pupils making progress towards English proficiency: AMAO 1: 47%   AMAO 2: N/A
  - English Learner reclassification rate: 13.7% (ed-data.org 14-15)
  - Percentage of pupils passing AP exam with 3 or higher: N/A (Elementary District)
  - Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A (Elementary District)

7) Course Access:
  - Students enrolled in CTE courses: 84 PLTW students at RBG (grades 6-8) (elementary district)
  - Students enrolled in UC/CSU courses: N/A (elementary district)
  - Students enrolled in AP courses: N/A (elementary district)
  - Rate of remedial course enrollment: N/A (elementary district)

Goal Applies to:	Schools:	District Wide	
	Applicable Pupil Subgroups:	All Students TK-8	

	LCAP Year 1: 2016-2017
	Maintain current programs with the addition of the writing program, "Write from the Beginning." Continue use of Illuminate Education as our data and assessment database.

Expected Annual Measurable Outcomes:	50% of all students will be proficient or above in ELA and Mathematics measured by the 2016-2017 Smarter Balanced Assessment.
	
	2) <u>Implementation of Content Standards:</u>
	  • 100% implementation of CA academic and performance standards
	  • 100% implementation of programs/services that enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency
	
	4) <u>Pupil Achievement:</u>
	  • Statewide Assessments: Increase Smarter Balanced Statewide Assessment in English Language Arts, Mathematics, and CST Science from scores stated above in Identified Need to 50% of all students will be proficient or above in ELA and Mathematics measured by the Smarter Balanced Assessment.
	  • Academic Performance Index: N/A
	  • Percentage of pupils completing a-g or CTE sequences/programs: NA (Elementary District)
	  • Percentage of EL pupils making progress towards English proficiency: AMAO 1: Increase from 56% to 57% AMAO 2a: Increase from 18.7% to 19% for students less than 5 years AMAO 2b: Increase to 45.7% to 46% for students 5 or more year
	  • English Learner reclassification rate: Increase from 13.7% to 14%
	  • Percentage of pupils passing AP exam with 3 or higher: N/A (Elementary District)
	  • Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A (Elementary District)
	
	7) <u>Course Access:</u>
	  • 100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)
	  • 100% of unduplicated pupil have access to and are enrolled in programs/services specific to their needs
	  • 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs
	  • CTE PLTW students count will increase from 84 students to 90 students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. Provide professional development to support implementation of Common Core ELA and Mathematics standards, English Language Development strategies, and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. First year implementation of ThinkingMaps, "Write from the Beginning." To improve strong first instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000 SUPPLEMENTAL 1000 & 3000: Certificated Salary & Benefits $20,000 5200: Travel & Conference $15,000 5800: Professional/Consulting Services & Op Exp. $15,000
#2. Implement research-based ELA and math instructional strategies, curriculum, intervention and enrichment (GATE) programs. To improve strong first instruction. Coordinator of Academic Programs position and use of Illuminate Education Data Assessment Program. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$76,000 SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $74,000 4300: Materials & Supplies $,2000
#3. Maintain Reading intervention programs K-8. With		__ALL	$180,000

priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	District Wide	OR: _X_Low Income pupils _X_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $155,000 2000/3000: Classified Salary & Benefits $15,000 4300: Materials & Supplies $10,000
#4. Purchase supplementary/ bridging materials aligned to the Common Core state standards in ELA and Mathematics. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards the unduplicated count. (Hattie, Visual Learning: Integrated Curriculum 0.39)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 SUPPLEMENTAL 4200: Books & Other Operating Materials $20,000
#5. Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club principally directed for the enrollment of the unduplicated count. (Hattie, Visual Learning: Summer School 0.23)	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners _x_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $20,000

LCAP Year 2: 2017-2018

Expected Annual	Maintain current programs with the addition of the writing program, "Write from the Beginning." Continue use of

Measurable Outcomes:	Illuminate Education as our data and assessment database.
	55% of all students will be proficient or above in ELA and Mathematics measured by the 2017-2018 Smarter Balanced Assessment.
	2) Implementation of Content Standards: • 100% implementation of CA academic and performance standards • 100% implementation of programs/services that enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency
	4) Pupil Achievement: • Statewide Assessments: Increase Smarter Balanced Statewide Assessment in English Language Art, Mathematics, and CST Science from scores stated above in Identified Need from 50% to 55% of all students will be proficient or above in ELA and Mathematics measured by the Smarter Balanced Assessment. • Academic Performance Index: N/A • Percentage of pupils completing a-g or CTE sequences/programs: NA (Elementary District) • Percentage of EL pupils making progress towards English proficiency: AMAO 1: Increase from 57% to 58% AMAO 2a: Increase from 19% to 19.5% for students less than 5 years AMAO 2b: Increase from 46% to 46.5% for students 5 or more year • English Learner reclassification rate: Increase from 14% to 14.5% • Percentage of pupils passing AP exam with 3 or higher: N/A (Elementary District) • Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A (Elementary District)
	7) Course Access: • 100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220) • 100% of unduplicated pupil have access to and are enrolled in programs/services specific to their needs • 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs • CTE PLTW students count will increase from 84 students to 90 students

Actions/Services	Scope of	Pupils to be served within identified scope of	Budgeted

	Service	service	Expenditures
#1. Provide professional development to support implementation of Common Core ELA and Mathematics standards, English Language Development strategies, and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. Second year implementation of ThinkingMaps, "Write from the Beginning." To improve strong first instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$95,000 SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $45,000 5200: Travel & Conference $25,000 5800: Professional/Consulting Services & Op Exp. $25,000
#2. Implement research-based ELA and math instructional strategies, curriculum, intervention and enrichment (GATE) programs. To improve strong first instruction. Coordinator of Academic Programs position and use of Illuminate Education Data Assessment Program. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$79,000 SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $77,000 4300: Materials & Supplies $2,000
#3. Maintain Reading intervention programs K-8. With		__ALL	$184,500

priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	District Wide	OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $159,000 2000/3000: Classified Salary & Benefits $15,500 4300: Materials & Supplies $10,000
#4. Purchase supplementary/ bridging materials aligned to the Common Core state standards in ELA and Mathematics. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards the unduplicated count. (Hattie, Visual Learning: Integrated Curriculum 0.39)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$20,000 SUPPLEMENTAL 4300: Books & Other Operating Materials $20,000
#5. Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club principally directed for the enrollment of the unduplicated count. (Hattie, Visual Learning: Summer School 0.23)	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$23,000 SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $23,000

LCAP Year 3: 2018-2019

Expected Annual	Maintain current programs with the addition of the writing program, "Write from the Beginning." Continue use of

Measurable Outcomes:	Illuminate Education as our data and assessment database.

60% of all students will be proficient or above in ELA and Mathematics measured by the 2018-2019 Smarter Balanced Assessment.

2) <u>Implementation of Content Standards:</u>
- 100% implementation of CA academic and performance standards
- 100% implementation of programs/services that enable ELs to access CCSS and ELD standards for academic content knowledge and English Language proficiency

4) <u>Pupil Achievement:</u>
- Increase Smarter Balanced Statewide Assessment in English Language Art, Mathematics, and CST Science from scores stated above in Identified Need from 55% to 60% of all students will be proficient or above in ELA and Mathematics measured by the Smarter Balanced Assessment.
- Academic Performance Index: N/A
- Percentage of pupils completing a-g or CTE sequences/programs: NA (Elementary District)
- Percentage of EL pupils making progress towards English proficiency: AMAO 1: Increase from 58% to 59% AMAO 2a: Increase from 19.5 to 20% for students less than 5 years AMAO 2b: Increase from 46.5 to 47% for students 5 or more year
- English Learner reclassification rate: Increase to 14.5% to 15%
- Percentage of pupils passing AP exam with 3 or higher: N/A (Elementary District)
- Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A (Elementary District)

7) <u>Course Access:</u>
- 100% of pupils have access to and are enrolled in a broad course of study (EC 51210/51220)
- 100% of unduplicated pupil have access to and are enrolled in programs/services specific to their needs
- 100% of pupils with exceptional needs have access to and are enrolled in programs/services specific to their needs
- CTE PLTW students count will increase from 84 students to 90 students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

#1. Provide professional development to support implementation of Common Core ELA and Mathematics standards, English Language Development strategies, and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. Third year implementation of ThinkingMaps, "Write from the Beginning." To improve strong first instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$140,000 SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $70,000 5200: Travel & Conference $35,000 5800: Professional/Consulting Services & Op Exp. $35000
#2. Implement research-based ELA and math instructional strategies, curriculum, intervention and enrichment (GATE) programs. To improve strong first instruction. Coordinator of Academic Programs position and use of Illuminate Education Data Assessment Program. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$82,000 SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $80,000 4300: Materials & Supplies $2,000
#3. Maintain Reading intervention programs K-8. With priority to unduplicated students needing intervention. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient	$201,521 SUPPLEMENTAL 1000/3000:

		__Other Subgroups: (Specify)_____	Certificated Salary & Benefits $160,000 2000//3000: Classified Salary & Benefits $16,000 4300: Materials & Supplies $23,521
#4. Purchase supplementary/ bridging materials aligned to the Common Core state standards in ELA and Mathematics. Supplemental materials which reflect best practices combined with best instructional strategies principally directed towards the unduplicated count. (Hattie, Visual Learning: Integrated Curriculum 0.39)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$20,000 SUPPLEMENTAL 4300: Books & Other Operating Materials $20,000
#5. Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club principally directed for the enrollment of the unduplicated count. (Hattie, Visual Learning: Summer School 0.23)	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$26,000 SUPPLEMENTAL 1000/3000 Certificated Salary & Benefits $26,000

		Related State and/or Local Priorities:
GOAL:	#2 Increase and improve positive school culture at all school sites.	1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	As of June 2016 attendance rate was 95.74%
	
	3) <u>Parental Involvement:</u>
	   • Continue LCAP stakeholder meetings held throughout the year
	   • Increase parent survey participation
	   • Continue to hold quarterly English Language parent meetings to inform parents of strategies to help their students
	   • Parent education trainings through the year for the parents to learn strategies to help their students and to help the parents learn English language skills
	   • Notify parents of special need students and unduplicated students of upcoming events
	
	5) <u>Pupil Engagement:</u>
	   • Attendance rate: 95.74%
	   • Chronic Absenteeism Rate: 0.068%
	   • Middle School Dropout Rate: 0%
	   • High School Dropout Rate: N/A (elementary district)
	   • High School Graduation Rate: N/A (elementary district)
	
	6) <u>School Climate:</u>
	   • Pupil suspension rate: 0.0115%
	   • Pupil expulsion rate: 0%

Goal Applies to:	Schools:	District Wide
	Applicable Pupil Subgroups:	All Students TK-8

LCAP Year 1: 2016-2017	
Expected Annual Measurable Outcomes:	The student attendance rate will be 96% by the end of the 2016-2017 school year and programs will be enhanced to improve positive school climate. 3) <u>Parental Involvement:</u>

- Increase from 2 to 3 LCAP parent nights during the year along with web-based survey
- Increase from 4 to 5 English Language parent meetings to inform parents of strategies to help their students
- Increase from 1 to 2 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families
- Increase from 0 to 1 training for parents of special need students at beginning of the year

5) Pupil Engagement:
- Attendance rate: Increase from 95.74% to 96%
- Chronic Absenteeism Rate: Decrease 0.068% to 0.067%
- Middle School Dropout Rate: Maintain 0%
- High School Dropout Rate: N/A (elementary district)
- High School Graduation Rate: N/A (elementary district)

6) School Climate:
- Pupil suspension rate: Decrease from 0.0115% in 2015-2016 to 0.0114% in 2016-2017
- Pupil expulsion rate: Maintain 0% expulsion from 2015-2016 to 2016-2017
- Maintain a minimum of 95% or higher of parents who state their students are safe while at school.
- Increase from 93.75% to 95% of parents who state their students look forward to attending school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. Enhance positive school climate and strong student engagement. Continue implementation process of PBIS which was introduced in the 2015-2016 year. Consider additional anti bullying assembles and continue behavior reward days and character counts programs. Increased RBG vice principal position to full time focus on school climate. Began PBIS program. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$92,000 SUPPLEMENTAL 4300: Materials & Supplies $2,000 1000/3000: Certificated Salary & Benefits $90,000

#2. Maintain programs that reward students for perfect attendance monthly, quarterly, and for the entire school year. (Hattie, Feedback 0.75)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 SUPPLEMENTAL 4300: Materials & Supplies $2,000
#3. Maintain a positive school climate, campuses will be safe and security maintained; gates, fences, and locks. (Hattie, Visual Learning: Feedback 0.75)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 SUPPLEMENTAL 4300:00 Materials & Supplies $5,000
#4. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000 SUPPLEMENTAL 4300: Materials & Supplies $1,000 2000/3000: Classified Salary & Benefits $5,000
#5. Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the computer lab will be provided to students to work on homework and	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other	$5,000 SUPPLEMENTAL 2000/3000: Classified Salary

computer based intervention programs. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)		Subgroups:(Specify)_____	& Benefits $5,000
#6. Based on attendance tracking maintain an effective truancy policy. Parents will be notified quarterly regarding their students attendance and held accountable in regards to truancy and chronic absences. (Hattie, Visual Learning: Parental Involvement 0.41)	District Wide	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NO COST
#7. Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Mentoring 0.15)	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners _x_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NO COST

LCAP Year 2: 2017-2018	
Expected Annual Measurable Outcomes:	The student attendance rate will be 96.5% by the end of the 2016-2017 school year and programs will be enhanced to improve positive school climate. 3) Parental Involvement: • Increase from 3 to 4 LCAP parent nights during the year along with web-based survey • Increase from 5 to 6 English Language parent meetings to inform parents of strategies to help their students • Increase from 2 to 3 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families • Increase from 1 to 2 training for parents of special need students at beginning of the year 5) Pupil Engagement: • Attendance rate: Increase from 96% to 96.5% • Chronic Absenteeism Rate: Decrease from 0.067% to 0.066% • Middle School Dropout Rate: 0% • High School Dropout Rate: N/A (elementary district)

- High School Graduation Rate: N/A (elementary district)

6) School Climate:
    - Pupil suspension rate: Decrease from 0.0114% in 2016-2017 to 0.0113% in 2017-2018
    - Pupil expulsion rate: Maintain 0% expulsion from 2016-2017 to 2017-2018
    - Maintain a minimum of 95% or higher of parents who state their students are safe while at school.
    - Maintain a minimum of 95% of parents who state their students look forward to attending school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. Enhance positive school climate and strong student engagement. Continue implementation process of PBIS which was introduced in the 2015-2016 year. Consider additional anti bullying assembles and continue behavior reward days and character counts programs. Increased RBG vice principal position to full time focus on school climate. Began PBIS program. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$95,000 SUPPLEMENTAL 4300: Materials & Supplies $2,000 1000/3000: Certificated Salary & Benefits $93,000
#2. Maintain programs that reward students for perfect attendance monthly, quarterly, and for the entire school year. (Hattie, Feedback 0.75)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 SUPPLEMENTAL 4300: Materials & Supplies $2,000
#3. Maintain a positive school climate, campuses will be safe and security maintained; gates, fences, and locks. (Hattie, Visual Learning: Feedback 0.75)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$5,000 SUPPLEMENTAL 4300:

		__Other Subgroups:(Specify)_____	Materials & Supplies $5,000
#4. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000 SUPPLEMENTAL 4300: Materials & Supplies $1,000 2000/3000: Classified Salary & Benefits $5,000
#5. Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 SUPPLEMENTAL 4300: Classified Salary & Benefits $5,000
#6. Based on attendance tracking maintain an effective truancy policy. Parents will be notified quarterly regarding their student's attendance and held accountable in regards to truancy and chronic absences. (Hattie, Visual Learning: Parental Involvement 0.41)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NO COST
#7. Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners	NO COST

		_X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____
students and students with disabilities. (Hattie, Visual Learning: Mentoring 0.15)		

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	The student attendance rate will be 97% by the end of the 2016-2017 school year and programs will be enhanced to improve positive school climate. 3) Parental Involvement: • Maintain 4 LCAP parent nights during the year along with web-based survey • Maintain 6 English Language parent meetings to inform parents of strategies to help their students • Increase from 3 to 4 parent education trainings through the year for the parents to learn strategies to help their students and to help the parents targeted at unduplicated student families • Maintain 2 training for parents of special need students at beginning of the year 5) Pupil Engagement: • Attendance rate: Increase from 96.5% to 97% • Chronic Absenteeism Rate: Decrease from 0.066% to 0.065% • Middle School Dropout Rate: 0% • High School Dropout Rate: N/A (elementary district) • High School Graduation Rate: N/A (elementary district) 6) School Climate: • Pupil suspension rate: Decrease from 0.0113% in 2017-2018 to 0.0112% in 2018-2019 • Pupil expulsion rate: Maintain 0% expulsion from 2017-2018 to 2018-2019 • Maintain a minimum of 95% or higher of parents who state their students are safe while at school. • Maintain a minimum of 95% of parents who state their students look forward to attending school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. Enhance positive school climate and strong student engagement. Continue implementation process of PBIS which was introduced in the 2015-2016 year. Consider additional anti bullying assembles and	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$98,000 SUPPLEMENTAL 4300:

continue behavior reward days and character counts programs. Increased RBG vice principal position to full time focus on school climate. Began PBIS program. (Hattie, Visual Learning: Collaborative Efficacy 1.57)		__Other Subgroups: (Specify)_____	Materials & Supplies $2,000 1000/3000: Certificated Salary & Benefits $96,000
#2. Maintain programs that reward students for perfect attendance monthly, quarterly, and for the entire school year. (Hattie, Feedback 0.75)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,000 SUPPLEMENTAL 4300: Materials & Supplies $2,000
#3. Maintain a positive school climate, campuses will be safe and security maintained; gates, fences, and locks. (Hattie, Visual Learning: Feedback 0.75)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000 SUPPLEMENTAL 4300: Materials & Supplies $5,000
#4. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,000 SUPPLEMENTAL 4300: Materials & Supplies $1,000 2000/3000: Classified Salary & Benefits

			$5,000
#5. Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5,000 SUPPLEMENTAL 2000/3000: Classified Salary & Benefits $5,000
#6. Based on attendance tracking maintain an effective truancy policy. Parents will be notified quarterly regarding their students attendance and held accountable in regards to truancy and chronic absences. (Hattie, Visual Learning: Parental Involvement 0.41)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	NO COST
#7. Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Mentoring 0.15)	District Wide	__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups: (Specify)_____	NO COST

GOAL:	#3. Continue to maintain current programs and facilities: **Core Instruction, Renaissance Learning Programs (***Accelerated Reader, STAR reading, STAR math, and STAR Early Literacy)***, Read Well-Title 1 Reading Program, Lexia/ReadingPlus, Elective Programs** (*Robotics, Art, Drama , and Band)***, PLTW, GATE and AVID. Technology and digital learning will be used effectively in the classrooms as measured by classroom observations by administration.**	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	As of the 2015-2016 school year the district is approximately 70% 1:1 devices. All facilities maintained and in good repair. Continue to maintain current programs and facilities: **Core Instruction, Renaissance Learning Programs (**Accelerated Reader, STAR reading, STAR math, and STAR Early Literacy)**, and these programs are currently used for benchmark data K-5. Also these programs are used to place students in the intervention programs that best suits their needs.** Read Well-Title 1 Reading Program, Lexia/ReadingPlus, Elective Programs (Robotics, Art, Drama , and Band), PLTW, GATE and AVID. **These programs are used to meet the needs of our students for intervention and enrichment.** Renaissance STAR Early Literacy Test: • Grade K Met= 44% Not Met= 56% • Grade 1 Met= 58% Not Met= 42% Renaissance STAR Early Reading Test: • Grade 1 Met= 57% Not Met= 43% • Grade 2 Met= 59% Not Met= 41% • Grade 3 Met= 58% Not Met= 42% • Grade 4 Met= 61% Not Met= 39% Renaissance STAR Math: • Grade 1 Met= 74% Not Met= 26% • Grade 2 Met=69% Not Met= 31% • Grade 3 Met= 54% Not Met= 46% • Grade 4 Met= 72% Not Met= 28%

Lexia/Reading Plus Reading Program:
- Grade TK   Met= 91%   Not Met= 9%
- Grade K   Met= 14%   Not Met= 82%
- Grade 1   Met= 50%   Not Met= 50%
- Grade 2   Met= 54%   Not Met= 46%
- Grade 3   Met= 40%   Not Met= 60%
- Grade 4   Met= 56%   Not Met= 44%
- Grade 5   Met= 42%   Not Met= 58%
- Grade 6   Met= 52%   Not Met= 48%
- Grade 7   Met= 59%   Not Met= 41%
- Grade 8   Met= 63%   Not Met= 37%

Local District-wide February Benchmarks English Language Arts:
- Grade K   Met= 84%   Not Met= 16%
- Grade 1   Met= 80%   Not Met= 20%
- Grade 2   Met= 69%   Not Met= 32%
- Grade 3   Met= 20%   Not Met= 80%
- Grade 4   Met= 15.5%   Not Met= 84.5%
- Grade 5   Met= 48%   Not Met= 52%
- Grade 6   Met= 45.5%   Not Met= 54.5%
- Grade 7   Met= 8%   Not Met= 92%
- Grade 8   Met= 19%   Not Met= 81%

Local District-wide February Benchmarks Mathematics:
- Grade K   Met= 72%   Not Met= 28%
- Grade 1   Met= 46%   Not Met= 54%
- Grade 2   Met= 66%   Not Met= 34%
- Grade 3   Met= 35%   Not Met= 65%
- Grade 4   Met= 3.5%   Not Met= 95.5%
- Grade 5   Met= 21%   Not Met= 79%
- Grade 6   Met= 5%   Not Met= 95%
- Grade 7   Met= 0%   Not Met= 100%

<table>
<tr><td rowspan="8"></td><td colspan="2">•   Grade 8   Met= 3%   Not Met= 97%</td></tr>
</table>

- • Grade 8   Met= 3%   Not Met= 97%

1) Basic Services:
   - Maintain 100% fully credentialed teachers and who are 100% appropriately assigned
   - Instructional materials: Maintain 100% compliance on Williams
   - FIT: Maintain Good/exemplary rating all schools

8) Other Pupil Outcome:
   - District benchmarks and local measures are showing a wide array of mastery among grade levels in subjects pertaining to 51210/51220
   - Measurement of percentage of students, both whole and unduplicated, participating with a passing grade in PLTW courses

Goal Applies to:	Schools:	District Wide
	Applicable Pupil Subgroups:	All Students TK-8

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Increase from 70% to 80% of classrooms will be equipped with 1:1 devices for digital learning. 1) Basic Services: • Maintain 100% fully credentialed teachers and who are 100% appropriately assigned • Instructional materials: Maintain 100% compliance on Williams • FIT: Maintain Good/exemplary rating all schools 8) Other Pupil Outcome: • Increase District benchmarks from scores stated above in Identified Need to 50% District benchmarks as showing a wide array of mastery among grade levels in subjects pertaining to 51210/51220 by the end of the 2016-2017 school year • Begin measuring percentage of students, both whole and unduplicated, participating with a passing grade in PLTW courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. To increase strong first instruction provide		_X_ALL	$25,000

professional development to incorporate the 4 C's of 21st Century Learning, which are Collaboration, Communication, Creativity and Critical Thinking. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SUPPLEMENTAL 1000/3000: Certificated Salary & Benefits $15,000 5200: Travel & Conference $5,000 5800: Professional/Consulting Services & Op Exp. $5,000
#2. Review and maintain needs of academic programs already in place. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NO COST
#3. Annually review and update technology plan. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NO COST
#4. Maintain a technology replacement system for LCAP purchased items. Example; computers, printers, smartboards, projectors, and tablets. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$10,000 SUPPLEMENTAL 44000:

		__Other Subgroups:(Specify)_____	Noncapitalized Equipment $10,000
#5. Purchase technology. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$51,560 SUPPLEMENTAL 4400: Noncapitalized Equipment $51,560
#6. Establish a 360 degree classroom for use of all students and teachers emphasis on technology and digital learning as well as the core content areas. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 SUPLLEMENTAL 4400: Non capitalized Equipment $100,000

	LCAP Year 2: 2017-2018

Expected Annual
Measurable
Outcomes:
	Increase from 80% to 90% of classrooms will be equipped with 1:1 devices for digital learning.
	
	1) Basic Services:
	  • Maintain 100% fully credentialed teachers and who are 100% appropriately assigned
	  • Instructional materials: Maintain 100% compliance on Williams
	  • FIT: Maintain Good/exemplary rating all schools
	
	8) Other Pupil Outcome:
	  • Increase District benchmarks from scores stated above in Identified Need from 50% to 55% District benchmarks as showing a wide array of mastery among grade levels in subjects pertaining to 51210/51220 51220 by the end of the 2017-2018 school year
	  • Increase percentage of students, both whole and unduplicated, participating with a passing grade in PLTW courses by 1%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. To increase strong first instruction provide professional development to incorporate the 4 C's of 21st Century Learning, which are Collaboration, Communication, Creativity and Critical Thinking. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,500 SUPPLEMENTAL 1000/3000 Certificated Salary & Benefits $15,500 5200: Travel & Conference $5,000 5800: Professional/Consulting Services & Op Exp. $5,000
#2. Review and maintain needs of academic programs already in place. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NO COST
#3. Annually review and update technology plan. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NO COST
#4. Maintain a technology replacement system for		_X_ALL	$91,078

LCAP purchased items. Example; computers, printers, smartboards, projectors, and tablets. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SUPPLEMENTAL 4400: Noncapitalized Equipment $91,078
#5. Purchase technology. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000 SUPPLEMENTAL 4400: Noncapitalized Equipment $100,000

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Increase from 90% to 100% of classrooms will be equipped with 1:1 devices for digital learning.
	
	1) <u>Basic Services</u>:
	  • Maintain 100% fully credentialed teachers and who are 100% appropriately assigned
	  • Instructional materials: Maintain 100% compliance on Williams
	  • FIT: Maintain Good/exemplary rating all schools
	
	8) <u>Other Pupil Outcome</u>:
	  • Increase District benchmarks from scores stated above in Identified Need from 55% to 60% District benchmarks as showing a wide array of mastery among grade levels in subjects pertaining to 51210/51220 51220 by the end of the 2016-2017 school year
	  • Increase percentage of students, both whole and unduplicated, participating with a passing grade in PLTW courses by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1. To increase strong first instruction provide		_X_ALL _____	$36,000

professional development to incorporate the 4 C's of 21st Century Learning, which are Collaboration, Communication, Creativity and Critical Thinking. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	SUPPLEMENTAL 100/3000: Certificated Salary & Benefits $20,000 5200: Travel & Conference $8,000 5800: Professional/Consulting Services & Op Exp. $8,000
#2. Review and maintain needs of academic programs already in place. (Hattie, Visual Learning: Collaborative Efficacy 1.57)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	NO COST
#3. Annually review and update technology plan. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	NO COST
#4. Maintain a technology replacement system for LCAP purchased items. Example; computers, printers, smartboards, projectors, and tablets. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:	$30,000 SUPPLEMENTAL 4400: Noncapitalized

		(Specify)_____	Equipment $30,000
#5. Purchase technology. (Hattie, Visual Learning: Computer Assisted Instruction 0.37)	District Wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$100,000 SUPPLEMENTAL 4400: Noncapitalized Equipment $100,000

Annual Update

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

Guiding Questions:

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

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	#1. All students will show academic growth in English Language Arts and Mathematics.	1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rio Bravo Elementary and Rio Bravo-Greeley
	Applicable Pupil Subgroups:	All Students

| Expected Annual Measurable Outcomes: | Maintain current programs. 70% of all students will be proficient or above in ELA and mathematics measured by local based measures in grades K-8 such as Renaissance STAR reading and Math, Reading Plus and Illuminated Assessment Program.

2) Implementation of Content Standards:
• State standards are being implemented in all classrooms in all core content areas. Common Core State Standards in language arts and mathematics will be substantially implemented in all classes according to classroom walkthrough data. All core content is accessible to English Learners and students with disabilities.

4) Pupil Achievement:
• API Growth-District Wide -7
• API Growth-EL's -24
• API Growth-LI -11
• AMAO 1:   AMAO 2:N/A
• Reclassification rate: 17% | Actual Annual Measurable Outcomes: | (table below) |

Metric	Baseline (2014-2015)	Planned Outcome (2015-2016)	Actual Outcome (2015-2016)	Effectiveness Measure
Priority 2- Implementation of State Standards Implementation of CA academic and performance standards	State standards are being implemented in all classrooms in all content areas. Common core state standards are **partially** implemented in all classrooms.	State standards are being implemented in all classrooms in all core content areas. Common Core State Standards in language arts and mathematics will be **substantially** implemented in all classes according to classroom walkthrough data.	State standards are being implemented in all classrooms in all core content areas. Common Core State Standards in language arts and mathematics will be **substantially** implemented in all classes according to classroom walkthrough data.	It was determined that the actions described were **substantially** effective and to be continued. Provided professional development and implementation of content standards were **substantially** effective and measured by site-principal walkthroughs and collected via Google Forms. Data collected shared out during regular administrative team meetings for purposes of sharing out and use of driving instructions.

- AP Passage: N/A (elementary district)
- Students enrolled in CTE courses: N/A (elementary district)
- Students enrolled in UC/CSU courses: N/A (elementary district)
- Students enrolled in AP courses: N/A (elementary district)
- EAP passage: N/A

7) Course Access:
  - All students will be provided a broad course of study including all core curricular areas. Student with disabilities and English learners are provided access and support for all curricular courses.

Priority 2-Implementation of State Standards How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	State standards are being implemented in all classrooms in all content areas. Common core state standards are **partially** implemented in all classrooms and accessible to English Learners during Integrated CORE instruction time. English Language Learners receive designated instruction time focusing on ELD advancement Reading Intervention times.	State standards are being implemented in all classrooms in all content areas. Common core state standards are **substantially** implemented in all classrooms and accessible to English Learners during Integrated CORE instruction time. English Language Learners receive designated instruction time focusing on ELD advancement. ELs also participate in Lexia/Reading Plus programs to increase the ELD and reading grade-level in order for them to access the CORE.	State standards are being implemented in all classrooms in all content areas. Common core state standards are **substantially** implemented in all classrooms and accessible to English Learners during Integrated CORE instruction time. English Language Learners receive designated instruction time focusing on ELD advancement. ELs also participate in Lexia/Reading Plus programs to increase the ELD and reading grade-level in order for them to access the CORE.	It was determined that the actions described were **substantially** effective and to be continued. Professional development **substantially** effective and measured by site-principal walkthroughs and collected via Google Forms. Data collected shared out during regular administrative team meetings for purposes of sharing out and use of driving instructions. Student assessment data collected via Illuminate Education, analyzed by teachers, and used to drive classroom instruction.
Priority 4-Pupil Achievement State Assessments	SBAC: 2014-2015 34% of all students met at grade level or above in ELA and 28% of all students met	No Goal anticipated for official base-line year.	Waiting for August 15, 2016 official release of CAASPP score data.	State Assessment data is undetermined as to effectiveness due to no recent SBAC

		grade level or above in Mathematics.			data availability. Waiting on 2015-2016 SBAC scores.. Illuminate Education will continue to be data information system and used for monitoring and planning for advancement of SBAC.
		Priority 4- Pupil Achievement API	NA	NA	NA	
		Priority 4- Pupil Achievement A-G or CTE	NA	NA	NA	
		Priority 4- Pupil Achievement Percentage of EL pupils making progress toward English proficiency	AMAO 1: 47% AMAO 2 Less than 5 yrs: 18.5% AMAO 2 5 yrs or more: 33.3%	No projected planned outcome from prior 2015-2016 LCAP.	AMAO 1: 56% AMAO 2 Less than 5 yrs: 22.4% AMAO 2 5 yrs or more: 44.4%	It was determined that the actions described were **partially** effective and to be continued. Common Core ELA and Mathematics standards are being measured and used to drive instruction via Illuminate Education Data-base and

						district benchmarks. Reading Interventions are increasing and measuring student reading levels raising their ability to access the core. Planned outcome not predicted as prior LCAP did not indicate evidence of or actual numbers.
			Priority 4-Pupil Achievement English Learner reclassification rate	13.7%	17%	14%	It was determined that the actions described were **minimally** effective and to be continued. Research shows that full implementation of ReadingPlus/Lexia requires a full six months of implementation to show gains. Reading Intervention programs will be continued and be monitored. The EL reclassification

					rate was originally noted as 17% however; for 2014-2015 it was 13.7% with a total of 17 students in the district being reclassified.
	Priority 4- Pupil Achievement AP exam	NA	NA	NA	
	Priority 4- Pupil Achievement College preparedness on EAP (or other)	NA	NA	NA	
	Priority 7- Course Access Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220)	**Full** implementation of EC 51210/51220	**Full** implementation of EC 51210/51220	**Full** implementation of EC 51210/51220	It was determined that the actions described were **fully** effective and to be continued as measured by both campuses master schedules.
	Priority 7- Course Access Extent to which pupils have access to and are enrolled in programs/servi	**Full** implementation of pupil access to and are enrolled in programs/services for unduplicated pupils.	**Full** implementation of pupil access to and are enrolled in programs/services for unduplicated pupils.	**Full** implementation of pupil access to and are enrolled in programs/services for unduplicated pupils.	It was determined that the actions described were **fully** effective and to be continued as measured by both campus

		ces for unduplicated pupils					master schedules.
		Priority 7- Course Access Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs	<u>**Full**</u> implementation 2 SDC classes with RSP services provided to students with IEPs.	<u>**Full**</u> implementation 2 SDC classes with RSP services provided to students with IEPs.	<u>**Full**</u> implementation 2 SDC classes with RSP services provided to students with IEPs.	It was determined that the actions described were <u>**fully**</u> effective and to be continued as measured by both campus master schedules.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1. Provide professional development to support implementation of Common Core ELA and Mathematics standards, English Language Development strategies, and technology to enhance and improve the delivery of ELA and Mathematics instruction. To improve strong first instruction.	$65,000 SUPPLEMENTAL *Travel & conferences *Professional consulting services	#1. Provided professional development to support implementation of Common Core ELA and Mathematics standards, English Language Development strategies, and technology to enhance and improve the delivery of ELA and Mathematics instruction. To improve strong first instruction. (On-site PD, AVID Institution, IlluminateEd Tech Teams, ThinkingMaps,)	$53,981.51 SUPPLEMENTAL 1000/3000: Certificated Salaries & Benefits $10,708.10 1000/3000: Certificated Salaries & Benefits $649.87 5200: Travel & Conference

				$21,899.04: 5800: Professional/Consulting Services $20,724.50
Scope of service: School Wide			**Scope of service:** District Wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
#2. Implement research-based ELA and math instructional strategies, curriculum, intervention and enrichment (GATE) programs. Including but limited to action step #1 above. To improve strong first instruction.	$20,000 SUPPLEMENTAL *Materials & Supplies		#2. Implemented research-based ELA and math instructional strategies, curriculum, intervention and enrichment (GATE) programs. Including but limited to action step #1 above. To improve strong first instruction. (GATE specific Project Lead the Way at middle school, EngageNY, ReadingPlus/ Lexia Reading. Addition of district office administrator- Coordinator of Academic Programs position and use of Illuminate Education Data Assessment Program)	$252,895.12 SUPPLEMENTAL 1000/3000: Certificated Salaries & Benefits $252,895.12
Scope of service: School Wide			**Scope of service:** District Wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
#3. Purchase new materials and or bridging materials aligned to the Common Core state	$10,000 SUPPLEMENTAL		#3. Purchased new materials/ bridging materials aligned to the Common Core state standards in ELA. (ELA	$8,674.60 SUPPLEMENTAL

		EngageNY, ThinkingMaps)		
standards in ELA and Mathematics.	*Materials & Supplies			4300: Martials & Supplies: $8,674.60
Scope of service:	School Wide		Scope of service:	District Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
#4. Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club which are principally directed towards the unduplicated count.	$25,000 SUPPLEMENTAL *Certificated salaries & Benefits	#4. Continued to provide priority for Jump Start summer school program grades 2-4 which was principally directed towards the unduplicated count. Did not do after school tutoring club 2015-2016.		NO COST
Scope of service:	School Wide		Scope of service:	District Wide	
__ALL			__ALL		
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
#5. Priority for after school tutoring three days a week and open computer lab after school to access computer based intervention programs.	$25,000 SUPPLEMENTAL *Certificated salaries & Benefits	#5. Did not complete this year. District wide focus was on new initiatives during regular school day. District is considering after school for next year.		NO COST
Scope of service:	School Wide		Scope of service:	District Wide	
__ALL			__ALL		

		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			
#6. Maintain Reading intervention programs K-4 and increase programs to include grades 5-8. With priority to unduplicated students needing intervention.	$149,000 SUPPLEMENTAL *Certificated salaries & Benefits	#6. Maintained Reading intervention programs K-4 and increased programs to include grades 5-8. With priority to unduplicated students needing intervention. All RBE unduplicated students are in Lexia and unduplicated students in RTI enrolled in ReadingPlus. (ReadingPlus/ Lexia Reading)	NO COST
Scope of service:	School Wide	Scope of service:	District Wide
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district will maintain action steps 1, 2, 3, partial of 4, and 6. The district will continue to focus on providing: • Professional development to support implementation of Common Core ELA and Mathematics. Action Step: 1 *Explanation of differentiation in budgeted verses estimated actual annual expenditures: Under spent due to the addition of Coordinator of Academic Programs in Goal 1, Action Step 2. (Hattie, Visual Learning: Collaborative Efficacy 1.57)* • Implementation of research-based strategies, curriculum, intervention and enrichment programs. Action Step: 2 *Explanation of differentiation in budgeted verses estimated actual annual expenditures: Significant increase due to the funding of Reading Teachers, Reading Coordinator, and Coordinator of Academic Programs. (Hattie, Visual Learning:*	

	Collaborative Efficacy 1.57 & Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
	• Purchase bridging materials aligned to Common Core state standards in ELA. Action Step: 4 *Explanation of differentiation in budgeted verses estimated actual annual expenditures: None Needed*
	• Continue to provide priority for Jump Start summer school program grades 2-4. Action Step: 5 *Explanation of differentiation in budgeted verses estimated actual annual expenditures: No Cost. Included in Goal 1, Action Step 2. (Hattie, Visual Learning: Collaborative Efficacy 1.57)*
	• Maintain reading intervention programs K-4 and 5-8. Action Step: 6 *Explanation of differentiation in budgeted verses estimated actual annual expenditures: No Cost. Included in Goal 1, Action Step 2. (Hattie, Visual Learning: Collaborative Efficacy 1.57)*
	The district will consider the possibility to the following changes: • After school tutoring with open computer lab after school to access computer based intervention programs. Action Step: 5 *Explanation of differentiation in budgeted verses estimated actual annual expenditures: No Cost District is considering after school for next year.*

| | Original GOAL from prior year LCAP: | #2. Increase student attendance rate to 97% by the 2018 school year and improve positive school climate at all school sites. | | | Related State and/or Local Priorities:
1__ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__
COE only: 9__ 10__
Local : Specify _____ | |

Goal Applies to:	Schools:	Rio Bravo Elementary and Rio Bravo-Greeley			
	Applicable Pupil Subgroups:	All Students			

| Expected Annual Measurable Outcomes: | The student attendance rate will be 96% by the end of the 2015-2016 school year and programs will be implemented to increase positive school climate.

3) Parental Involvement:
 • Continue LCAP stakeholder meetings held throughout the year
 • Increase Parent Survey participation.
 • Continue to hold quarterly parent meetings to inform parents of strategies to help their students.
 • Continue to hold parent education trainings twice a month for the parents to learn strategies to help their students and to help the parents learn English language skills.
 • Notify parents of special need students and unduplicated students of upcoming events.

5) Pupil Engagement:
 • Attendance rate: 96%
 • Chronic Absenteeism Rate: 8% | Actual Annual Measurable Outcomes: |

Metric	Baseline (2014-2015)	Planned Outcome (2015-2016)	Actual Outcome (2015-2016)	Effectiveness Measure
Priority 3- Parental Involvement Efforts to seek parent input in making decisions for district and school sites	The district **partially** seeked parent input in the making decisions for district and school sites. 2014-2015: 1 LCAP parent meeting & 1 annual stakeholder s electronic and paper surveys.	The district will **substantially** seek parent input in the making of decisions for district and school sites. 2015-2016: 2 LCAP parent meetings & 1 annual stakeholder's surveys.	The district **substantially** seeked parent input in the making of decisions for district and school sites. 2015-2016: 2 LCAP parent meetings & 1 annual stakeholder's s urveys.	It was determined that the actions described were **substantially** effective and to be continued. Measured by number of parent LCAP nights, availability of LCAP parent surveys both online and at school sites.
Priority 3- Parental Involvement How district promotes participation of parents for unduplicated pupils	The district **minimally** promoted the participation of parents for unduplicated pupils. 2014-2015 : 1 Title I parent meeting held.	The district will **partially** promote the participation of parents for unduplicated pupils via parent nights for Title I, EL, and Low Soci. 2015-2016: 1 Title I parent meeting, 4 EL parent/family	The district **partially** promoted the participation of parents for unduplicated pupils via parent nights for Title I, EL, and Low Soci. 2015-2016: 1 Title I parent meeting, 4 EL parent/family	It was determined that the actions described were **partially** effective and to be continued. Measured by number of parent nights as they apply to various stakeholder groups.

			lab nights.	lab nights.	
			Hold EL parent/family meeting at Back-to-School night with a family style dinner provided.	Held EL parent/family meeting at Back-to-School night with a family style dinner provided.	

- Middle School Dropout Rate: 0%
- High School Dropout Rate: N/A (elementary district)
- High School Graduation Rate: N/A (elementary district)

6) School Climate:
   - Pupil suspension rate: 14%
   - Pupil expulsion rate: 0%

| | **Priority 3- Parental Involvement**

How district promotes participation of parents for pupils with exceptional needs | Via the special education department the district promoted **substantial** participation of parents for pupils with exceptional needs.

2014-2015: Regular parent invitation for involvement in IEPs, student studies, and various parental stakeholder groups.

Invitation to nights with topics as they regard to curriculum and technology changes with Common Core. | Via the special education department the district promoted **substantial** participation of parents for pupils with exceptional needs.

2015-2016: Regular parent invitation for involvement in IEPs, student studies, and various parental stakeholder groups.

Invitation to nights with topics as they regard to curriculum, technology STEM, and PLTW changes with Common Core. | Via the special education department the district promoted **substantial** participation of parents for pupils with exceptional needs.

2015-2016: Regular parent invitation for involvement in IEPs, student studies, and various parental stakeholder groups.

Invitation to nights with topics as they regard to curriculum, technology STEM, and PLTW changes with Common Core. | It was determined that the actions described were **substantially** effective and to be continued.

Measured by parental involvement in IEPs, student studies, and various parental stakeholder groups. |

	Priority 5-Pupil Engagement School attendance rates	95.18%	96%	95.74%	It was determined that the actions described were **substantially** effective and to be continued. Measured by teacher-student-parent surveys, suspension and expulsions rates, and increase in staff involvement in PBIS program.
	Priority 5-Pupil Engagement Chronic absenteeism rates	8% stated in 2015-2016 LCAP	8% * Data in prior year was inaccurate due to inaccuracy of formula used which is provided in the LCAP & Annual Update Appendix.	0.068%	It was determined that the actions described were **partially** effective. Attendance will begin to be monitored by Illuminate Education Student Information System which will provide detailed information as well as early warning signs and intervention data.
	Priority 5-Pupil Engagement	0%	0%	0%	It was determined that the actions

Middle school dropout rates				described were **substantially effective**. Measured by student information system.
Priority 5- Pupil Engagement High school dropout rates	NA	NA	NA	
Priority 5- Pupil Engagement High school graduation rates	NA	NA	NA	
Priority 6- School Climate Pupil suspension rates	Pupil suspension rate: 14%	14% * Data in prior year was inaccurate due to inaccuracy of formula used which is provided in the LCAP & Annual Update Appendix.	Pupil suspension rate: 0.0115%	It was determined that the actions described were **substantially effective**. Measured by student information system & due to PBIS.
Priority 6- School Climate Pupil expulsion	0%	0%	Pupil expulsion rate: 0%	It was determined that the actions described were **substantially**

						effective.
		rates				Measured by student information system & due to PBIS.
		Priority 6- School Climate Other local measures on sense of safety and school connectedness	97.5% of parents state their students are safe while at school. 94.5% of parents state their students look forward to attending school.	97.5% of parents state their students are safe while at school. 94.5% of parents state their students look forward to attending school.	96.87% of parents state their students are safe while at school. 93.75% of parents state their students look forward to attending school.	

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
#1. Enhance positive school climate and strong student engagement. Consider additional anti bullying assembles and continue behavior reward days and character counts programs.	$2,000 SUPPLEMENTAL *Materials & Supplies	#1. Enhanced positive school climate and strong student engagement. Increased RBG vice principal position to full time focus on school climate. Began PBIS program.	$79,404.87 SUPPLEMENTAL 1000/3000: Certificated Salaries & Benefits: $57,333.28 2000/3000:

					Classified Salaries & Benefits $11,556.88 5200: Travel & Conference $2,660.71 5800: Professional/Consulting Services $7,854
Scope of service:	School Wide		Scope of service:	District Wide	
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
#2. Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities.	$1,000 LCFF supplemental *Materials & Supplies		#2. Did not complete. Did hold EL family nights but did not extend to various other stakeholder groups.		NA
Scope of service:	School Wide		Scope of service:	District Wide	
__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English			__ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient		

proficient _X_Other Subgroups:(Specify)_SWD_____ ____		_X_Other Subgroups:(Specify)__SWD_____ _____	
#3. Establish and maintain programs that reward students for perfect attendance monthly, quarterly, and for the entire school year.	$2,000 SUPPLEMENTAL *Materials & Supplies	#3. Established and maintain programs that reward students for perfect attendance monthly, quarterly, and for the entire school year.	$2,588.41 SUPPLEMENTAL 4300: Materials & Supplies $2,588.41
Scope of service:	School Wide	Scope of service:	District Wide
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
#4. Maintain a positive school climate, campuses will be safe and security maintained; gates, fences, and locks.	NO COST	#4. Maintained a positive school climate. Campuses were safe and security maintained; gates, fences, and locks.	NO COST
Scope of service:	School Wide	Scope of service:	District Wide
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
#5. Start parent education trainings twice a month for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the	$3,000 SUPPLEMENTAL *Certificated	#5. Started parent education trainings several times throughout the year for the parents to learn strategies to help their students with English language skills and other active programs. Access to the computer lab was	$10,626.42 SUPPLEMENTAL 4300:

computer lab will be provided to students to work on homework and computer based intervention programs. With priority to unduplicated students and students with disabilities.	salaries & Benefits	provided to students to work on homework and computer based intervention programs. Priority was given to English Language Learners. Begin 2016-17 counting parent signatures at parent/stakeholder meetings.	Materials & Supplies $10,626.42
Scope of service:	School Wide	Scope of service:	District Wide	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)_SWD_____ _____ _____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)__SWD____ _____	
#6. Add support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities.	$13,000 SUPPLEMENTAL *Certificated salaries & Benefits	#6. Added support staff to provide assistance to students who needed support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities. 70% of students participating are unduplicated count.	NO COST
Scope of service:	School Wide	Scope of service:	District Wide	
__ALL		__ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient _X_Other Subgroups:(Specify)_SWD_____		OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__SWD	
#7. Based on attendance tracking maintain an effective truancy policy. Parents will be notified quarterly regarding their students attendance and held accountable in regards to truancy and chronic absences.	NO COST	#7. Maintained an effective truancy policy. Parents were notified quarterly regarding their students attendance and held accountable in regards to truancy and chronic absences.	NO COST

Scope of service:	School Wide		Scope of service:	District Wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<u>The district will maintain action steps 1, 3, 4, 5, 6, and 7.</u> <u>The district will continue to focus on providing:</u> • Enhancing positive school climate and strong student engagement. Action Step: 1 <u>*Explanation of differentiation in budgeted verses estimated actual annual expenditures*</u>*: Significant increase due to district focus on school climate and PBIS. Added the addition of a full time VP to RBG middle school site. All staff members involved in PBIS. PBIS teams were created and sent for training to then share during staff professional development sessions. (Hattie, Visual Learning: Collaborative Efficacy 1.57)* • Maintaining programs that reward students for perfect attendance monthly, quarterly, and for the entire school year. Action Step: 3 <u>*Explanation of differentiation in budgeted verses estimated actual annual expenditures*</u>*: None Needed* • Maintaining a positive school climate, safe campuses and security maintained. Action Step: 4 <u>*Explanation of differentiation in budgeted verses estimated actual annual expenditures*</u>*: None Needed* • Parent education trainings through the year with priority to unduplicated stakeholder groups. Action Step: 5 <u>*Explanation of differentiation in budgeted verses estimated actual annual expenditures*</u>*: Increase due to district focus on EL population as a significant group*

	in unduplicated student count. (Hattie, Visual Learning: Parental Involvement 0.41)
	• Added support staff to assist students who need support in social skills and behavior management strategies. Action Step: 6
	Explanation of differentiation in budgeted verses estimated actual annual expenditures: No cost needed due to support being provided by a fulltime teacher. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59 & Hattie, Visual Learning: Collaborative Efficacy 1.57)
	• Maintaining an effective truancy policy. Action Step: 7
	Explanation of differentiation in budgeted verses estimated actual annual expenditures: None Needed
	The district will consider the possibility to the following changes:
	• Creating different stakeholder parent meetings through the year to address educating parents on the importance of students being at school, present in the classroom and ready to learn. Action Step: 2
	Explanation of differentiation in budgeted verses estimated actual annual expenditures: NA district did not hold. Looking to for 2016-2017 school year due to stakeholder input.

Original GOAL from prior year LCAP:	#3. By June 2017, all classroom based technology will be less than four years old and the downtime will be less than 3% of the day. Technology will be used effectively in the classrooms as measured by classroom observations by administration.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Rio Bravo Elementary and Rio Bravo-Greeley
	Applicable Pupil Subgroups:	All Students

| Expected Annual Measurable Outcomes: | 85% classroom based technology will be less than four years old and downtime will be less than 3% of the day. Increase effective uses in all classrooms and the computer labs.

1) <u>Basic Services:</u>
   • Instructional materials: 100% compliance on Williams
   • FIT: Good/exemplary rating all schools
   • HQT/Teacher rate: 100% teacher misassignments:0

2) <u>Implementation of Content Standards:</u>

   • State standards are being implemented in all classrooms in all core content areas. Common Core State Standards in language arts and mathematics will be substantially implemented in all classes according to classroom walk though data. All core content is accessible to English Learners and students with | Actual Annual Measurable Outcomes: | <table><tr><td>**Metric**</td><td>**Baseline (2014-2015)**</td><td>**Planned Outcome (2015-2016)**</td><td>**Actual Outcome (2015-2016)**</td><td>**Effectiveness Measure**</td></tr><tr><td>**Priority 1- Basic**

Teachers appropriately assigned and fully credentialed for assignment</td><td>**100%** of teachers are appropriately assigned and **100%** fully credentialed with 0% misassignments.</td><td>**100%** of teachers are appropriately assigned and **100%** fully credentialed with 0% misassignments.</td><td>**100%** of teachers are appropriately assigned and **100%** fully credentialed with 0% misassignments.</td><td>It was determined that the actions described were **fully** effective.

Measured by district personnel data records.</td></tr><tr><td>**Priority 1- Basic**

Pupil access to standards aligned materials</td><td>**Fully** Instructional Materials: 100% compliance on Williams.</td><td>**Fully** Instructional Materials: 100% compliance on Williams.</td><td>**Fully** Instructional Materials: 100% compliance on Williams.</td><td>It was determined that the actions described were fully effective.</td></tr><tr><td>**Priority 1- Basic**

School facilities maintained in good repair</td><td>**Fully** FIT: Good/exemplary rating all schools.</td><td>**Fully** FIT: Good/exemplary rating all schools.</td><td>**Fully** FIT: Good/exemplary rating all schools</td><td>It was determined that the actions described were **fully** effective.

Measured by district records, state, and site reports.</td></tr></table> |

disabilities.		**Priority 2- Implementation of State Standards** Implementation of CA academic and performance standards	State standards are being implemented in all classrooms in all content areas. Common core state standards are **partially** implemented in all classrooms.	State standards are being implemented in all classrooms in all core content areas. Common Core State Standards in language arts and mathematics will be **substantially** implemented in all classes according to classroom walkthrough data.	State standards are being implemented in all classrooms in all core content areas. Common Core State Standards in language arts and mathematics will be **substantially** implemented in all classes according to classroom walkthrough data.	It was determined that the actions described were **substantially** effective and to be continued. Provided professional development and implementation of content standards were **substantially** effective and measured by site-principal walkthroughs and collected via Google Forms. Data collected shared out during regular administrative team meetings for purposes of sharing out and use of driving instructions.
		Priority 2- Implementation of State Standards How programs/services enable ELs to access CCSS and ELD standards for academic content knowledge and	State standards are being implemented in all classrooms in all content areas. Common core state standards are **partially** implemented in all classrooms and accessible to English Learners during Integrated	State standards are being implemented in all classrooms in all content areas. Common core state standards are **substantially** implemented in all classrooms and accessible to English Learners during Integrated	State standards are being implemented in all classrooms in all content areas. Common core state standards are **substantially** implemented in all classrooms and accessible to English Learners during Integrated	It was determined that the actions described were **substantially** effective and to be continued. Professional development **substantially** effective and measured by site-principal

| | | | English language proficiency | CORE instruction time.

English Language Learners receive designated instruction time focusing on ELD advancement Reading Intervention times. | CORE instruction time.

English Language Learners receive designated instruction time focusing on ELD advancement. ELs also participate in Lexia/Reading Plus programs to increase the ELD and reading grade-level in order for them to access the CORE. | CORE instruction time.

English Language Learners receive designated instruction time focusing on ELD advancement. ELs also participate in Lexia/Reading Plus programs to increase the ELD and reading grade-level in order for them to access the CORE. | walkthroughs and collected via Google Forms. Data collected shared out during regular administrative team meetings for purposes of sharing out and use of driving instructions. Student assessment data collected via Illuminate Education, analyzed by teachers, and used to drive classroom instruction. |

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1. Annually review and update technology plan.	No Cost	#1. Reviewed and updated technology plan. We have planned we and anticipate device turnover and eventually increased bandwidth.	NO COST

Scope of service:	School Wide		Scope of service:	District Wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __OtherSubgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

#2. To increase strong first instruction provide professional development to incorporate the 4 C's of 21st Century Learning, which are Collaboration, Communication, Creativity and Critical Thinking.	$15,000 SUPPLEMENTAL Certificated Salaries Supplemental $5,000 SUPPLEMENTAL Consulting Services Supplemental	#2. Provided professional development to incorporate the 4 C's of 21st Century Learning, which are Collaboration, Communication, Creativity and Critical Thinking. (District PD Inservice Days)	$30,822.89 SUPPLEMENTAL 4300: Materials & Supplies $2,478 5200: Travel & Conference: $14,255.12 5300: Dues & Memberships $13,650.00 5900: Communications: 41.77
Scope of service: School Wide __X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ ____		Scope of service: District Wide __X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
#3. Maintain a technology replacement system for LCAP purchased items. Example; computers, printers, smartboards, projectors, and tablets.	$10,000 SUPPLEMENTAL Books and Supplies	#3. Maintained a technology replacement system for LCAP purchased items. Example; computers, printers, smartboards, projectors, and tablets.	$11,389.22 SUPPLEMENTAL 4400: Non-Capitalized Equipment

					$11,389.22
Scope of service:	School Wide		**Scope of service:**	District Wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __OtherSubgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
#4. Purchase technology	$100,000 – SUPPLEMENTAL Books and Supplies		#4. Purchased technology (Chromebooks, Smartboard projectors)		$14,006.00 SUPPLEMENTAL 5800: Professional Consulting Services $14,006.00
Scope of service:	School Wide		**Scope of service:**	District Wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
#5. Decrease downtime by improving our network by adding access points and widening our wireless access.	$60,000 SUPPLEMENTAL Books and Supplies		#5. Decreased downtime by improving our network by adding access points and widening our wireless access. (Increased network to 100Mbs)		$3,439.65 SUPPLEMENTAL 4400: Non-Capitalized Equipment $3,439.65

Scope of service:	School Wide		Scope of service:	District Wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ _____ _____		

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The district will maintain action steps 1, 2, 3, 4, and 5.

The district will continue to focus on providing:
• Annually review and update technology plan. Action Step: 3
Explanation of differentiation in budgeted verses estimated actual annual expenditures: None Needed

• Review and maintain needs of academic programs already in place. Action Step: 2
Explanation of differentiation in budgeted verses estimated actual annual expenditures: Significant increase due to district direction and focus on 21st century learning. (Hattie, Visual Learning: Collaborative Efficacy 1.57)

• Continue to increase strong first instruction by providing professional development to incorporate the 4 C's of 21st Century Learning. Action Step: 1
Explanation of differentiation in budgeted verses estimated actual annual expenditures :None Needed

• Maintain a technology replacement system for LCAP purchased items. Action Step: 4
Explanation of differentiation in budgeted verses estimated actual annual expenditures: Significant decrease seen as RBG Educational Foundation has been a strong financial contributor to the purchasing of Chromebooks as we moved towards being a 1:1 device school district.

• Continue to purchase technology. Action Step: 5
Explanation of differentiation in budgeted verses estimated actual annual |

	expenditures: Significant decrease due to district infrastructure and network are running great in functionality.
	• Continue to decrease downtime by improving network. Action Step: 5 *Explanation of differentiation in budgeted verses estimated actual annual expenditures*: Significant decrease due to district infrastructure and network are running great in functionality.

Original GOAL from prior year LCAP:	#4. Continue to maintain current programs and facilities: **Core Instruction, Renaissance Learning Programs (***Accelerated Reader, STAR reading, STAR math, and STAR Early Literacy***), Read Well-Title 1 Reading Program, Elective Programs** (*Robotics, Art, Drama , and Band)***, GATE and AVID**	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Rio Bravo Elementary and Rio Bravo-Greeley
	Applicable Pupil Subgroups: All Students

| Expected Annual Measurable Outcomes: | Maintain current programs. 70% of all students will be proficient or above in ELA and mathematics measured by local based measures in grades K-8 such as Renaissance STAR reading and Math, Reading Plus and Illuminated Assessment Program.

5) Pupil Engagement:
• Attendance rate: 95%
• Chronic Absenteeism Rate: 8%
• Middle School Dropout Rate:0%
• High School Dropout Rate: N/A (elementary district)
• High School Graduation Rate: N/A (elementary district)

8) Other Pupil Outcome:
• STAR reading test data: as of May 2016 Rio Bravo Elementary will be 70% of students at or above benchmark in ELA. Based on national benchmark data
• STAR math test data: as of May 2016 Rio Bravo Elementary will be 70% of students at or above | Actual Annual Measurable Outcomes: |

Metric	Baseline (2014-2015)	Planned Outcome (2015-2016)	Actual Outcome (2015-2016)	Effectiveness Measure
Priority 5- Pupil Engagement School attendance rates	95.18%	96%	95.74%	It was determined that the actions described were **substantially** effective and to be continued. Measured by teacher-student-parent surveys, suspension and expulsions rates, and increase in staff involvement in PBIS program.
Priority 5- Pupil Engagement Chronic absenteeism rates	8% stated in 2015-2016 LCAP	8% * Data in prior year was inaccurate due to inaccuracy of formula used which is provided in the LCAP & Annual Update Appendix.	0.068%	It was determined that the actions described were **partially** effective. Attendance will begin to be monitored by Illuminate Education Student

	benchmark in mathematics. Based on national benchmark data						Information System which will provide detailed information as well as early warning signs and intervention data.
			Priority 5-Pupil Engagement Middle school dropout rates	0%	0%	0%	It was determined that the actions described were **substantially effective**. Measured by student information system.
			Priority 5-Pupil Engagement High school dropout rates	NA	NA	NA	
			Priority 5-Pupil Engagement High school graduation rates	NA	NA	NA	
			Priority 8-Other Pupil Outcomes Pupil outcomes in subjects	No baseline established. District benchmarks to begin using IlluminateEd 2015-2016.	STAR Reading ELA data for Rio Bravo Elementary will be an average of 70%	STAR Reading ELA data for Rio Bravo Elementary was an average of 56%	It was determined that the actions described were **particularly effective**. The goal of 70%

					STAR Math data for Rio Bravo Elementary will be an average of <u>70%</u>	STAR Math data for Rio Bravo Elementary will be an average of <u>67.25%</u>	was advantageous for anticipating one year growth.
		described in 51210/51220					Continue to measure student achievement in courses listed in 51210/51220 via Illuminate Education database and student cumulative records.

LCAP Year: 2015-2016			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
#1. Review and maintain needs of the programs already in place.	$165,000 SUPPLEMENTAL Certificated Salaries $37,000 SUPPLEMENTAL Certificated Benefits $36,000 SUPPLEMENTAL Instructional	#1. Reviewed and maintained needs of the programs already in place.	NO COST

		Materials			
Scope of service:	School Wide		Scope of service:	District Wide	
_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __OtherSubgroups:(Specify)_____			_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The district will maintain action steps 1. The district will continue to focus on providing: • Continue to review and maintain needs of the programs already in place. All programs a success. Action Step: 1 *Explanation of differentiation in budgeted verses estimated actual annual expenditures: Significant decrease due to district and school site administration teams working collectively to oversee and maintain programs already in place. .* (Hattie, Visual Learning: Collaborative Efficacy 1.57 & Hattie, Visual Learning: Response to Intervention 1.07)		

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide

manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 642,560

The district has chosen to most effectively use funds based on best practices documented by John Hattie's research. The district will focus on Hattie's #1 most effective method of improving achievement Collective Efficacy. Collective Efficacy has an effective practice size of 1.57. An effect size of 0.40 represents one year's growth over the course of one school year. Schools that use effect sizes to measure student progress can maximize their impact on student outcomes.

The district is expending it's LCFF supplemental and concentration grant funds as described in the Rio Bravo-Greeley Union School District's goals and action steps to focus on:
- Provide professional development to support implementation of Common Core in ELA and Mathematics standards, English Language Development strategies and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. To improve strong first instruction. (Hattie, Visual Learning: Collaborative Efficacy 1.57)
- Implement research-based ELA and math instructional strategies, curriculum, intervention and enrichment (GATE) programs. Including but limited to action step #1 above. To improve strong first instruction. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Maintain Reading intervention programs K-8. With priority to unduplicated students needing intervention. 100% unduplicated count participation at RBG and all unduplicated count students enrolled in at RBG until demonstration of closing the achievement gap. (Hattie, Visual Learning: Response to Intervention 1.07, Direct Instruction 0.59)
- Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club. Enrollment principally directed towards unduplicated count. (Hattie, Visual Learning: Summer School 0.23)
- Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Parental Involvement 0.41)
- Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities. (Hattie, Visual Learning: Mentoring 0.15)

The unduplicated student count for Rio Bravo-Greeley Union School district as of Census Day 2015 is 50%. The unduplicated pupils are identified as either low income, English Learner, or Foster Youth. The district has determined to disperse LCFF supplemental and concentration grant funds

across both school sites in an effort to enhance educational services to these students. Justification that these are best practices and in the best interest of the district. Once the needs of the unduplicated students have been met, services are expanded to meet the needs of all students school wide.

The Rio Bravo-Greeley Union School District believes that all students can succeed and should be granted the appropriate academic environment to do so. We believe that students should be thriving in 21st century skills and digital learning while in a new era of Common Core mentality. All students will grow to become innovative and self-motivated within a collaborative school community. We strive to create students who will be college, career, and civic life ready with a strong sense of self and morality. We are creating the future of tomorrow. Every student succeeds.

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

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

8.8	%

The minimum proportionality percentage has increased from 7.36% to the current 8.8%. These funds are above the base grant and will be focused on the district's unduplicated student count. The minimum proportionality equates to the minimum amount of growth the State is expecting from the students who generated the supplemental grant. Supplemental concentration funds were principally directed to unduplicated pupils above the base program based on identified need and stakeholder input.

The addition of LCFF funding will allow the Rio Bravo-Greeley Union School District to increase focus on three themes while modeling Hattie's best practices:

1. Professional Development: To support implementation of Common Core in ELA and Mathematics standards, English Language Development strategies and digital learning to enhance and improve the delivery of ELA and Mathematics instruction. To improve strong first instruction along with the implementation of research-based ELA and math instructional

strategies, curriculum, intervention and enrichment (GATE) programs increasing strong first instruction.

2. <u>Intervention Programs</u>: Maintain Reading intervention programs in grades K-8 with priority to unduplicated students needing intervention. 100% unduplicated count participation at RBG and all unduplicated count students enrolled in at RBG until demonstration of closing the achievement gap. Continue to provide priority for Jump Start summer school program grades 2-4 and after school tutoring club. Maintain support staff to provide assistance to students who need support in social skills and behavior management strategies. With priority to unduplicated students and students with disabilities.

3. <u>Parental Engagement</u>: Educate parents on the importance of students being at school, present in the classroom and ready to learn. Hold quarterly parent meetings to inform parents of strategies to help their students. With priority to unduplicated students and students with disabilities. Maintain parent education trainings throughout the year for the parents to learn strategies to help their students and to help the parents learn English language skills. Access to the computer lab will be provided to students to work on homework and computer based intervention programs. With priority to unduplicated students and students with disabilities.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).