

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

### **Introduction:**

**LEA:** Ripon Unified School District **Contact (Name, Title, Email, Phone Number):** Kathy Coleman, Director of Curriculum and Categorical Programs, kcoleman@sjcoe.net, 209 599-2131 **LCAP Year:** 2014/2015

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

*This plan has been prepared to address all of our schools and student groups.*

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
Stakeholders were engaged through a number of opportunities. The first point of input was through a Survey Monkey questionnaire in February, which was sent to Teachers, Staff and Parents.	Results were collated and hence, began the gathering of our community members' thoughts.
The DELAC committee met in March, to go into detail about both the Title III plan and the LCAP. Classified staff, parents and district and site administrators were involved. The LCAP process and LCFF formula has been explained, as well as the eight state priorities. A PowerPoint was presented describing the eight state priorities that divided them into three buckets; Engagement, Pupil Outcomes and Conditions of Learning. There were questions provided as prompts to clarify understanding. Participants received and discussed AYP data, both overall and for subgroups, graduation rate data and Early Assessment Program results for 11th graders. Participants brainstormed in groups and added their ideas to posters for each of the buckets.	New ideas were gathered to expand opportunities for parents learning how to help their children.
The District/Parent Advisory Committee (D/PAC) met in March, to thoroughly discuss the LEA Plan Addendum and LCAP. Classified staff, and parents representing all of our significant subgroups were present (EL, hispanic, white, low SED, SWD). Teachers, district and site administrators were also involved. The LCAP process and LCFF formula has been explained, as well as the eight state priorities. A PowerPoint was presented describing the eight state priorities that divided them into three buckets; Engagement, Pupil Outcomes and Conditions of Learning. There were questions provided as prompts to clarify understanding. Participants received and discussed AYP data, both overall and	This group emphasized the need to build upon K-8 and high school articulation, as well as implement a district-wide RTI program. The data provided points of discussion in areas of need.

<b>Involvement Process</b>	<b>Impact on LCAP</b>
for subgroups, graduation rate data and Early Assessment Program results for 11th graders. Participants brainstormed in groups and added their ideas to posters for each of the buckets.	
In addition to the above meetings, the District held two community meetings for input on the LCAP. Site principals also gave presentations and took input at PFC, ELAC and SSC meetings. The same data and process was presented at these meetings as the DELAC and D/PAC meetings.	Most of the same issues were revisited. Attention was brought to the need of further developing school culture.
An initial draft was presented to the board in May.	
DELAC and PAC input was gathered at another meeting in May. The process was reviewed and the LCAP was discussed in detail. Data was reviewed. The Superintendent was present and all questions received responses. The draft was placed on the website. All questions received due to the draft will receive written responses from the Superintendent.	Clarification will be made based on this meeting before posting the draft to the website.
The public hearing will occur in June.	
The plan goes to the board in June.	

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

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

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

### **Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017	
<p>A. Acquire a math curriculum aligned to the CCSS.</p> <p>B. Provide professional development for the CCSS, EL alignment to the CCSS and math curriculum.</p> <p>C. Expand elective/course options.</p> <p>D. Increase grades 6-12 articulation.</p> <p>E. Increase the number of students scoring proficient in mathematics on standardized tests.</p> <p>F. Percent of students college and career ready will increase as indicated by the EAP and/or completion of CTE/ROP pathways.</p> <p>G. Percent of students passing AP exams with a 3 or higher will increase.</p>	<p>1. Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.</p>	ALL	LEA-wide		<p>A. All students will have current math textbooks.</p> <p>B. The rigor of math lessons will increase.</p> <p>C. Students will have access to online courses through California Connections.</p>	<p>A. The rigor of math lessons will increase for students and their learning will become more in depth.</p> <p>B. Students take advantage of a broader course of study.</p> <p>C. More students will be college and career ready in the area of math.</p>	<p>A. Students will begin to see the connection between STEM and real world problems.</p> <p>B. Students will begin to see the connection between math and real life applications.</p> <p>C. More students will be college and career ready in the area of math.</p>	1, 2, 7, 8
<p>A. Create a system for identifying specific student gaps.</p>	<p>2. Build a thorough Response to Intervention (RTI) program that is</p>	ALL	LEA-wide		<p>A. Students will receive consistent</p>	<p>A. Students will be provided with timely</p>	<p>A. Underperforming students will gain</p>	2, 4, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017	
B. Reteach, tutor, differentiate C. Professional development	consistent across the district.				classroom interventions.	interventions. B. Teachers will address student gaps earlier and improve student learning.	more than one year in the areas of ELA and math.	
A. Expand PLC practices with focus on closing the achievement gap. B. Increase English Learner (EL) graduation rate C. Increase access to all courses for all student groups. D. Maintain state goal for proficiency on the CELDT. E. Decrease long term EL numbers.	3. Accelerate the growth of our under performing subgroups in all areas.	English Learners, RFEP low-income pupils Students with Disabilities Foster Youth	LEA-wide		A. Students will receive consistent classroom interventions. B. GLAD strategies improve learning opportunities for all students, especially English Learners.	A. Students will be provided with timely interventions. B. Teachers will address student gaps earlier and improve student learning. C. GLAD strategies improve learning opportunities for all students, especially English Learners.	A. Students will be provided with timely interventions. B. Teachers will address student gaps earlier and improve student learning. C. GLAD strategies improve learning opportunities for all students, especially English Learners.	2, 4, 7, 8
A. Increase parent outreach activities. B. Maintain our low 8th grade and high school dropout rates and keep RUSD students in Ripon for high school. C. Maintain good	4. Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.	ALL	LEA-wide		A. Students benefit from parent involvement and training. B. Students will have a new and safe facility. C. Students	A. Students benefit from parent involvement and training. B. Students will have a new and safe facility. C. Students will	A. Students benefit from parent involvement and training. B. Students will have a new and safe facility. C. Students will	3, 4, 5, 6, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017	
school attendance rates at or above 95 percent and continue to diminish chronic absenteeism. D. Monitor suspension and expulsion rates. E. Monitor school safety perceptions through the California Healthy Kids' Survey. F. Replace portable schools and maintain facilities in good repair.					opportunities to learn increase with good attendance.	feel safe and supported in their learning.	feel safe and supported in their learning.	
A. Provide a school system with employees and teachers who are fully credentialed and highly qualified. B. Provide services to support schools.	5. Provide an educational program with support services, including staffing, operations and special education.	All	LEA-wide		A. Morale will improve, benefitting the campus culture and relationships within the school community. B. Students will have strategic and focused interventions to fill gaps, so that they can participate at grade level.	A. Students will have a strong, positive campus culture. B. Students will have strategic and focused interventions to fill gaps, so that they can participate at grade level.	A. Students will have a strong, positive campus culture. B. Students will have strategic and focused interventions to fill gaps, so that they can participate at grade level.	1, 2, 7



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

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

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

#### **Guiding Questions:**

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
1. Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.	1, 2, 7, 8	<p>Action 1.1 Purchase CCSS Math Curriculum</p> <p>2. Action 1.1 Continued Professional Development for Common Core</p> <p>Begin review of English Language Arts including writing materials</p> <p>3. Action 1.1 Continued Professional Development for Common Core State Standards</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>My Math for grades K-2 (8 years)</p> <p>Math in Focus for grades 3-8</p> <p>HS Math Adoption Object: 4xxx Other 424,400</p>	<p>Conferences/workshops Substitutes Professional Development for integrating technology into Common Core instruction Objects: 1xxx, 3xxx, 5xxx Other 75,000</p>	<p>Professional Development for integrating technology into the CC curriculum Conferences/workshops Substitutes Objects: 1xxx, 3xx1, 5xxx Base 78,000</p>
		<p>Action 1.2 Professional Development for Math Curriculum and International Pathway</p> <p>2. Action 1.2 Expand Electives (HS) and provide extended learning opportunities K-12</p> <p>3. Action 1.2 Expand electives at the HS. Provide extended learning opportunities.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>TK-2, My Math 3-8, Math in Focus High School- SJCOE contracted professional development Object: 5xxx Other 45,000</p>	<p>Class equipment/materials Object: 4xxx Other 20,000</p>	<p>Class equipment/materials Object: 4xxx Other 20,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>Action 1.3 Professional Development for Common Core- ELD Standards and Next Generation Science Standards (NGSS)</p> <p>2. Action 1.3 Planning for Next Generation Science Standards implementation</p> <p>3. Action 1.3 Implementation of Next Generation Science Standards</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Conferences/workshops Great Valley Writing Project Object: 5xxx Base 6,000</p>	<p>Conferences/workshops Substitutes Objects: 1xxx, 3xxx, 5xxx Base 3,000</p>	<p>Professional Development Object: 5xxx Base 10,000</p>
		<p>Action 1.4 Advertise RHS on-line courses</p> <p>2. Action 1.4 Advertise RHS online courses</p> <p>3. Action 1.4 Consider CCSS curriculum as appropriate</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>				
		<p>Action 1.5 Grow 6-12 articulation for math</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Substitutes Objects: 1xxx, 3xx1 Base 3,000</p>	<p>Substitutes Objects: 1xxx,3xx1 Base 3,000</p>	<p>Substitutes Objects: 1xxx, 3xx1 Base 3,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>2. Action 1.5 Continue 6-12 CC articulation</p> <p>3. Action 1.5 Continued CCSS articulation 6-12</p>					
2. Build a thorough Response to Intervention (RTI) program that is consistent across the district.	2, 4, 8	<p>Action 2.1 Documentation system for SSTs and 504 to begin gathering information for intervention</p> <p>2. Action 2.1 Documentation system for SSTs and 504</p> <p>3. Action 2.1 Documentation system</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>SST Online Object: 5xxx Base 5,000</p>	<p>SST Online Object: 5xxx Base 3,000</p>	<p>SST online license Object: 5xxx Base 3,000</p>
		<p>Action 2.2 Universal Screening Tools to find students' gaps in knowledge of the standards they've already been taught</p> <p>2. Action 2.2 Assessment programs</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>AIMSweb K-2 STAR Enterprise 2-8 or similar systems Object: 5xxx Base 25,000</p>	<p>Annual Licenses-STAR, AIMSweb Object: 5xxx Base 19,000</p>	<p>Annual Licenses Object: 5xxx Base 19,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		3. Action 2.2 Assessment programs					
		Action 2.3 Intervention program to support students who struggle in the regular curriculum  2. Action 2.3 Consistent RTI curriculum  3. Action 2.3 RTI curriculum	LEA-wide 2. LEA-wide 3. LEA-wide		READ 180 Professional Development Math Object: 5xxx Other 260,000	Maintenance of READ 180 or similar program Object: 5xxx Base 40,000	READ 180 Object: 5xxx Other 15,000
		Action 2.4 Staff  2. Action 2.4 Increase RTI Staff  3. Action 2.4 Maintain RTI Staff	LEA-wide 2. LEA-wide 3. LEA-wide		3.0 FTE Education Specialists Objects: 1xxx, 3xx1 Other 223,370	2.0 FTE New (5.0 total) Education Specialist Teachers Year 1 - Education Specialist S&C Objects: 1xxx, 3xx1  Other 377,865	1.0 FTE HS Teacher Year 1 & Year 2 Teachers S&C Objects: 1xxx, 3xx1  Other 454,067
		Action 2.5 Student Data Review Team- This team will be trained and will meet at regular intervals to monitor student progress	LEA-wide 2. LEA-wide 3. LEA-wide		Substitutes Objects: 1xxx, 3xx1 Base 3,600	Substitutes Objects: 1xxx, 3xx1 Base 3,600	Substitutes Objects: 1xxx, 3xx1 Base 3,600

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>2. Action 2.5 Student Data Review Team</p> <p>3. Action 2.5 Student Data Review Team</p>					
3. Accelerate the growth of our under performing subgroups in all areas.	2, 4, 7, 8	<p>Action 3.1 Professional Development for Common Core Math Programs/International Pathway</p> <p>2. Action 3.1 Continued Professional Development for Common Core math programs</p> <p>3. Action 3.1 Professional Development for writing in mathematics</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>see 1.2 above</p> <p>Object: 5xxx</p> <p>Other 45,000</p>	<p>see Action 1.2</p> <p>Class equipment/materials</p> <p>Object: 4xxx</p>	<p>see Action 1.2</p> <p>Class equipment/materials</p> <p>Object: 4xxx</p>
		<p>Action 3.2 Professional Development for Common Core- ELD Standards</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Conferences/workshops</p> <p>GLAD Strategies</p> <p>Object: 5xxx</p> <p>Supplemental 25,000</p>	<p>see Action 1.3</p> <p>GLAD strategies</p> <p>Object: 5xxx</p> <p>Supplemental 25,000</p>	<p>see Action 1.3</p> <p>GLAD strategies</p> <p>Professional Development</p> <p>Object: 5xxx</p> <p>Supplemental 25,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>2. Action 3.2 Continued Professional Development for Common Core ELD Standards</p> <p>3. Action 3.2 Continued Professional Development for CC ELD Standards</p>					
		<p>Action 3.3 RTI Program</p> <p>2. Action 3.3 RTI program</p> <p>3. Action 3.3 RTI program</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Inclusive of staff, programs, materials, professional development</p> <p>Total of Goal 2 Objects: 1xxx, 3xxx, 5xxx Other 516,970</p>	<p>see Goal #2 Objects: 1xxx, 3xxx, 5xxx Other 464,865</p>	<p>see Goal #2 Objects: 1xxx-3xxx,5xxx Other 491,067</p>
		<p>Action 3.4 Professional Learning Communities</p> <p>2. Action 3.4 Professional Learning Communities</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		3. Action 3.4 Professional Learning Communities					
		Action 3.5 Expand special education services  2. Action 3.5 Special Education services  3. Action 3.5 Special Education Services	LEA-wide 2. LEA-wide 3. LEA-wide		Add staff as needed. See 2.4 above Objects: 1xxx, 3xx1 Professional Development for teachers and instructional aides Object: 5xxx Other 228,370	Professional Development for teachers and instructional aides combined personnel with 2.4 above Objects: 2xxx,3xxx,5xxx Other 5,000	Professional Development for teachers and instructional aides Objects: 1xxx,3xx2,5xxx Other 5,000
4. Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.	3, 4, 5, 6, 8	Action 4.1 Parent Outreach Activities  2. Action 4.1 Parent Outreach Activities  3. Action 4.1 Parent Outreach Activities	LEA-wide 2. LEA-wide 3. LEA-wide		Family Literacy Nights/PIQE Family Math Nights Title I, ELAC/DELAC Parent Meetings Computer Literacy Family Science Night Object: 5xxx Base 6,000	Family Literacy Nights/PIQE Family Math Nights Title I, ELAC/DELAC Parent Meetings Computer Literacy Family Science Night Object: 5xxx  Base 6,000	Family Literacy Nights, PIQE Family Math Nights Family Science Night Title I, ELAC/DELAC Parent Meetings Computer Literacy Object: 5xxx Base 6,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>Action 4.2 Update School Facilities</p> <p>2. Action 4.2 Update School Facilities</p> <p>3. Action 4.2 Update School Facilities</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Tear down and modernize Weston Elementary Bond Proceeds Object: 6xxx Other 10,400,000</p> <p>Preplanning for Colony Oak modernization</p> <p>Replace or repair carpets in 21 classrooms Object: 5xxx Other 74,000</p> <p>Continue to fully invest with a deferred maintenance program. (3%) Object: 7xxx Other 105,000</p>	<p>Weston Elementary returns to new campus</p> <p>Plan for modernizing Colony Oak Elementary Object: 5xxx Other 250,000</p> <p>Replace or repair carpets at other sites Object: 5xxx Other 50,000</p> <p>Continue to fully invest with a deferred maintenance program. (3%) Object: 7xxx Base 110,000</p>	<p>Tear down and modernize Colony Oak Elementary Bond Proceeds Object: 6xxx Other 10,400,000</p> <p>Plan for modernization of Ripona Elementary Object: 5xxx Other 250,000</p> <p>Replace or repair carpets at other sites Object: 5xxx Other 50,000</p> <p>Continue to fully invest with a deferred maintenance program. (3%) Object: 7xxx Base 115,000</p>
		<p>Action 4.3 Culture Building Program: Fish!, Love and Logic, or Positive Behavior Interventions and Supports at each site</p> <p>2. Action 4.3 Continue Culture Building Program</p> <p>3. Action 4.3 Culture building continues</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Books and/or Materials School Resource Officer Drug Dogs Object: 4xxx-5xxx Base 52,500</p>	<p>Materials School Resource Officer Drug Dogs Objects: 4xxx, 5xxx Base 58,000</p>	<p>Materials as needed School Resource Officer Drug Dogs Objects: 4xxx-5xxx Base 53,500</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>Action 4.4 K-12 Articulation</p> <p>2. Action 4.4 Professional Learning Communities: Grade level and vertical articulation</p> <p>3. Action 4.4 Professional Learning Communities: Grade level and vertical articulation</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Substitutes and PLCs Objects: 1xxx, 3xx1 Base 3,000</p>	<p>Substitutes Object: 1xxx, 3xx1 Base 3,000</p>	<p>Substitutes Objects: 1xxx,3xx1 Base 3,500</p>
		<p>Action 4.5 Instructional Rounds - This process will provide schools with information about which steps to take in order to improve instruction and meet the needs of students with the CCSS.</p> <p>2. Action 4.5 Instructional Rounds</p> <p>3. Action 4.5 Instructional Rounds</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>At RHS and at least one elementary site - Substitutes Objects: 1xxx, 3xx1 Base 2,000</p>	<p>At RHS and a different elementary Substitutes Objects: 1xxx, 3xx1 Base 2,000</p>	<p>Sites TBD Object: 5xxx Base 2,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
5. Provide an educational program with support services, including staffing, operations and special education.	1, 2, 7	<p>Action 5.1 Provide the schools personnel that has 100% of teachers and classroom aides who are Highly Qualified and fully credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.</p> <p>2. Action 5.1 Provide the schools personnel that has 100% of teachers and classroom aides who are Highly Qualified and fully credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.</p> <p>3. Action 5.1 Provide the schools personnel that has 100% of teachers and classroom aides who are Highly Qualified and fully credentialed. Staff will be at levels to reflect reduced class size requirements as per CSR in LCFF.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>4.0 FTE TK-3 GSA Teachers</p> <p>0.2 FTE Music Teacher</p> <p>1.0 HS English</p> <p>1.6 HS Teachers</p> <p>Objects: 1xxx,3xx1</p> <p>Base 480,400</p>	<p>2.0 FTE HS Teachers</p> <p>Evaluate Additional Adminstrative Needs</p> <p>Year 1 HS Teachers - S&amp;C</p> <p>Objects: 1xxx,3xxx</p> <p>Base 636,516</p>	<p>Ongoing S &amp; C</p> <p>Objects: 1xxx-3xxx</p> <p>Base 1,040,247</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>Action 5.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.</p> <p>2. Action 5.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.</p> <p>3. Action 5.2 Support school with operational services which includes: transportation, maintenance, support staff, school and district administration and substitutes.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>1.5 FTE Secretaries 1.25 FTE Librarians 1.0 FTE Maintenance 1.5 FTE Continuation Teacher .3 FTE Continuation Principal District Receptionist .75 FTE Female Campus Supervisor Objects: 1xxx-3xxx</p> <p>Other 313,533 4 Vans, 1 Auto and other transportation needs Object: 6xxx Base 125,000</p>	<p>1.0 FTE Maintenance 1.0 FTE Secretary Year 1 Classified Staff S&amp;C Objects: 2xxx,3xx2 Base 388,358</p>	
		<p>Action 5.3 Support schools and district staff with needed technology, furniture, textbooks and equipment.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Hardware, software and infrastructure Objects: 4xxx-5xxx Base 250,000</p>	<p>Hardware, software and infrastructure Objects: 4xxx-5xxx Base 250,000</p>	<p>Hardware, software and infrastructure. Objects: 4xxx-5xxx Base 250,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>2. Action 5.3 Support school and staff with needed technology, furniture, textbooks and equipment.</p> <p>3. Action 5.3 Support schools and district staff with needed technology, furniture, textbooks and equipment.</p>					
		<p>Acton 5.4 Restore staff days and student days back to 177 days</p> <p>2. Action 5.4 Restore staff days and student days back to 180 days.</p> <p>3. Action 5.4 Continue restoration of furlough days and student days.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Restore 7 furlough days Objects: 1xxx-3xxx Other 539,000</p>	<p>Restore 5 student days and 2 SDD included in year 1. Other 547,085</p>	<p>Restore 5 student days and 2 SDD included in year 1 and year 2. Other 555,292</p>

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
1. Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.	1, 2, 7, 8	See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
2. Build a thorough Response to Intervention (RTI) program that is consistent across the district.	2, 4, 8	See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
3. Accelerate the growth of our under performing subgroups in all areas.	2, 4, 7, 8	<p>Goal 3.1 Provide English Learners basic supports enabling them to access the core curriculum.</p> <p>2. Goal 3.1 Provide English Learners basic supports enabling them to access the core curriculum.</p> <p>3. Goal 3.1 Provide English Learners basic supports enabling them to access the core curriculum.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Provide CCSS ELD curriculum Provide a bilingual paraprofessional at each school site, a second aide at Title 1 schools and HS and Coordinator of EL services Objects: 1xxx-4xxx Other 465,049</p>	<p>Provide CCSS ELD curriculum Provide a bilingual paraprofessional at each school site, a second aide at Title 1 schools and HS and Coordinator of EL Services Objects: 1xxx-4xxx Other 472,025</p>	<p>Provide CCSS ELD curriculum Provide a bilingual paraprofessional at each school site, a second aide at Title 1 schools and HS, Coordinator of EL Services. Objects: 1xxx-4xxx Other 479,105</p>
		<p>Goal 3.2 Monitor RFEP students and provide academic intervention if students demonstrate regression.</p> <p>2. Goal 3.2 Monitor RFEP students and provide academic intervention if students demonstrate regression.</p> <p>3. Goal 3.2 Monitor RFEP students and provide academic intervention if students demonstrate regression.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>Goal 3.3 Monitor long term English Learners and provide academic intervention as needed.</p> <p>2. Goal 3.3 Monitor long term English Learners and provide academic intervention as needed.</p> <p>3. Goal 3.3 Monitor long term English Learners and provide academic intervention as needed.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>				
		<p>Goal 3.4 Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.</p> <p>2. Goal 3.4 Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		<p>3. Goal 3.4 Provide individualized counseling with Foster Youth and yearly follow-up to ensure students are accessing a broad course of study.</p>					
		<p>Goal 3.5 Title I schools will continue to provide services to low-income and other qualified students.</p> <p>2. Goal 3.5 Title I schools will continue to provide school-wide Title I services.</p> <p>3. Goal 3.5 Title I schools will continue to provide school-wide Title I services.</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>		<p>Teachers, aides, materials, Conferences Objects: 1xxx-5xxx Other 486,735</p>	<p>Teachers, Aides, Materials, Conferences Objects: 1xxx-5xxx Other 494,037</p>	<p>Teachers, Aides, Materials, Conferences Objects: 1xxx-5xxx Other 508,969</p>
4. Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.	3, 4, 5, 6, 8	<p>See actions and services for all students</p> <p>2. See actions and services for all students</p> <p>3. See actions and services for all students</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>				
		<p>See actions and services for all students</p>	<p>LEA-wide</p> <p>2. LEA-wide</p> <p>3. LEA-wide</p>				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		2. See actions and services for all students 3. See actions and services for all students					
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
5. Provide an educational program with support services, including staffing, operations and special education.	1, 2, 7	See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students	LEA-wide 2. LEA-wide				

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014/2015	Year 2: 2015/2016	Year 3: 2016/2017
		2. See actions and services for all students 3. See actions and services for all students	3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				
		See actions and services for all students 2. See actions and services for all students 3. See actions and services for all students	LEA-wide 2. LEA-wide 3. LEA-wide				

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Ripon Unified believes that a strong instructional program should be the entry point for supporting all students--especially at risk students. For this reason, Ripon Unified has chosen to use the LCFF increase pursuant to 5 CCR 15496(a)(5) of \$673,504 to strengthen core instructional programs. Beyond the basic and necessary services required for a productive school district, Ripon Unified is focused on implementing Common Core State Standards (CCSS) with a new math curriculum, building a consistent Response to Intervention (RTI) program across the district and expanding and improving our special education services. There will be a great deal of professional development required to ensure that teachers are prepared to implement math, RTI and other programs effectively for their students.

Ripon USD is in the process of adopting a new math curriculum from the recently state adopted CCSS math materials. All multiple-subject and high school math teachers will receive training and strategies for presenting the new curriculum.

RTI has been inconsistent at our schools. In 14/15, we are purchasing assessment programs to find students with gaps in learning and READ 180 as a key resource to help bring those students up to grade level.

Parent engagement will continue to grow as we maintain past events and add others. This year, a computer literacy/parent portal night will be held at each school.

Many positions that were lost with budget reductions are being brought back in 2014-2015 and 2015-2016. Our primary classes will be at 24. Teachers are being added back to the high school and secretaries and librarian time is being returned. All furlough days are restored.

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

Currently, in Ripon USD, the increase in proportionality for English Learners, Low Income Students and Foster Youth is 3.48% pursuant to 5 CCR 15496(a)(7) in the LCAP year. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students. The following action go above and beyond the proportionality requirement for the District.

Our RTI program and Learning Centers are going to grow into high functioning systems that find students with gaps and address their needs. Students who are English Learners, low-income or special education will benefit from the extra staff added to work with them in these programs. A bilingual paraprofessional will be provided at every school, with the Title I schools and high school receiving an additional 3 hour person. A coordinator of English Learner services will work to see that teacher present the best EL strategies and the needs of all EL and RFEP students are met.

Teachers and staff will be sent to professional development that specifically meets the needs of these groups. Teachers will attend GLAD training and other EL inservices. Teachers and paras will be trained to work with AIMSweb, STAR Enterprise, READ 180 and System 44.

Parent opportunities will be increased as requested by our DELAC group with activities such as math nights. We acknowledge the parents desire to understand the CCSS and are working on adding these programs.

The added education specialists will allow for a wider breadth of students' needs to be met in the Learning Centers.

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