

Introduction:

LEA: Rio Elementary
Contact: John Puglisi, Superintendent, jpuglisi@rioschools.org, (805) 485-3111
LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p><u>LCAP Engagement Activities:</u></p> <p>Stakeholders meeting at Rosales on Saturday October 24th from 8:30-3:00 including goals development with a public discussion on strategic planning, shared values, priorities and goals.</p> <p>The Parent Advisory Committee (PAC) is made up of members from the Rio Teachers Association, CSEA, Parents, Community, District personnel, site personnel, and the Special Education/Foster Liaison.</p> <p>Parent Advisory Committee Input Meetings:</p> <ul style="list-style-type: none"> ● April 14, 2016 LCAP Review ● May 25, 2016 LCAP Review ● June 7, 2016 LCAP Review <p>District English Learner Committee Advisory Input Meetings:</p> <ul style="list-style-type: none"> ● April 14, 2016 LCAP Review ● May 25, 2016 LCAP Review ● June 7, 2016 LCAP Review <p>Local Control Accountability Plan Committee Input Meetings:</p> <ul style="list-style-type: none"> ● October 28, 2015 LCAP Review ● December 3, 2015 LCAP Review ● February 11, 2016 LCAP Review <p>LCAP Student Input Meetings:</p> <ul style="list-style-type: none"> ● April 25 Rio del Norte School - Ms. Pifko 	<p>Rio School District analysis and stakeholder outreach provided stakeholders and the school community with a framework regarding all areas of the LCAP plan and was foundational to all preceding engagement activities. The required stakeholder outreach activities continue to provide the District with an aligned LCAP.</p> <p>Stakeholder outreach provided a foundation on which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.</p> <p>As the Local Education Accountability Plan (LCAP) regulations mandate, the district reengaged stakeholders throughout the year in multiple meetings with in the LCAP development to include the alignment of the District and Local Education Agency goals to the state's eight priority area.</p> <p>District stakeholders were provided an opportunity to provide input and/or make comments related to the District's plan through a community forum and a public hearing. In addition, the District surveyed stakeholders to identify stakeholder preferences and needs in relation to the LCAP. Stakeholders continue to assist the district in identifying changing needs and priorities of the community and its' families as they relate to the state's eight priorities, goals, and services offered in the plan.</p> <p>The growing partnership with parent and community leaders has resulted in increased parent and community engagement and the delivery of relevant parent education and workshops. The update and co-development process continues to support student learning and assures continual buy-in and a commitment to improve the district.</p>

- April 26 Rio del Valle School - Mr. Hernandez
- April 26 Rio Real School - Mr. Hernandez
- April 29 Rio Lindo School - Ms. Pifko
- April 29 Rio Vista School - Mr. Hernandez
- April 29 Rio Rosales School - Mr. Hernandez
- May 3 Rio del Mar School - Ms. Pifko
- May 9 Rio Plaza School - Ms. Pifko

LCAP Public Hearing Date:

- June 8, 2016

There were no written responses required by the Superintendent.

The Board Approved the LCAP on June 22, 2016.

During the 2015-2016 school year the superintendent, district Parent Advisory Committees, administrators, teachers, support staff, LCAP committee members and community members met in a community forum at Rosales Elementary school to develop overarching goals. Activities included presentations on the importance of strategic planning, vision and goal setting. These presentations were tied to progression of student achievement and the patterns of growth for all students as well as the district's efforts in closing the achievement gap for English Learners, students from low- income families, students with special needs, and other significant subgroups.

The District Local Control Accountability Plan (LCAP) Committee and Parent and English Learner Advisory Councils have assisted in the shaping of District goals, metrics to measure growth, action steps, services, and expenditures. The Rio

The contribution from stakeholders was invaluable to the development of the District's Local Control Accountability Plan. Stakeholders assisted the district in identifying needs and priorities of the community and its' families as they relate to the state's eight priorities, goals, and services offered in the plan. The process also allowed the district to learn, first hand, effective strategies that would increase parent and community engagement outlined in goal three. The greatest benefit to the students of the district is the stakeholder developed plan, incorporating ideas representative of all stakeholders and thus assuring buy-in and commitment to improve the district.

Stakeholders also played a significant role in the update process through evaluation and development of action steps, services, and expenditures for the 2016-2017 school year. The Rio School District continues to engage community members, pupils, local bargaining units, and other stakeholders through a variety of venues during the update process.

The impact of engagement activities and stakeholder input on the District's LCAP was a combination of: 1) support for continuing effective instructional practices and transition to the California Common Core Standards and 21st Century Learning skills. 2) Clarification of areas needing strengthening and services to significant subgroups. 3) New initiatives not represented in previous long-range planning such as the Mixteco Parent Pilot program for Rio School District's Mixteco population.

The updated plan, accompanied by the District's Strategic and Local Education Plans, continues to embody the priorities goals, actions and services derived by input from the Rio School District community.

School District has engaged community members, pupils, local bargaining units, and other stakeholders through a variety of venues during this process.

As part of the development process, the District also engaged other district-wide councils and leadership committees through meetings and (stakeholders) surveys. In addition, site administrators encouraged stakeholders to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.

The District continues to engage other district-wide councils and leadership committees, as part of the LCAP analysis and update process, through meetings, surveys, and stakeholder meetings. Site administrators continue to encouraged stakeholders to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.

Engagement activities outlined generated specific priorities and goal suggestions from an extensive representation of stakeholders. District Leadership (Superintendent, Cabinet, Site Administrators, parents from migrant meetings, students from student forums on LCAP) analyzed and dialogued the input data to determine the highest priorities and recurring themes across all groups. This study of community input shaped the goals, actions, and services included in the LCAP plan.

It is important to note that stakeholders believe all schools are welcoming and provide safe environments for learning. This belief is confirmed by a district-wide preliminary data for the current year's attendance rate of well over 95%.

Stakeholders view the district instructional programming positively despite seven

As noted on Goal 1, action 1.15b, during the 2016-2017 school year, Rio School District will continue to re-introduce and complete the English Learner Master Plan. This process was stopped during the 2012-2013 school year.

<p>out of eight schools continuing in program improvement.</p>	
<p>Annual Update:</p>	<p>Annual Update:</p>
<p>In the fall of 2015, the superintendent and staff began engaging district stakeholders, district administrators, bargaining units, parents, community members and other district partners, in a series of conversations around local and state assessment results. As part of this ongoing dialogue, stakeholders evaluated progress towards meeting Local Control Accountability Plan (LCAP) goals, identified areas of relative strength, opportunities for further growth, and focus for the upcoming 2016-2017 school year.</p> <p>District parent advisory committees met in a community forum at Rosales Elementary school with stakeholders and LCAP committee members to develop overarching goals. Activities included presentations on the importance of strategic planning, vision and goal setting. These presentations were tied to progression of student achievement and the patterns of growth for all students as well as the district's efforts in closing the achievement gap for English Learners, students from low-income families, students with special needs, and other significant subgroups.</p> <p>As the Local Education Accountability Plan (LCAP) regulations mandate, the district reengaged stakeholders throughout the year in multiple meetings with in the LCAP development to include the alignment of the District and Local Education Agency goals to the state's eight priority areas.</p>	<p>The superintendent's analysis and early stakeholder outreach provided the community with a framework regarding all areas of District operation and was foundational to all preceding engagement activities.</p> <p>Required parent outreach activities continue to provide the District with aligned LCAP, LEA and strategic plans tied to its' core values, and provided a foundation on which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.</p> <p>Rio School District's Local Control Accountability Plan (LCAP) Committee and Parent and English Learner Advisory Councils continue to assist in measuring progress towards meeting goals as outlined in the state LCAP Plan. Stakeholders also played a significant role in the update process through evaluation and development of action steps, services, and expenditures for the 2016-2017 school year. The Rio School District continues to engage community members, pupils, local bargaining units, and other stakeholders through a variety of venues during the update process.</p> <p>The District continues to engage other district-wide councils and leadership committees, as part of the LCAP analysis and update process, through meetings, surveys, and community forums. Site administrators continue to provide</p>

The District Local Control Accountability Plan (LCAP) Committee and Parent and English Learner Advisory Councils have assisted in the shaping of District goals, metrics to measure growth, action steps, services, and expenditures. The Rio School District has engaged community members, pupils, local bargaining units, and other stakeholders through a variety of venues during this process.

As part of the development process, the District also engaged other district-wide councils and leadership committees through meetings and (stakeholders) surveys. In addition, site administrators encouraged stakeholders to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.

The contribution from stakeholders was invaluable to the development of the District's Local Control Accountability Plan. Stakeholders assisted the district in identifying needs and priorities of the community and its' families as they relate to the state eight priorities, goals, and services offered in the plan. The process also allowed the district to learn, first hand, effective strategies that would increase parent and community engagement outlined in goal three. The greatest benefit to the students of the district is the stakeholder developed plan, incorporating ideas representative of all stakeholders and thus assuring buy-in and a commitment to improve the district.

information regarding the LCAP and Local Control Funding Formula (LCFF) to their Parent-Teacher Associations, School Site and English Learner Advisory Councils, and they encouraged stakeholders to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.

District stakeholders were provided an opportunity to provide input and/or make comments related to the District's plan, through a community forum and a public hearing. In addition, the District surveyed all stakeholders to identify stakeholder preferences and needs in relation to the LCAP. Stakeholder contribution continues to instrumental as the district evaluates and shapes actions and services for the outgoing years. Stakeholders continue to assist the district in identifying changing needs and priorities of the community and its' families as they relate to the state eight priorities, goals, and services offered in the plan. The growing partnership with parent and community leaders has resulted in increased parent and community engagement and the delivery of relevant parent education and workshops. The update and co-development process continues to support student learning and assures continual buy-in and a commitment to improve the district.

Summary: Impact of Engagement Activities Prior to Public Hearing:

Engagement activities outlined in the left column of this page provided stakeholders, District Leadership and stakeholders the opportunity to analyze progress towards meeting 2016-2017 LCAP Goals as well as monitor the implementation of actions and services outlined in Part A and B of the District's strategic plan. The continued collection of data and input from stakeholders also assisted the District in determining priorities and next steps for the 2016-2017 and for the next two years.

	<p>It is important to note that stakeholders believe all schools are welcoming and provide safe environments for learning. This belief is confirmed by a district-wide attendance rate of over 95%. Stakeholders view the district instructional programming positively despite seven out of eight schools continuing in program improvement.</p> <p>The impact of engagement activities and stakeholder input on the District's LCAP was a combination of: 1) support for continuing effective instructional practices and transition to the California Common Core Standards and 21st Century Learning skills. 2) Clarification of areas needing strengthening and services to significant subgroups. 3) New initiatives not represented in previous long-range planning.</p> <p>The plan, accompanied by the District's Strategic and Local Education Plans, is ambitious and embodies the priorities goals, actions and services derived by input from the Rio School District community.</p>
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Section 2: Goals, Actions, Expenditures, and Progress

Indicators Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the

school's authorizer pursuant to Education Code section 47604.33.

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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

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

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

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal

applies, or indicate "all" for all pupils.

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

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

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

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

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

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

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

as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found
in the LEA's budget?

GOAL:	GOAL 1: Improve student achievement at every school and every grade in all content areas.	Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 X 7 _8 Local: LEA-wide.
Identified Need:	<ul style="list-style-type: none"> • Increase the percentage of students who meet standards in ELA and Math in the CAASPP. • Close the achievement gap in the district's lowest performing subgroups: English Learners, Socio-Economically Disadvantaged and Students with Learning Disabilities. • Increase student access to student libraries. 	

Goal Applies to:	Schools: All Rio School District Schools. Grades: All		
	Applicable Pupil Subgroups: All		
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Metrics: Determined by observation & analysis of previous performance on State and Local assessments. Goal Metrics will include state assessments (CAASPP, CELDT and coordinated local measures aligned to State Standards & Current ELD frameworks).</p> <ul style="list-style-type: none"> • Local Assessments in ELA will improve by 10%. 26.5% of all students scored proficient or above in ELA in 2015-16, in 2016-17, 36.5% will score proficient or above. • Local Assessments in mathematics will improve by 10%. 20.9% of all students scored proficient or above in ELA in 2015-16, in 2016-17, 30.9% will score proficient or above. • Students meeting or exceeding ELA/Literacy State Standards in the CAASPP/SBAC will improve by 5% from 14% during 2015-16 to 19% during the 2016-17 school year. • Students meeting or exceeding Mathematics State Standards in the CAASPP/SBAC will improve by 5% from 12% during 2015-16 to 17% during the 2016-17 school year. • The District will increase the number of students meeting AMAO 1 by 1.5% each year, from 55.1% in 2014-15 to 58.1% in 2016-17 • The district will increase AMAO 2 (less than 5 years) by 1.5%, from 17.5% in 2014-15 to 20.5% in 2016-17 • The district will increase AMAO 2 (more than 5 years) by 1.5% , from 51.3% in 2014-15 to 54.3% in 2016-17 • The District will increase the number of English Learners that have been reclassified (RFEP) by 3%, from 6.9% in 2014-15 to 12.9% in 2016-17 • The district will decrease the number of students who enter the IPT process (intervention program) by 3%, from 480 in 2014-15 to 451 in 2016-17 • API not applicable. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Build capacity and consistent district-wide procedures through training in Response to Intervention at 8 schools. Refresh/reinforce teachers learning schools previously trained.</p> <p>1.1a. Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.1a. Expenditures: Continue \$6,000 Salaries and Benefits and \$4,000 Books and Supplies, Restricted General Fund.</p>
<p>Create a systemic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency.</p> <p>1.2a. Conduct visitations in model districts/schools to observe intervention procedures, programs, and practices. Release and substitute time for 10 staff members to make 3 days of visitation.</p> <p>1.2b. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies and community based tutoring.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.2a. Expenditures: \$1,000 Salaries & Benefits, Restricted General Fund.</p> <p>1.2b. Expenditures: Continue \$3,000 of Books & Supplies, Unrestricted General Fund.</p>
<p>Hire staff to provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p> <p>1.3a. Continue to provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.3a. Expenditures: Continue the \$1,351,500 Salaries & Benefits, Unrestricted General Fund from prior year.</p>

<p>Provide a 3-year sequence of professional development and activities supporting new State standards in English Language Arts (ELA), ELD, writing and math including teacher training on classroom implementation of instruction aligned with the new standards.</p> <p>1.4a. Consultant contracts with ELA, ELD, and writing, math, and technology integration content area experts to provide training to RSD principals, lead teachers and teachers.</p> <p>1.4b Teachers on Special Assignment (TOSAs) @ 3.0 FTE providing site specific professional development and coaching support.</p> <p>1.4c Teacher release time/compensation for professional development activities.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.4a. Expenditures: \$25,000 Services and Other Operating Expenses, Unrestricted General Fund. 1.4b Expenditures: \$351,900 Salaries & Benefits Unrestricted General Fund. 1.4c Expenditures: \$66,555 Salaries & Benefits Unrestricted General Fund</p>
<p>Provide standard-aligned instructional materials for all students.</p> <p>1.5a Consider math materials adoption for 2016-2017, contingent upon selection of appropriate, modified, (not) re-aligned materials.</p> <p>1.5b Continue to provide teacher release time for continued review of new adopted math materials.</p> <p>1.5c Adopt math materials for 2016-2018 contingent upon selection of appropriately modified, (not) re-aligned materials.</p> <p>1.5d Adopt Next Generation Science Standards materials for 2016-2017 contingent upon selection of appropriately modified, (not) re-aligned materials.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.5a. No additional cost. 1.5b. Expenditures: \$6,000 Salaries & Benefits Unrestricted General Fund. 1.5c. and 1.5d Expenditures: \$700,000 Books & Supplies, Restricted General Fund.</p>

<p>online state testing.</p> <p>1.6a Continue implementation of effective, equitable online testing environments. Build long-term funding options to support emerging technology.</p> <p>1.6b Purchase technology devices to complete K through 2nd grade one-to-one computing initiative.</p>	<p>Grades: All</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1.6a. Expenditures: \$250,000 Books & Supplies, Unrestricted General Fund.</p> <p>1.6b. Expenditures: \$150,000 Capital Outlay, Unrestricted General Fund.</p>
<p>Increase access to electives such as music, art, foreign language, enrichment, etc.</p> <p>1.7a. Expand music, art, and technology programming at the elementary schools in the district.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1.7a. Expenditures: Continue \$350,000 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Increase access to extra support, on-grade level, and challenge activities inside and outside the school day.</p> <p>1.8a. Purchase instructional materials and supplies to support intervention and/or enrichment programming.</p>	<p>LEA-wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or</p>	<p>1.8a. Expenditures: \$30,000 Books & Supplies, Unrestricted</p>

<p>1.8b. Certificated/Classified extra duty pay.</p>		<p>Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>General Fund. 1.8b. Expenditures: Continue \$15,000 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Increase Kindergarten instructional day. 1.9a. Provide full day Kindergarten programming at 6 elementary schools.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.9a. Expenditures: Continue \$310,000 Salaries & Benefits, \$35,000 Books & Supplies, Unrestricted General Fund.</p>
<p>Dual-Immersion (DI) Academy Expansion. 1.10a. Provide ongoing K-8 programming and provide .5 FTE additional. 1.10b. Implement recommendations. 1.10c. Ongoing program effectiveness evaluation.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.10a Expenditures: Continue \$200,000 Salaries & Benefits, Unrestricted General Fund. 1.10b. Expenditures: \$1,000 Services & Other</p>

			<p>Operating Costs. Unrestricted Unrestricted General Fund. 1.10c. Expenditures: \$50,000 Services & Other, Restricted General Fund.</p>
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<p>Class Size Reduction. 1.11a. Reduce Class size from 30:1 to 24:1 in second grade, hire 3 additional FTE teachers.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.11a. Expenditures: Continue \$650,000 Salaries & Benefits from prior year and an additional \$330,000 Salaries & Benefits, Unrestricted General Fund.</p>
<p>After-school programming. 1.12a. Provide additional district-wide after-school programming based on identified need.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.12a. Expenditures: \$250,000 Salaries & Benefits, Unrestricted General Fund.</p>

<p>Continue target services for low income students previously funded by the Economic Impact Aid (EIA).</p> <p>1.13a. Add 1 additional FTE for counseling and ongoing.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.13a.</p> <p>Expenditures: 17 sub days per school, \$20,000 Salaries & Benefits, 3.5 hours per day of intervention at each school for 165 days, \$280,000 Salaries & Benefits, 5.8 FTE of counselor time, \$475,000 Salaries & Benefits, \$100,000 classified support staff, 3 FTE, \$85,000 Inst. Asst. support, Salaries & Benefits, \$350,000 instructional materials, Books & Supplies and \$275,000 software and consulting, services & other.</p>
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<p>Provide tiered interventions, on-level and enrichment</p>	<p>LEA-wide.</p>	<p><input type="checkbox"/> All</p> <p>-----</p>	<p>1.14a.</p>
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<p>activities outside the school day and/or non-school days.</p> <p>1.14a. Monitor the effectiveness of district and site intervention systems, continue software licenses and instructional supplies and community based tutoring.</p> <p>1.14b. Provide zero period for academic support and increase EL access to electives.</p>	<p>Grades: All</p>	<p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Expenditures: Continue \$240,000 of Books & Supplies, Unrestricted General Fund.</p> <p>1.14b. Expenditures: \$200,000 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade.</p> <p>1.15a. Implement recommendations; continue analysis and make adjustments.</p> <p>1.15b. During the 2016-2017 school year, Rio School District will continue to re-introduce and complete the English Learner Master Plan. This process was stopped during the 2012-2013 school year.</p>	<p>LEA-wide. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students</p>	<p>1.15a. Expenditures: \$1,000 Supplies, Unrestricted General Fund.</p>
<p>Analyze district-wide Social and Emotional Learning and Development (SELD) implementation.</p> <p>1.16a. Implement recommendations; continue analysis and adjustments.</p>	<p>LEA-wide. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or</p>	<p>1.16a. Expenditures: \$1,000 Supplies, Unrestricted</p>

<p>1.16b. Provide training to new employees and follow-up coaching opportunities for trained staff.</p> <p>1.16c. Provide ongoing professional development to include coaching on the new English language development standards to all employees.</p>		<p>Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>General Fund.</p> <p>1.16b. Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund.</p> <p>1.16c. Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Monitor the progress of Re-Designated Fluent English Proficient (RFEP) Pupils.</p> <p>1.17a. Maintain a counselor at all middle schools to monitor progress of RFEP students.</p> <p>1.17b. Maintain a counselor at all middle schools to support transition to high school for scheduling of RFEP students.</p>	<p>LEA-wide. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.17a. Expenditures: \$25,000 Salaries & Benefits, Unrestricted General Fund.</p> <p>1.17b. Expenditures: Captured above.</p>
<p>Provide content teachers support at the middle school implementation of new English Language Development (ELD) standards.</p> <p>1.18a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition.</p>	<p>LEA-wide. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or</p>	<p>1.18a. Expenditures: \$2,500 Salaries & Benefits and \$2,500 Services & Other</p>

<p>1.18b. Maintain ELD teacher(s) release time to provide implementation of new ELD standards support in content areas 2 sections.</p>		<p>African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Unrestricted General Fund. 1.18b. Expenditures: \$45,000 Salaries & Benefits, Unrestricted General Fund.</p>
<p>1.19a. Provide tiered interventions specific to RFEP students.</p>	<p>LEA-wide. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils x Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learner _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.19a. Expenditures: \$5,000 Supplies, Unrestricted General Fund</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Local Assessments in ELA will improve by 10%. 46.5% of all students will score proficient or above in ELA in 2017-2018. • Local Assessments in mathematics will improve by 10%. 40.9% of all students will score proficient or above in mathematics in 2017-2018. • Students meeting or exceeding ELA/Literacy State Standards in the CAASPP/SBAC will improve by 5% from 19% during 2016-2017 to 24% during the 2017-2018 school year. • Students meeting or exceeding Mathematics State Standards in the CAASPP/SBAC will improve by 5% from 17% during 2016-2017 to 22% during the 2017-2018 school year. • The District will increase the number of students meeting AMAO 1 by 1.5% each year, from 58.1% in 2016-2017 to 59.6% in 2017-2018. • The District will increase AMAO 2 (less than 5 years) by 1.5% from 20.5 in 2016-2017 to 22% in 2017-2018. • The District will increase AMAO 2 (more than 5 years) by 1.5% from 54.3% in 2016-2017 to 55.8% in 2017-2018. • The District will increase the number of English Learners that have been reclassified (RFEP) by 3%, from 12.9%
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	<p>in 2016-2017 to 15.9% in 2017-2018.</p> <ul style="list-style-type: none"> • API not applicable. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Build capacity and consistent district-wide procedures through training in Response to Intervention (RTI) at 8 schools. Refresh/reinforce teacher learning in schools previously trained.</p> <p>1.1a. Continue to evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated.</p>	<p>LEA-wide. Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.1a. Expenditures: Continue \$5,250 Salaries and Benefits and \$5,250 Books and Supplies, Restricted General Fund.</p>
<p>Create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency.</p> <p>1.2a Continue to conduct visitations in model districts/schools to observe intervention procedures, programs, and practices. Release and substitute time for 10 staff members to make 3 days of visitation.</p> <p>1.2b Continue to monitor the effectiveness of district and site intervention systems. Expand software licenses and instructional supplies and community based tutoring.</p>	<p>LEA-wide. Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.2a. Expenditures: \$1,050 Salaries & Benefits, Restricted General Fund.</p> <p>1.2b. Expenditures: Continue \$3,150 of Books & Supplies, Unrestricted</p>

			General Fund.
<p>Hire staff to provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p> <p>1.3a. Continue to provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff and add FTE @ \$100,000 Salaries & Benefits.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.3a.</p> <p>Expenditures: Increase by \$100,000 from 1.3 to 1.4 million in Salaries & Benefits, Unrestricted General Fund from prior year.</p>
<p>Provide a 3-year sequence of professional development and activities supporting new state standards.</p> <p>1.4a. Continue to provide consultant contracts with ELA, ELD, writing, math, and technology integration content area experts to continue to provide training to RSD principals, lead teachers and teachers. Year 3 emphasis Inquiry IPBC, English learners and blended learning.</p> <p>1.4b. Teacher on Special Assignment (TOSAs) @ 3.0 FTE will continue to provide site specific professional development and coaching support.</p> <p>1.4c. Continue providing teacher release time/compensation for professional development activities.</p> <p>1.4d. Continue district-wide ongoing professional learning communities.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.4a.</p> <p>Expenditures: \$26,250 Services and Other Operating Expenses, Unrestricted General Fund.</p> <p>1.4b.</p> <p>Expenditures: Continue \$370,000 Salaries & Benefits, Unrestricted General Fund</p> <p>1.4c.</p> <p>Expenditures:</p>

			<p>Continue \$70,000 Salaries & Benefits, Unrestricted General Fund.</p> <p>1.4d. No additional costs.</p>
<p>Provide standard-aligned instructional materials for all students.</p> <p>1.5a. Establish an ELA adoption committee & consider adoption of ELA materials for 2018-2019 contingent upon selection of appropriately modified, (not) re-aligned materials.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students</p>	<p>1.5a. Expenditures: \$735,000 Books & Supplies, Restricted General Fund.</p> <p>1.5b. Expenditures: \$1,000 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Improve and standardized equitable environments for online state testing.</p> <p>1.6a. Continue implementation of effective, equitable online testing environments. Continue to build long-term funding options to support emerging technology.</p> <p>1.6b. Maintain technology devices to support grade K-8 with one-to-one computing.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.6a. Expenditures: \$262,500 Books & Supplies, Unrestricted General Fund.</p> <p>1.6b. Expenditures: \$157,500 Capital Outlay</p>

			Unrestricted General Fund.
<p>Increase access to electives such as music, art, foreign language, enrichment, etc.</p> <p>1.7a. Continue to expand music, art, and technology programming at the elementary schools in the district by adding 1 FTE @ \$100,000.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.7a.</p> <p>Expenditures \$320,250</p> <p>Salaries and Benefits, Unrestricted General Fund.</p>
<p>Increase access to extra support, on-grade level, and challenge activities inside and outside the school day.</p> <p>1.8a. Continue to purchase instructional materials and supplies to support intervention and/or enrichment programming.</p> <p>1.8b. Continue extra duty pay for certificated/classified employees.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.8a.</p> <p>Expenditures: Continue \$210,000</p> <p>Books & Supplies, Unrestricted General Fund.</p> <p>1.8b.</p> <p>Expenditures: Continue \$15,750</p> <p>Salaries & Benefits, Unrestricted General Fund.</p>
<p>Increase kindergarten instructional day.</p> <p>1.9a. Continue to provide full day Kindergarten programming at 6 elementary schools.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent</p>	<p>1.9a.</p> <p>Expenditures: Continue \$362,250</p>

		English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Salaries & Benefits and \$35,000 Books & Supplies, Unrestricted General Fund.
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Dual-Immersion (DI) Academy Expansion. 1.10a. Provide ongoing K-8 programming and provide .5 FTE additional. 1.10c. Ongoing program effectiveness evaluation.	LEA-wide. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1.10a. Expenditures: Continue \$210,000 Salaries & Benefits, Unrestricted General Fund. 1.10b. Expenditures: \$850 Salaries & Benefits and \$150 Services & Other Operating Costs, Unrestricted General Fund. 1.10c. Expenditures: \$52,500 Services & Other, Restricted General Fund.
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<p>Class Size Reduction.</p> <p>1.11a. Maintain reduced class size from 30 to 1 to 24 to 1 in kindergarten through second grade.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or</p>	<p>1.11a.</p> <p>Expenditures:</p> <p>\$1,029,000</p> <p>Salaries & Benefits</p> <p>Unrestricted General Fund.</p>
<p>After-school programming.</p> <p>1.12a. Provide additional district-wide after-school programming based on identified need.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.12a.</p> <p>Expenditures:</p> <p>\$100,000</p> <p>Salaries & benefits,</p> <p>Unrestricted General Fund.</p>
<p>Continue target services for low income students previously funded by the Economic Impact Aid (EIA).</p> <p>1.13a. Maintain counseling services.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.13a.</p> <p>Expenditures:</p> <p>\$1,575,000</p>

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<p>Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.</p> <p>1.14a. Monitor the effectiveness of district and site intervention systems, continue software licenses, and instructional supplies and community based tutoring.</p> <p>1.14b. Provide zero period for academic support and increase EL access to electives.</p>	<p>LEA-wide. Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or <input type="checkbox"/> Other</p>	<p>1.14a. Expenditures: Continue \$252,000 of Books & Supplies, Unrestricted General Fund.</p> <p>1.14b. Expenditures: \$210,000 Salaries & Benefits,</p>
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			Unrestricted General Fund.
<p>Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade.</p> <p>1.15a. Implement recommendations; continue analysis and make adjustments.</p>	<p>LEA-wide. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.15a. Expenditures: \$1,050 Supplies, Unrestricted General Fund.</p>
<p>Analyze district-wide Social and Emotional Learning and Development (SELD) implementation.</p> <p>1.16a. Implement recommendations; continue analysis and adjustments.</p> <p>1.16b. Provide SELD training to new employees and follow-up coaching opportunities for trained staff.</p> <p>1.16c. Provide ongoing professional development to include coaching on the new English language development standards to all employees.</p>	<p>LEA-wide. Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.16a. Expenditures: \$1,050 Supplies, Unrestricted General Fund.</p> <p>1.16b. Expenditures: \$5,250 Salaries & Benefits, Unrestricted General Fund.</p> <p>1.16c. Expenditures: \$52,500 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Monitor the progress of re-designated fluent English</p>	<p>LEA-wide.</p>	<p>_ All -----</p>	<p>1.17a.</p>

<p>proficient (RFEP) pupils.</p> <p>1.17a. Maintain a counselor at all middle schools to monitor progress of RFEP students.</p> <p>1.17b. Maintain a counselor at all middle schools to support transition to high school for scheduling of RFEP students.</p>	<p>Grades: All</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expenditures: \$26,250 Salaries & Benefits, Unrestricted General Fund.</p> <p>1.17b. Expenditures: Captured above.</p>
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<p>Provide content teachers support at the middle school implementation of new English Language Development (ELD) standards.</p> <p>1.18a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition.</p> <p>1.18b. Maintain ELD teacher(s) release time to provide implementation of new ELD standards support in content areas 2 sections.</p>	<p>LEA-wide. Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>1.18a. Expenditures: \$2,625 Salaries & Benefits and \$2,625 Services & Other Unrestricted General Fund.</p> <p>1.18b. Expenditures: \$47,250 Salaries & Benefits, Unrestricted General Fund.</p>
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<p>1.19a. Provide tiered interventions specific to RFEP students.</p>	<p>LEA-wide. Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or</p>	<p>1.19a. Expenditures: \$5,250 Supplies Unrestricted General Fund</p>
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	African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
LCAP Year 3		

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Local Assessments in ELA will improve by 10%. 56.5% of all students will score proficient or above in ELA in 2018-2019. ● Local Assessments in mathematics will improve by 10%. 40.9% of all students will score proficient or above in mathematics in 2018-2019. ● The district will increase the percentage of students meeting or exceeding ELA/Literacy State Standards in the CAASPP/SBAC by 5% from 9% during 2014-2015 to 29% in 2018-2019. ● The district will increase the percentage of students meeting or exceeding Mathematics State Standards in the CAASPP/SBAC by 5% from 7% during the 2014-2015 school year 27% in 2018-19. ● The District will increase the number of students meeting AMAO 1 by 1.5% each year, to 61.1% in 2018-2019. ● The District will increase AMAO 2 (less than 5 years) by 1.5% to 23.5% in 2018-2019. ● The District will increase AMAO 2 (more than 5 years) by 1.5% to 57.3% in 2018-2019. ● The District will increase the number of English Learners that have been reclassified (RFEP) by 3%, to 18.9% in 2018-2019. ● ATI not applicable.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build capacity and consistent district-wide procedures through training in Response to Intervention (RTI) at 8 schools. Refresh/reinforce teacher learning in schools previously trained. 1.1a.Continue to evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated.	LEA-wide. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1.1a. Expenditures: Continue \$5,525 Salaries and Benefits and \$5,500 Books and Supplies, Restricted General Fund.

Create a systematic approach to tiered intervention to	LEA-wide.	X All -----	1.2a.
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<p>ensure that all students have access and support to achieve academic proficiency.</p> <p>1.2a Continue to conduct visitations in model districts/schools to observe intervention procedures, programs, and practices. Release and substitute time for 10 staff members to make 3 days of visitation.</p> <p>1.2b Continue to monitor the effectiveness of district and site intervention systems. Expand software licenses and instructional supplies and community based tutoring.</p>	<p>Grades: All</p>	<p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expenditures: \$1,102 Salaries & Benefits, Restricted General Fund.</p> <p>1.2b. Expenditures: Continue \$3,300 of Books & Supplies, Unrestricted General Fund.</p>
<p>Hire staff to provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p> <p>1.3a. Continue to provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff and add FTE @ \$100,000 Salaries & Benefits.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p>	<p>1.3a. Expenditures: Increase by \$1.5 million in Salaries & Benefits, Unrestricted General Fund.</p>
<p>Provide a 3-year sequence of professional development and activities supporting new state standards.</p> <p>1.4a. Continue to provide consultant contracts with ELA, ELD, writing, math, and technology integration content area experts to continue to provide training to RSD principals, lead teachers and teachers. Year 3 emphasis Inquiry IPBC, English learners and blended learning.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p>	<p>1.4a. Expenditures: \$27,562 Services and Other Operating Expenses, Unrestricted General Fund.</p>

<p>1.4b. Teacher on Special Assignment (TOSAs) @ 3.0 FTE will continue to provide site specific professional development and coaching support.</p> <p>1.4c. Continue providing teacher release time/compensation for professional development activities.</p> <p>1.4d. Continue district-wide ongoing professional learning communities.</p>		<p>_ Other</p>	<p>1.4b. Expenditures: Continue \$388,000 Salaries & Benefits, Unrestricted General Fund</p> <p>1.4c. Expenditures: Continue \$75,000 Salaries & Benefits, Unrestricted General Fund.</p> <p>1.4d. No additional costs.</p>
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<p>Provide standard-aligned instructional materials for all students.</p> <p>1.5a. Establish an ELA adoption committee & consider adoption of ELA materials for 2018-2019 contingent upon selection of appropriately modified, (not) re-aligned materials.</p> <p>1.5b. Continue to provide teacher release time for continued review of new adopted science materials.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.5a. Expenditures: \$7,000 Books & Supplies, Restricted General Fund.</p> <p>1.5b. Expenditures: \$1,000 Salaries & Benefits, Unrestricted</p>
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			General Fund.
<p>Improve and standardized equitable environments for online state testing.</p> <p>1.6a. Continue implementation of effective, equitable online testing environments. Continue to build long-term funding options to support emerging technology.</p> <p>1.6b. Maintain technology devices to support grade K-8 with one-to-one computing.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.6a.</p> <p>Expenditures: \$275,625 Books & Supplies, Unrestricted General Fund.</p> <p>1.6b.</p> <p>Expenditures: \$165,000 Capital Outlay Unrestricted General Fund.</p>
<p>Increase access to electives such as music, art, foreign language, enrichment, etc.</p> <p>1.7a. Continue to expand music, art, and technology programming at the elementary schools in the district by adding 1 FTE @ \$100,000.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.7a.</p> <p>Expenditures: Salaries and Benefits, Unrestricted General Fund \$336,262.</p>
<p>Increase access to extra support, on-grade level, and challenge activities inside and outside the school day.</p> <p>1.8a. Continue to purchase instructional materials and supplies to support intervention and/or enrichment programming.</p> <p>1.8b. Continue extra duty pay for certificated/classified employees.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.8a.</p> <p>Expenditures: Continue \$220,500 Books & Supplies, Unrestricted General Fund.</p> <p>1.8b.</p>

			<p>Expenditures: Continue \$16,500 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Increase kindergarten instructional day. 1.9a. Continue to provide full day Kindergarten programming at 6 elementary schools.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.9a. Expenditures: Continue \$350,000 Salaries & Benefits and \$30,000 Books & Supplies, Unrestricted General Fund.</p>
<p>Dual-Immersion (DI) Academy Expansion. 1.10a. Provide ongoing K-8 programming and provide .5 FTE additional. 1.10b. Implement recommendations. 1.10c. Ongoing program effectiveness evaluation.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent _ Other</p>	<p>1.10a. Expenditures: \$220,500 Salaries & benefits, Unrestricted General Fund. 1.10b. Expenditures: \$1,102 Salaries & Benefits Unrestricted General Fund.</p>

			1.10c. Expenditures: \$55,125 Services & Other, Restricted General Fund.
Class Size Reduction. 1.11a. Maintain reduced class size from 30 to 1 to 24 to 1 in kindergarten through second grade..	LEA-wide. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or	1.11a. Expenditures: \$1,080,450 Salaries & Benefits Unrestricted General Fund.
After-school programming. 1.12a. Provide additional district-wide after-school programming based on identified need.	LEA-wide. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1.12a. Expenditures: \$275,625 Salaries & benefits, Unrestricted General Fund.
Continue target services for low income students previously funded by the English Language Arts (ELA). 1.13a. Maintain counseling services.	LEA-wide. Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students	1.13a. Expenditures: \$1,653,750

		with Disabilities _ Homeless _ Other	
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Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days. 1.14a. Monitor the effectiveness of district and site intervention systems, continue software licenses, and instructional supplies and community based tutoring.	LEA-wide. Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or	1.14a. Expenditures: Continue \$264,600 of Books & Supplies,
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<p>1.14b. Provide zero period for academic support and increase EL access to electives.</p>		<p>African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Unrestricted General Fund.</p> <p>1.14b. Expenditures: \$220,500 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade.</p> <p>1.15a. Implement recommendations; continue analysis and make adjustments.</p>	<p>LEA-wide. Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.15a. Expenditures: \$1,000 Supplies, Unrestricted General Fund.</p>
<p>Analyze district-wide Social and Emotional Learning and Development (SELD) implementation.</p> <p>1.16a. Implement recommendations; continue analysis and adjustments.</p> <p>1.16b. Provide SELD training to new employees and follow-up coaching opportunities for trained staff.</p> <p>1.16c. Provide ongoing professional development to include coaching on the new English language development standards to all employees.</p>	<p>LEA-wide. Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1.16a. Expenditures: \$1,000 Supplies, Unrestricted General Fund.</p> <p>1.16b. Expenditures: \$5,500 Salaries & Benefits, Unrestricted General Fund.</p> <p>1.16c. Expenditures:</p>

			\$55,125 Salaries & Benefits, Unrestricted General Fund.
<p>Monitor the progress of re-designated fluent English proficient (RFEP) pupils.</p> <p>1.17a. Maintain a counselor at all middle schools to monitor progress of RFEP students.</p> <p>1.17b. Maintain a counselor at all middle schools to support transition to high school for scheduling of RFEP students.</p>	<p>LEA-wide. Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.17a. Expenditures: \$27,562 Salaries & Benefits, Unrestricted General Fund.</p> <p>1.17b. Expenditures: Captured above.</p>
<p>Provide content teachers support at the middle school implementation of new English Language Development (ELD) standards.</p> <p>1.18a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition.</p> <p>1.18b. Maintain ELD teacher(s) release time to provide implementation of new ELD standards support in content areas 2 sections.</p>	<p>LEA-wide. Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>1.18a. Expenditures: \$2,512 Salaries & Benefits and \$3,000 Services & Other Unrestricted General Fund.</p> <p>1.18b. Expenditures: \$49,600 Salaries & Benefits, Unrestricted General Fund.</p>
		<input type="checkbox"/> All	

<p>1.19a. Provide tiered interventions specific to RFEP students.</p>	<p>LEA-wide. Grades: All</p>	<p>----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learner _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.19a. Expenditures: \$5,512 Supplies Unrestricted General Fund</p>
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<p>GOAL:</p>	<p>GOAL 2: Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning.</p>	<p>Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 _6 _7 _8 Local: LEA-wide.</p>
<p>Identified Need:</p>	<ul style="list-style-type: none"> To build stakeholder knowledge of goals, actions, and services outlined in the LCAP. To increase parent participation in student learning and organizational development. To increase business and community partnerships that support school programs. 	
<p>Goal Applies to:</p>	<p>Schools: All Rio District Schools. Grades: All</p>	<p>Applicable Pupil Subgroups: All</p>
<p>LCAP Year 1</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: Determined by observation & analysis of previous performance on parent volunteers and partnerships with outside agencies.</p> <ul style="list-style-type: none"> In 2016-2017, a baseline will be established by sign-in sheets to determine the number of parents participating in site and district advisory councils/committees and sponsored parent events at back to school night, site, and district committee meetings and other parent workshops. In 2016-2017, a baseline will be established by stakeholder surveys to determine the number of parents who volunteer at the school sites and/or district level functions. In 2016-2017, a baseline will be established to determine the number of businesses and/or community partnerships that support RSD school preliminary results on partnerships. 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Expand district stakeholder participation in Parent and English Learner Advisory Councils.</p> <p>2.1a. Maintain ongoing communication, training on the scope and purpose of parent and English learner advisory councils with all stakeholders to create a culture of inclusion, respect and, integrity and to increase participation</p> <p>2.1b. Continue to provide training to District Parent, English Learner, and LCAP Advisory Committees on the annual review process</p> <p>2.1c. Provide consistent training materials and information to school sites to assure that information is presented with fidelity</p> <p>2.1d. Provide incentives to school sites for parent participation in district-wide meetings.</p> <p>2.1e. Continue to monitor parent engagement at school and district committees by monitoring the number of parents who attend site and district committees (DELAC, PAC, LCAP, school site councils.)</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>2.1a. Expenditures: \$15,000 Services & Other, Unrestricted General Fund.</p> <p>2.1b. Expenditures: \$25,000 Services & Other, Unrestricted General Fund.</p> <p>2.1c. No Additional cost.</p> <p>2.1d. \$15,000 Supplies, Unrestricted General Fund.</p> <p>2.1e. None</p>
<p>Provide training to site administrators and their site advisory councils (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan.</p> <p>2.2a. Provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>2.2a. Expenditures: \$2,500 Services & Other, Unrestricted General Fund.</p>

<p>Identify opportunities for parents and other community based organizations to support student learning.</p> <p>2.3a. Increase partnerships by 10% annually with parents and other community based organizations to support student learning through participation of the Rio School Foundation, donating fiscal resources, expertise or volunteering.</p> <p>2.3b. Provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc. as determined through parent survey data.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.3a. No additional costs.</p> <p>2.3b. Expenditures: \$5,000 Services & Other, Unrestricted General Fund.</p>
<p>Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local business.</p> <p>2.4a. Continue to publically recognize educational organizations, county office of education, institutions of higher learning and local business through various media and events.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.4a. No additional cost.</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The number of parents participating in site and district advisory councils/committees and sponsored parent events at back to school night, site and district committee meetings and other parent workshops will increase by 10%. • The number of parents who volunteer at the school sites and/or district level functions will increase by 5%. • The number of businesses and/or community partnerships that support RSD schools will increase by 10%. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Expand district stakeholder participation in Parent and</p>	<p>LEA-wide.</p>	<p>X All -----</p>	<p>2.1a.</p>
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<p>English Learner Advisory Councils</p> <p>2.1a. Continue to maintain ongoing communication through increased communication, training on the scope and purpose of parent and English learner advisory councils with all stakeholders to create a culture of inclusion, respect and, integrity and increase participation.</p> <p>2.1b. Continue to provide training to District Parent, English Learner, and LCAP Advisory committee on the annual review process.</p> <p>2.1c. Continue to provide consistent training materials and information to school sites to assure that information is presented with fidelity.</p> <p>2.1d. Continue to provide incentives to school sites whose parents participate in district-wide committees.</p> <p>2.1e. Continue to monitor parent engagement at school and district committees by monitoring the number of parents who attend site and district committees (DELAC, PAC, LCAP, school site councils.)</p>	<p>Grades: All</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expenditures: \$17,000 services and other, Unrestricted General Fund.</p> <p>2.1b. Expenditures: \$25,000 services and other, Unrestricted General Fund.</p> <p>2.1c. No additional cost</p> <p>2.1d. \$15,000 supplies, Unrestricted General Fund.</p> <p>2.1e. None</p>
<p>Provide training to site administrators and their site advisory council (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan.</p> <p>2.2a. Continue to provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans.</p>	<p>LEA-wide. Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2.2a. Expenditures: \$2,625 services & other, Unrestricted General Fund.</p>

<p>Identify opportunities for parents and other community based organizations to support student learning.</p> <p>2.3a. Continue to increase partnerships by 10% annually with parents and other community based organizations to support student learning through participation of the Rio School Foundation, donating fiscal resources, expertise or volunteering.</p> <p>2.3b. Continue to provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc. as determined through parent survey data.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.3a. No additional costs.</p> <p>2.3b. Expenditures: \$5,5250 services & other, Unrestricted General Fund.</p>
<p>Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local businesses.</p> <p>2.4a. Continue to publicly recognize educational organizations, county office of education, institutions of higher learning and local businesses through various media and events.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.4a. No additional cost.</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The number of parents participating in site and district advisory councils/committees and sponsored parent events at back to school night, site and district committee meetings and other parent workshops will increase by 10%. • The number of parents who volunteer at the school sites and/or district level functions will increase by 5%. • The number of businesses and/or community partnerships that support RSD schools will increase by 10%. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Expand district stakeholder participation in Parent and</p>	<p>LEA-wide.</p>	<p>X All -----</p>	<p>2.1a.</p>
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<p>English Learner Advisory Councils</p> <p>2.1a. Continue to maintain ongoing communication through increased communication, training on the scope and purpose of parent and English learner advisory councils with all stakeholders to create a culture of inclusion, respect and, integrity and increase participation.</p> <p>2.1b. Continue to provide training to District Parent, English Learner, and LCAP Advisory committee on the annual review process.</p> <p>2.1c. Continue to provide consistent training materials and information to school sites to assure that information is presented with fidelity.</p> <p>2.1d. Continue to provide incentives for school sites whose parents participate in district-wide committees</p> <p>2.1e. Continue to monitor parent engagement at school and district committees by monitoring the number of parents who attend site and district committees (DELAC, PAC, LCAP, school site councils.)</p>	<p>Grades: All</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expenditures: \$19,100 services and other, Unrestricted General Fund.</p> <p>2.1b. Expenditures: \$25,000 services and other, Unrestricted General Fund.</p> <p>2.1c. No additional cost</p> <p>2.1d. \$15,000 supplies, unrestricted general fund.</p> <p>2.1e. None</p>
<p>Provide training to site administrators and their site advisory council (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan.</p> <p>2.2a. Continue to provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans.</p>	<p>LEA-wide. Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>2.2a. Expenditures: \$2,756 services & other, Unrestricted General Fund.</p>

<p>Identify opportunities for parents and other community based organizations to support student learning.</p> <p>2.3a. Continue to increase partnerships by 10% annually with parents and other community based organizations to support student learning through participation of the Rio School Foundation, donating fiscal resources, expertise or volunteering.</p> <p>2.3b. Continue to provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc. as determined through parent survey data.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.3a. No additional costs.</p> <p>2.3b. Expenditures: \$5,512 services & other, Unrestricted General Fund.</p>
<p>Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local businesses.</p> <p>2.4a. Continue to publicly recognize educational organizations, county office of education, institutions of higher learning and local businesses through various media and events.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2.4a. No additional cost.</p>

<p>GOAL:</p>	<p>GOAL 3: Create welcoming and safe environments where students attend and are connected to their school.</p>	<p>Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 _6 X 7 X 8 Local: LEA-wide.</p>
<p>Identified Need:</p>	<p>To provide well maintained and clean school environments for students.</p> <p>To improve connectedness of students and families to schools.</p>	

Goal Applies to:	Schools: All Rio School District Schools. Grades: All
Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	<p>Metrics: Determined by observation & analysis of local metrics that will include stakeholder surveys(attendance, suspensions and expulsion rates and dopt out rates).</p> <ul style="list-style-type: none"> • Maintain customer satisfaction at or above 85% based on customer satisfaction survey with ratings of agree and strongly agree. During the 2015-2016 year customer satisfaction was 83%. • Increase district average attendance rate by .1% from 96% in 2015-2016 to 96.1% in 2016-2017. • Maintain suspensions or expulsion rates at 3% or less during 2016-2017. • Chronic absenteeism data not available. • Maintain district facilities in good repair through evaluation of FIT. • Drop-out rates will be maintained at .1% during the 2016-2017 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Maintain facilities in good repair at all locations. 3.1a. Continue to monitor facilities and perform maintenance as needed.	LEA-wide. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	3.1a. Expenditures:5 FTE, \$650,000 Salaries & Benefits, \$115,000 Supplies, \$250,000 Services, Restricted General Fund.
Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services.	LEA-wide. Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More	3.2a. Expenditures: \$75,000

<p>3.2a. Implement and continually evaluate long term Master plan that includes facility projects that support 21st century skills and supplemental and specialist services.</p> <p>3.2b. Repurpose learning spaces to accommodate programming changes, including class size reduction, and increased students at campuses as required.</p>		<p>Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services & Other, Developer Fee.</p> <p>3.2b. Expenditures: \$500,000 Supplies, General Fund.</p>
<p>Develop and implement energy, water savings and recycling programs.</p> <p>3.3a. Implement energy savings projects through Prop 39 funding.</p> <p>3.3b. Analyze effectiveness of water savings and recycling initiatives to expand savings.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.3a. Expenditures: \$170,000 Services & Other, Restricted General Fund.</p> <p>3.3b. No additional cost.</p>
<p>Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder).</p> <p>3.4a. Continue to provide disaster preparedness training as recommended by the safety committee.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.4a. Expenditures: \$50,000 Services & Other, Restricted General Fund.</p>
<p>Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More</p>	<p>3.5a. Expenditures: \$1,000 Books &</p>

<p>3.5a. Conduct customer satisfaction survey at every school in the district.</p> <p>3.5b. Continue to plan and promote three school level and three district level events and activities that showcase student, parents and employee success.</p>	<p>Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Supplies, General Fund.</p> <p>3.5b. Expenditures: \$7,500 Books & Supplies,</p>
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<p>Transition from a centralized services model at the Office of Student and Family Services to Full Service Schools model at all eight district schools.</p> <p>3.6a. Implement one additional support program identified in year 1. Send 26 participants to 3 days of training.</p> <p>3.6b. Ongoing site discipline plan evaluation and development.</p>	<p>LEA-wide. Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.6a. Expenditures: \$11,000 Salaries & Benefits, \$9,000 Services & Other Restricted General Fund.</p> <p>3.6b. Expenditures: Continuing \$4,000 Unrestricted General Fund.</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> ● Maintain customer satisfaction at or above 95% based on customer satisfaction survey with ratings of agree and strongly agree. ● Increase district average attendance rate by .1% from 96.1% in 2016-2017 to 96.2% in 2017-2018. ● Maintain student attendance percentage above 96.5%. ● Decrease in the number of students that are suspended or expelled from school by 2.5% in 2016-2017 to 2% in 2017-2018. ● Decrease in the district absenteeism rates from 3% in 2016-2017 to 2% in 2017-2018. ● Maintain district facilities in good repair through evaluation of FIT Report. ● Drop-out rates will be maintained at .1% during the 2017-2018 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		X All	

<p>Maintain facilities in good repair at all locations.</p> <p>3.1a. Maintain monitoring facilities and perform maintenance as needed.</p>	<p>LEA-wide. Grades: All</p>	<p>----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent</p>	<p>3.1a. Expenditures: \$1,065,750 Restricted General Fund.</p>
<p>Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services.</p> <p>3.2a. Continue to implement and evaluate long-term Master plan that includes facility projects that support 21st century skills and supplemental and specialist services.</p> <p>3.2b. Add additional classrooms and other learning spaces to accommodate programming changes and increased students at campuses as required.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.2a. Expenditures: \$78,750 services & other, developer fees.</p> <p>3.2b. Expenditures: \$525,000 Bond funds,</p>
<p>Develop and implement energy, water savings and recycling programs.</p> <p>3.3a. Continue energy savings projects through Prop 39 funding (if available).</p> <p>3.3b. Continue to analyze and implement water savings and recycling initiatives to expand savings.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.3a. Expenditures: \$178,500 services & other, Restricted General Fund.</p> <p>3.3b. No additional cost.</p>
<p>Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder).</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent</p>	<p>3.4a. Expenditures: \$52,500 services &</p>

<p>3.4a. Continue to provide disaster preparedness training as recommended by the safety committee.</p>		<p>English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>other, Restricted General Fund.</p>
<p>Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion.</p> <p>3.5a. Continue to conduct, analyze, and improve customer satisfaction by 10% as measured by survey results at every school in the district.</p> <p>3.5b. Continue to plan and promote three school level and three district level events and activities that showcase, pants, and employee success.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.5a. Expenditures: \$1,050 books & supplies, General Fund.</p> <p>3.5b. Expenditures: \$7,875 books & supplies, Unrestricted General Fund.</p>
<p>Transition from a centralized service model at the Office of Student and Family Services to Full Service Schools model at all eight district schools.</p> <p>3.6a. Continue to implement one additional support program identified in year 1. Send 26 participants to 3 days of training.</p> <p>3.6b. Continue ongoing site discipline plan evaluation and development.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.6a. Expenditures: \$12,000 salaries & benefits, \$9,000 services & other. Restricted General Fund.</p> <p>3.6b. Expenditures: \$4,200, Unrestricted General Fund.</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● Maintain customer satisfaction as measured on Customer Service Surveys at 100%. ● Maintain student attendance rate higher than 96.5%. ● Decrease in the number of students that are suspended or expelled from school by 2.0% in 2017-2018. ● Decrease in the district absenteeism rates from 3% in 2016-2017 to 2% in 2017-2018. ● Maintain district facilities in good repair through evaluation of FIT Report. ● Drop-out rates will be maintained at .1% during the 2018-2019 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain facilities in good repair at all locations.</p> <p>3.1a. Maintain monitoring facilities and perform maintenance as needed.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent</p>	<p>3.1a.</p> <p>Expenditures: \$1,119,038</p> <p>Restricted General Fund.</p>
<p>Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services.</p> <p>3.2a. Continue to implement and evaluate long-term Master plan that includes facility projects that support 21st century skills and supplemental and specialist services.</p> <p>3.2b. Add additional classrooms and other learning spaces to accommodate programming changes and increased students at campuses as required.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>3.2a.</p> <p>Expenditures: \$82,688</p> <p>services & other, developer fees.</p> <p>3.2b.</p> <p>Expenditures: \$551,250</p> <p>Bond funds,</p>

<p>Develop and implement energy, water savings and recycling programs.</p> <p>3.3a. Continue energy savings projects through Prop 39 funding (if available).</p> <p>3.3b. Continue to analyze and implement water savings and recycling initiatives to expand savings.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.3a. Expenditures: \$187,425 services & other, Restricted General Fund.</p> <p>3.3b. No additional cost.</p>
<p>Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder).</p> <p>3.4a. Continue to provide disaster preparedness training as recommended by the safety committee.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.4a. Expenditures: \$55,125 services & other, Restricted General Fund.</p>
<p>Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion.</p> <p>3.5a. Continue to conduct, analyze, and improve customer satisfaction by 10% as measured by survey results at every school in the district.</p> <p>3.5b. Continue to plan and promote three school level and three district level events and activities that showcase, pants, and employee success.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>3.5a. Expenditures: \$1,102 books & supplies, General Fund.</p> <p>3.5b. Expenditures: \$8,270 books & supplies, Unrestricted General Fund.</p>
<p>Transition from a centralized service model at the Office</p>	<p>LEA-wide.</p>	<p>X All -----</p>	<p>3.6a.</p>

<p>of Student and Family Services to Full Service Schools model at all eight district schools.</p> <p>3.6a. Continue to implement one additional support program identified in year 1. Send 26 participants to 3 days of training.</p> <p>3.6b. Continue ongoing site discipline plan evaluation and development.</p>	<p>Grades: All</p>	<p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expenditures: \$13,050 salaries & benefits, \$9,000 services & other. Restricted General Fund.</p> <p>3.6b. Expenditures: \$4,410, Unrestricted General Fund.</p>
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<p>GOAL:</p>	<p>GOAL 4: Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication.</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 _4 X 5 X 6 X 7 X 8 Local: LEA-wide.</p>
<p>Identified Need:</p>	<ul style="list-style-type: none"> • Increase critical thinking collaboration, creativity and communication through technology tools and projects focused on student learning. • Implementation of one to one computing and a robust internet access on all campuses. • Develop a teacher-centered professional development model for integration of technology in the classroom. 	
<p>Goal Applies to:</p>	<p>Schools: All Rio School District Schools. Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>
<p style="text-align: center;">LCAP Year 1</p>		

<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics: Determined by observation & analysis of previous performance on State and Local assessments. Goal Metrics will include state assessments (CAASPP, CELDT and coordinated local measures aligned to State Standards & Current ELD frameworks).</p> <ul style="list-style-type: none"> • Students meeting or exceeding ELA/Literacy State Standards in the CAASPP/SBAC will improve by 5% from 14% during 2015-16 to 19% during the 2016-17 school year. • Students meeting or exceeding Mathematics State Standards in the CAASPP/SBAC will improve by 5% from 12% during 2015-16 to 17% during the 2016-17 school year. • Local Assessments in ELA will improve by 10%. 26.5% of all students scored proficient or above in ELA in 2015-16, in 2016-17, 36.5% will score proficient or above. • Local Assessments in mathematics will improve by 10%. 20.9% of all students scored proficient or above in ELA in 2015-16, in 2016-17, 30.9% will score proficient or above. • The District will increase the number of students meeting AMAO 1 by 1.5% each year, from 55.1% in 2014-15 to 58.1% in 2016-17 • The district will increase AMAO 2 (less than 5 years) by 1.5%, from 17.5% in 2014-15 to 20.5% in 2016-17 • The district will increase AMAO 2 (more than 5 years) by 1.5% , from 51.3% in 2014-15 to 54.3% in 2016-17 • The District will increase the number of English Learners that have been reclassified (RFEP) by 3%, from 6.9% in 2014-15 to 12.9% in 2016-17 • The district will decrease the number of students who enter the IPT process (intervention program) by 3%, from 480 in 2014-15 to 451 in 2016-17 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Technology Plan Committee to develop a comprehensive plan to integrate 21st century learning framework into existing district initiatives.</p> <p>4.1a. Continue to provide release time and professional development as needed to develop a comprehensive technology plan by the end of 2016-2017. Include research of model implementations for visitations. Thirteen participants for 6 days.</p> <p>4.1b. Continue to provide technology department resources to support technology integration including Director of Principal Support and Innovation, secretarial and TOSA position.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.1a. Expenditures: \$25,000 Salaries & Benefits, \$20,000 Services & Other Unrestricted General Fund.</p> <p>4.1b. Expenditures: \$230,000 Salaries and Benefits,</p>
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			Unrestricted General Fund.
<p>Provide district/site technical support, professional development, and coaching that supports the integration of 21st Century Skills, 4C's,CCSS materials, tools and teaching strategies.</p> <p>4.2a. Continue to provide professional development that supports technology implementation plan based on survey results.</p> <p>4.2b. Implement a funding plan in adopted budget to provide for ongoing district technology needs.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.2a. Expenditures: \$25,000 Services Unrestricted General Fund.</p> <p>4.2b. Expenditures: \$475,000 Books & Supplies and Services & Other, Unrestricted General Fund.</p>
<p>Expand STEAM opportunities including access to next generation science standards, the arts, and computer coding skills.</p> <p>4.3a. Develop recommendations for a consistent standard for the school day and/or before and after school technology instruction in the classroom setting.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.3a. Expenditures: Continue \$100,000 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Implementation of a one-to-one student computing program coupled with a robust wireless internet access at all campus and student residences.</p> <p>4.4a. Maintain robust wireless/internet access at all campuses.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or</p>	<p>4.4a. Expenditures: \$125,000 Services & Other, Unrestricted</p>

<p>4.4b. Implementation of a one-to-one student computing programs in grades K-8.</p>		<p>African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>General Fund. 4.4b. Expenditures: Costs captured in Goal 1,6b.</p>
<p>Develop community based partnerships to support 21st Century Skills development for all stakeholders</p> <p>4.5a. Maintain career fairs at all school sites; provide three student, employee, and parent workshops/ training, based on stakeholder interest; sessions, and two collaborative projects with all middle school and elementary school sites.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.5a. Expenditures: \$3,000 Books & Supplies, Unrestricted General Fund.</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The District will continue to increase the percentage of students meeting or exceeding English Language Arts State Standards in the CAASPP/SBAC by 5%. • The District will continue to increase the percentage of students meeting or exceeding Mathematics State Standards in the CAASPP/SBAC by 5%. • Local Assessments in ELA will continue to improve by 10% • Local Assessments in mathematics continue to improve by 10% • The District will continue to increase the number of students meeting AMAO 1 by 1.5% each year • The District will continue to increase AMAO 2 (less than 5 years) by 1.5% • The District will continue to increase AMAO 2 (more than 5 years) by 1.5% • The District will increase the number of English Learners that have been reclassified (RFEP) by 3% • The District will decrease the number of students who enter the IPT process (intervention program) by 3% 		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>Provide District/site technical support, professional development, and coaching that supports, the integration of 21st Century Skills, 4C's,CCSS materials, tools and</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More</p>	<p>4.1a. Expenditures: \$25,000</p>

<p>teaching strategies.</p> <p>4.1a. Continue to maintain and provide professional development that supports technology implementation plan based on survey results.</p> <p>4.1b. Continue to implement a funding plan in the adopted budget to provide for ongoing district technology needs.</p>		<p>Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Services & Other, Unrestricted General Fund.</p> <p>4.1b. Expenditures: \$288,750 Books & Supplies and Services & Other, Unrestricted General Fund.</p>
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<p>Technology Plan Committee to develop a comprehensive plan to integrate 21st century learning framework into existing district initiatives.</p> <p>4.2a. Continue to maintain and provide release time and professional development as needed to evaluate and maintain a comprehensive technology plan. Include research of model implementations for visitations. 13 participants for 6 days.</p> <p>4.2b. Maintain technology department resources to support technology integration including Director of Principal Support and Innovation, secretarial and TOSA position.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.2a. Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund.</p> <p>4.2b. Expenditures: \$485,000 Salaries and Benefits ,Unrestricted General Fund.</p>
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<p>Expand STEAM opportunities including access to next</p>	<p>LEA-wide.</p>	<p>X All -----</p>	<p>4.3a.</p>
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<p>generation science standards, the arts, and computer coding skills.</p> <p>4.3a. Implement recommendations/standards for the school day and/or before and after-school technology instruction in the classroom setting.</p>	<p>Grades: All</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expenditures: Continue \$105,000 Salaries & Benefits, Unrestricted General Fund.</p>
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<p>Implementation of a one-to-one student computing program coupled with a robust wireless internet access at all campus and student residences.</p> <p>4.4a. Continue to maintain robust wireless/internet access at all campuses.</p> <p>4.4b. Maintain one-to-one student computing programs in grades K-8.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>4.4a. Expenditures: \$131,250 Services & Other, Unrestricted General Fund.</p> <p>4.4b. Expenditures: Costs captured in Goal 1, 6b.</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The District will continue to increase the percentage of students meeting or exceeding English Language Arts State Standards in the CAASPP/SBAC by 5%. • The District will continue to increase the percentage of students meeting or exceeding Mathematics State Standards in the CAASPP/SBAC by 5%. • Local Assessments in ELA will continue to improve by 10% • Local Assessments in mathematics continue to improve by 10% • The District will continue to increase the number of students meeting AMAO 1 by 1.5% each year • The District will continue to increase AMAO 2 (less than 5 years) by 1.5% • The District will continue to increase AMAO 2 (more than 5 years) by 1.5% • The District will increase the number of English Learners that have been reclassified (RFEP) by 3% • The District will decrease the number of students who enter the IPT process (intervention program) by 3%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide District/site technical support, professional development, and coaching that supports, the integration of 21st Century Skills, 4C's,CCSS materials, tools and teaching strategies.</p> <p>4.1a. Continue to maintain and provide professional development that supports technology implementation plan based on survey results.</p> <p>4.1b. Continue to implement a funding plan in the adopted budget to provide for ongoing district technology needs.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.1a. Expenditures: \$25,000 Services & Other, Unrestricted General Fund.</p> <p>4.1b. Expenditures: \$304,000 Books & Supplies and Services & Other, Unrestricted General Fund.</p>
<p>Technology Plan Committee to develop a comprehensive plan to integrate 21st century learning framework into existing district initiatives.</p> <p>4.2a. Continue to maintain and provide release time and professional development as needed to evaluate and maintain a comprehensive technology plan. Include research of model implementations for visitations. 13 participants for 6 days.</p> <p>4.2b. Maintain technology department resources to support technology integration including Director of Principal Support and Innovation, secretarial and TOSA position.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.2a. Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund.</p> <p>4.2b. Expenditures: \$511,250 Salaries and</p>

			Benefits ,Unrestricted General Fund.
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<p>Expand STEAM opportunities including access to next generation science standards, the arts, and computer coding skills.</p> <p>4.3a. Implement recommendations/standards for the school day and/or before and after-school technology instruction in the classroom setting.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.3a. Expenditures: \$110,250 Salaries & Benefits, Unrestricted General Fund.</p>
<p>Implementation of a one-to-one student computing program coupled with a robust wireless internet access at all campus and student residences.</p> <p>4.4a. Continue to maintain robust wireless/internet access at all campuses.</p> <p>4.4b. Maintain one-to-one student computing programs in grades K-8.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>4.4a. Expenditures: \$138,000 Services & Other, Unrestricted General Fund.</p> <p>4.4b. Expenditures: Costs captured in Goal 1, 6b.</p>

<p>GOAL:</p>	<p>GOAL 5: Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers.</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: LEA-wide.</p>
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Identified Need:	<ul style="list-style-type: none"> To fill all positions with highly qualified classified and certificated personnel. To improve organizational communication process and quality. 		
Goal Applies to:	Schools:	All Rio School District Schools.	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	Metrics: Determined by observation & analysis of previous performance on employee job descriptions and qualifications as well as analysis of previous performance on stakeholder survey and employee exit survey. <ul style="list-style-type: none"> 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions. At least three district-wide professional development days specifically for technology integration. Maintain district employee retention rates for Certificated and Classified employees at 96.5%. Maintain the attendance at job fairs to recruit exemplary employees. 		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
Budgeted Expenditures			

<p>Provide a comprehensive certificated professional development plan that includes district wide, on- site and virtual learning opportunities accompanied by ongoing coaching.</p> <p>5.1a. Provide orientation and ongoing support through quarterly meetings.</p> <p>5.1b. Provide ongoing new teacher support through MIP (Mentor Induction Program.).</p> <p>5.1c. Provide ongoing teacher support through PAR.</p> <p>5.1d. Continue a one day training program for district substitutes and administer satisfaction survey.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>5.1a. Expenditures: \$5,000 Books & Supplies, Unrestricted General Fund.</p> <p>5.1b. Expenditures: \$75,000 Salaries & Benefits Unrestricted General Fund.</p> <p>5.1c Expenditures: \$19,000 Salaries & Benefits</p>
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			Unrestricted General Fund. 5.1d. Expenditures: \$2,000 Salaries & Benefits, Unrestricted General Fund.
<p>Provide a comprehensive classified professional development that includes district-wide & on-site demonstration.</p> <p>5.2a. Provide training and district-wide and onsite demonstrations.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5.2a. Expenditures: \$5,000 Services & Other, Unrestricted General Fund.</p>
<p>Provide a comprehensive management professional development that includes district-wide, and on-site demonstrations.</p> <p>5.3a. Provide on-going professional development and coaching opportunities for site administrators.</p> <p>5.3b. Provide on-going for district level management to attend job alike professional development opportunities.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5.3a. Expenditures: \$25,000 Books & Supplies, Unrestricted General Fund. 5.3b. Expenditures: \$10,000 Services & Other, Unrestricted General Fund.</p>
<p>Administer a satisfaction and exit surveys to improve</p>	<p>LEA-wide.</p>	<p>X All -----</p>	<p>5.4a.</p>

<p>district employee retention rates.</p> <p>5.4a. Continue to administer employee satisfaction and exit surveys.</p> <p>5.4b. Continue to implement strategies determined in Year 1.</p>	<p>Grades: All</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expenditures: No additional cost.</p> <p>5.4b. Expenditures: No additional cost.</p>
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<p>Attract exemplary employees through the promotion of the district to perspective candidates.</p> <p>5.5a. Attend additional job fairs as needed.</p> <p>5.5b. Continue to evaluate, update and make needed changes to relocation materials.</p> <p>5.5c. Continue and increase relationships with universities, career fair providers, professional organizations.</p> <p>5.5d. Continue to evaluate, and adjust hiring practices as needed.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5.5a. Expenditures: Continue \$7,000 Services & Other, Unrestricted General Fund.</p> <p>5.5b. Expenditures: \$5,000 Services & Other, Unrestricted General Fund.</p> <p>5.5c. No additional costs.</p> <p>5.5d. No additional cost.</p>
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LCAP Year 2

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions. ● At least four district-wide professional development days specifically for technology integration. ● Maintain district employee retention rate at 96.5% or above. ● Maintain the attendance at job fairs to recruit exemplary employees. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Provide a comprehensive certificated professional development plan that includes district wide, on-site and virtual learning opportunities accompanied by ongoing coaching.</p> <p>5.1a. Continue to provide orientations and ongoing support through quarterly meetings.</p> <p>5.1b. Continue to provide ongoing new teacher support through MIP.</p> <p>5.1c. Continue to provide ongoing teacher support through PAR.</p> <p>5.1d. Continue to provide one-day training programs for district substitutes and administer satisfaction survey.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>5.1a. Expenditures: \$5,250 Books & Supplies, Unrestricted General fund.</p> <p>5.1b. Expenditures: \$78,750 Salaries & Benefits Unrestricted General Fund.</p> <p>5.1c. Expenditures: \$19,950 Salaries & Benefits Unrestricted General Fund.</p> <p>5.1d. Expenditures: \$2,100 Salaries</p>
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			& Benefits, Unrestricted General Fund.
<p>Provide a comprehensive classified professional development that includes district- wide, and on-site demonstrations.</p> <p>5.2a. Continue to provide training and district-wide and onsite demonstrations.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5.2a. Expenditures: \$5,250 Services & Other, Unrestricted General Fund.</p>
<p>Provide a comprehensive management professional development that includes district-wide, and on-site demonstrations.</p> <p>5.3a. Continue to provide on-going professional development and coaching opportunities for site administrators.</p> <p>5.3b. Continue to provide on-going for district level management to attend job alike professional development opportunities.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5.3a. Expenditures: \$26,250 Books & Supplies, Unrestricted General Fund.</p> <p>5.3b. Expenditures: \$10,500 Services & Other, Unrestricted General Fund.</p>
<p>Administer satisfaction and exit surveys to improve</p>	<p>LEA-wide.</p>	<p>X All -----</p>	<p>5.4a.</p>

<p>district employee retention rates.</p> <p>5.4a. Continue to administer employee satisfaction and exit surveys.</p> <p>5.4b. Continue to implement strategies determined in Year 1.</p>	<p>Grades: All</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expenditures: No additional cost.</p> <p>5.4b. Expenditures: No additional cost.</p>
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<p>Attract exemplary employees through the promotion of the district to perspective candidates.</p> <p>5.5a. Attend additional job fairs as needed.</p> <p>5.5b. Continue to evaluate, update and make needed changes to relocation materials.</p> <p>5.5c. Continue and increase relationships with universities, career fair providers, professional organizations.</p> <p>5.5d. Continue to evaluate, and adjust hiring practices as needed.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5.5a. Expenditures: Continue \$7,350 Services & Other, Unrestricted General Fund.</p> <p>5.5b. Expenditures: \$5,250 Services & Other, Unrestricted General Fund.</p> <p>5c. No additional costs.</p> <p>5d. No additional cost.</p>
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> ● 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions. ● Develop five district-wide professional development days specifically for technology integration. ● Maintain district employee retention rate at 96.5% or above. ● Maintain the attendance at job fairs to recruit exemplary employees. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide a comprehensive certificated professional development plan that includes district wide, on- site and virtual learning opportunities accompanied by ongoing coaching.</p> <p>5.1a. Continue to provide orientations and ongoing support through quarterly meetings.</p> <p>5.1b. Continue to provide ongoing new teacher support through MIP.</p> <p>5.1c. Continue to provide ongoing teacher support through PAR.</p> <p>5.1d. Continue to provide one-day training programs for district substitutes and administer satisfaction survey.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5.1a. Expenditures: \$5,512 Books & Supplies, Unrestricted General fund.</p> <p>5.1b. Expenditures: \$82,688 Salaries & Benefits Unrestricted General Fund.</p> <p>5.1c. Expenditures: \$21,000 Salaries & Benefits Unrestricted General Fund.</p> <p>5.1d. Expenditures: \$2,205 Salaries & Benefits, Unrestricted</p>

			General Fund.
<p>Provide a comprehensive classified professional development that includes district- wide, and on-site demonstrations.</p> <p>5.2a. Continue to provide training and district-wide and onsite demonstrations.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5.2a. Expenditures: \$5,512 Services & Other, Unrestricted General Fund.</p>
<p>Provide a comprehensive management professional development that includes district wide, and on-site demonstrations.</p> <p>5.3a. Continue to provide ongoing professional development and coaching opportunities for site administrators..</p> <p>5.3b. Continue to provide on-going for district level management to attend job alike professional development opportunities.</p>	<p>LEA-wide. Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>5.3a. Expenditures: \$27,562 Books & Supplies, Unrestricted General Fund.</p> <p>5.3b. Expenditures: \$11,025 Services & Other Unrestrict ed General Fund.</p>
<p>Administer an satisfaction and exit surveys to improve</p>	<p>LEA-wide.</p>	<p>X All -----</p>	<p>5.4a.</p>

<p>district employee retention rates.</p> <p>5.4a. Continue to administer employee satisfaction and exit surveys.</p> <p>5.4b. Continue to implement strategies determined in Year 1.</p>	<p>Grades: All</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expenditures: No additional cost.</p> <p>5.4b. Expenditures: No additional cost.</p>
<p>Attract exemplary employees through the promotion of the district to perspective candidates.</p> <p>5.5a. Attend additional job fairs as needed.</p> <p>5.5b. Continue to evaluate, update and make needed changes to relocation materials.</p> <p>5.5c. Continue and increase relationships with universities, career fair providers, professional organizations.</p> <p>5.5d. Continue to evaluate, and adjust hiring practices as needed.</p>	<p>LEA-wide.</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>5.5a. Expenditures: Continue \$8,000 Services & Other, Unrestricted General Fund.</p> <p>5.5b. Expenditures: \$5,500 Services & Other, Unrestricted General Fund.</p> <p>5c. No additional costs.</p> <p>5d. No additional cost.</p>

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and

services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	Improved student achievement at every school and every grade in all content areas.		<ul style="list-style-type: none"> Related State and/or Local Priorities: X 1 X2 _3 _4 X 5 X 6 X7 _8 Local:
Goal Applies to:	Schools:	LEA-wide. Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 40% in 2014-2015 to 50% in 2015-2016 on local assessments. • The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 56% in 2014-2015 to 66% in 2015-2016 on local assessments. • Upon determination of student proficiency levels on the CASSPP/SBAC, the district will strive to increase the proficiency levels by 10%. • The District will increase the number of students meeting AMAOs by 10% (i.e., AMAO 1 from 54.4% to 64.4%, AMAO 2 \geq from 47.3% to 57.3%, AMAO 2$<$ from 14.9% to 24.9%, AMAO 3: Baseline Year. • The District will increase the number of English Learners that have been reclassified (RFEP) by 10% from 153 students in 2014- 2015 to 168 students in 2015-2016. • 10% percent decrease in the number of students who have been identified through the IPT process to receive academic interventions process to receive academic interventions. • The District will provide period zero to increase access to electives for English Language Learners at all district middle schools. 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Student scores as measured by local English Language Arts assessment show a decrease in proficient level or above from a 40% to a preliminary 26.5 % in 2015-2016. • Student scores as measured by local Math assessment show a decrease in proficient level or above from a 56% to a preliminary 20.90%. • Baseline student scores as measured by the CAASPP/SBAC show 25% of students meeting or exceeding the standards in ELA and an 18% of students meeting or exceeding the standards in Math. • RSD did not increase by 10% the number of students meeting AMAO's. AMAO 1 improved by .6% from 54.4 to 55.1, AMAO 2 (less than 5 years) improved by 2.4% from 14.9% to 17.5% and AMAO 2 (more than 5 years) improved by 3.7% from 47.6% to 51.3%. • Based on preliminary results, the district did not increase by 10% the number of English Learners that were reclassified by 10%. 107 students were reclassified and the number of students decreased by 61 students. The reclassification percentage rate decreased by more than 1% and it went from a 3.8% to a preliminary 2.2% (as of May 2016). • RSD did not decrease by 10% in the number of students identified through the IPT process. It only decreased by 5.4%. • RSD provided multiple zero period classes in the three middle schools in order to increase access to electives for English Language Learners.
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Build capacity and consistent district-wide procedures through training in Response to Intervention (RTI) at 8 schools. Refresh/reinforce teacher learning in schools previously trained.		1. Work with site-based teams to conduct a self-study analysis regarding identification of student need and implementation of strategic and intensive interventions for ELA and/or mathematics, teacher release time and supplies. Expenditures: \$4,000 Salaries and Benefits and \$4,000 Books and Supplies, Restricted General Fund.	1. Teacher release time and supplies. 80 hours of pull out for various trainings and meetings with intervention (level 3) teachers. A portion of this cost is already included in action 3. RSD is building capacity by continuing to support and train new and existing K-5 teachers in RTI through trainings and providing the necessary materials to assist students.		1. Expenditures: \$9,600.00.
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>2. Create a systemic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency.</p>	<p>2a. Conduct visitations in model districts/ schools to observe intervention procedures, programs, and practices. Release and substitute time for 10 staff members to make 3 days of visitation. Expenditures: \$8,000 Salaries & Benefits, Restricted General Fund.</p> <p>2b. Monitor the effectiveness</p>	<p>2a. Substitute release time for 10 staff members to make 3 days of visitation. Only two visitations were made with a small team.</p> <p>2b. Monitor effectiveness of interventions.</p> <p>Rio Vista Middle School visited intervention programs with a small team (twice). RSD provided training for a group of middle school teachers and on how to build professional learning communities (PLC).</p> <p>RSD monitored effectiveness of interventions through RSD TOSA. TOSA provided resources and training on reading intervention programs as well as online programs (such as Real School).</p>	<p>2a. Expenditure: \$1,000.00.</p> <p>2b. Expenditure: \$2,500.00.</p>
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		of district and site intervention systems. Continue software licenses and instructional supplies and community based tutoring. Expenditures: Continue \$15,000 of Books & Supplies, Unrestricted General Fund.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>3. Hire staff to provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff.</p>		<p>3. Hire staff to provide intervention teacher support, behavior specialists, school counselors, and other certificated and classified support staff. Expenditures: Continue and increase counselor, school nurse and hourly teacher support \$1,300,000 Salaries & Benefits, Unrestricted General Fund.</p>	<p>3. Counselor, school nurse & hourly teachers. RSD was able to hire additional counselors for each school and hired additional behavior specialists to support students and teachers. Intervention teachers were hired at all Elementary Schools and were provided support by the teachers on special assignments.</p>	<p>3. \$715,000 - counselors 7.8 FTE, \$110,000 - nurse - 1 FTE \$500,000 - hourly teachers support.</p>
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Other			
<p>4. Provide a 3-year sequence of professional development and activities supporting new State standards in ELA, ELD, writing and math including teacher training on classroom implementation of instruction aligned to new standards.</p>	<p>4a. Consultant contracts with ELA, ELD, and writing, math, and technology integration content area experts to provide training to RSD principals, lead teachers and teachers. Expenditures: \$100,000 Services and Other Operating Expenses, Unrestricted General Fund.</p> <p>4b. Teachers on Special Assignment (TOSAs) @ 3.0 FTE providing site specific professional development and coaching support.</p>	<p>4. Provide training to principals and teachers, performed internally for lower cost.</p> <p>4a. The district contracted VCOE to provide English Language Development trainings to all K-8 grade teachers and principals. Teachers attended a 3 day ELD training series.</p> <p>4b. RSD implemented the technology professional online program Redbird. Professional development was provided for the online program. RSD continued with the 3 TOSAs and they provided professional development in technology implementation, reading and GLAD trainings.</p> <p>4c. Teachers were provided release time for trainings on ELD and technology as well as after school.</p>	<p>4a. Expenditures: \$12,156.25</p> <p>4b. Expenditures: \$345,000 salaries & benefits.</p> <p>4c. Expenditures: \$65,250.00</p>

		<p>Expenditures: Continue \$300,000 Salaries & Benefits, Unrestricted General Fund.</p> <p>4c. Teacher release time/ compensation for professional development activities. Expenditures: Continue \$150,550 Salaries & Benefits, Unrestricted General Fund.</p> <p>4d. Continue district-wide ongoing Professional Learning Communities. Expenditures: No additional cost.</p>			
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>5. Provide California State Standard-aligned instructional materials for all students to include the Next Generation Science Standards.</p>	<p>5a. Consider math materials adoption for 2015-2016,m contingent upon selection of appropriate, modified, (not) re-aligned materials.Expenditures: No additional costs.</p> <p>5b. Provide teacher release time for continued review of new adopted math materials. Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund.</p>	<p>5a. Teacher release time, less time needed than originally planned. Multiple meetings were held during the day and after school to review newly adopted material. Committee attended training at VCOE that was not planned.</p> <p>5b. Teacher release time, more time needed than originally planned. Only math adoption was piloted. Science materials were not reviewed.</p> <p>RSD provided training and materials in both math and science to K-8 grade teacher pilot committees. Pilot training for math adoption was conducted for K-8 grade teachers. RSD were provided the opportunity to pilot the math adoption series and the needed release time.</p>	<p>5a. Expenditures: \$5,752.00.</p> <p>5b, 5d.. Expenditures: \$30,700.00.</p>

	<p>5c. Consider Next Generation Science materials 2015-2016, contingent upon selection of appropriate, modifies, (not) re-re-aligned materials. Expenditures: No additional costs.</p> <p>5d. Provide teacher release time for continued review of newly adopted Science materials. Expenditures: \$15,000 Salaries & Benefits, Unrestricted General Fund.</p>				
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>6. Improve and standardized equitable environments for online state testing.</p>	<p>6a. Continue implementation of effective, equitable online testing environments. BUild long-term funding options to support emerging technology. Expenditures: \$150,000 Books & Supplies, Unrestricted General Fund.</p> <p>6b. Purchase technology devices to complete 6th through 8th grade one-to-one computing initiative.</p>	<p>6a. Implementation of testing environments, more resources put into devices.</p> <p>6b. Purchase devices, finish one to one roll out and provide teacher display systems.</p> <p>Teacher representatives from Elementary, Middle School, and District personnel attend the CAASPP training. RSD provided training for testing coordinators and principals. They also provided numerous resources electronically and binders.</p> <p>In grades 6th-8th students were provided with a one-to-one computer at the three middle school sites.</p>	<p>6a. Expenditures: \$10,550.00.</p> <p>6b. Expenditures: \$1,500,000.00.</p>

		Expenditures: \$450,000 Capital Outlay, Unrestricted General Fund.		
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7. Increase access to electives such as music, art, foreign language, enrichment, etc.	7a. Expand music, art, technology, and foreign language courses to support the addition of programming at a third middle school. Expenditures: Continue \$200,000 Salaries & Benefits from prior year and	7. Teacher salaries. RSD hired music/art teachers, as well as technology champions, and foreign language teachers to increase access to electives in all schools.	7. \$170,000 Art Teachers, \$26,000 Drama Teacher, \$75,800 Music Teacher, \$25,000 Robotics Teacher.	

		add 1 FTE, \$100,000 Salaries & Benefits, Unrestricted General Fund.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>8. Increase access to extra support, on-grade level, and challenge activities inside and outside the school day.</p>	<p>8a. Purchase of instructional materials and supplies to support intervention and/or enrichment programming. Expenditures: \$300,000 Books & Supplies, Unrestricted General Fund.</p> <p>8b. Certificated/Classified extra duty pay. Expenditures: Continue \$15,000 Salaries & Benefits, Unrestricted General Fund.</p>	<p>8a. Supplies, Promevo, Renaissance, Sokikom. 8b. Extra duty pay.</p> <p>RSD increased access to extra support to challenging activities in and outside of the school day. RSD purchased supplemental intervention materials and programs such as Sokikom and Renaissance. Electives were implemented throughout the schools. Additional programs were incorporated into the ASES after school programs.</p> <p>Extra Duty Pay was provided to teachers after school to collaborate on extra activities after school such as "Math Challenge Day" and Saturday School Program.</p> <p>Instructional program choices became more focussed resulting in lower materials costs.</p>	<p>8a. Expenditures: \$190,700.</p> <p>8b. Expenditures: \$12,150 salaries & benefits.</p>
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>	<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>9. Increase kindergarten instructional day.</p>	<p>9. Provide ongoing full day kindergarten programming at 6 elementary schools. Expenditures: Continue \$249,000 Salaries & Benefit, \$35,000 Books & Supplies, Unrestricted General Fund.</p>	<p>Full day kindergarten at 6 elementary schools. 9. Additional teachers, supplies, 4 additional teachers. RSD expanded the Kindergarten instructional day to full time for all elementary schools in the 2015-2016 school year.</p>	<p>9. Expenditures: \$335,000 salaries & benefits.</p>
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>	<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>10. Dual-Immersion (DI) Academy Expansion.</p>	<p>10a. Provide 8th grade DI programming, 1 additional FTE. Expenditures: Continue \$100,000 from prior year and add \$100,000 Salaries & Benefits, Unrestricted General Fund.</p>	<p>10a. 1 additional FTE for 8th grade.</p> <p>10b. Implement recommendations, training and additional staff. Staff attended a training sessions at VCOE.</p> <p>10c. Program effectiveness evaluation.</p> <p>RSD worked with JBS International to develop, interview and evaluate the effectiveness at the D.I. program.</p> <p>RSD adopted the recommendations and provided additional training in ELD and hired additional teachers for the 8th grade class.</p> <p>In addition, a full time administrator was hired to support the D.I. expansion program at Rio Real.</p>	<p>10a. Expenditures: \$81,000 for 15-16 and \$95,000 from 14-15.</p> <p>10b. Expenditures: \$80,550.00</p> <p>10c. Expenditures: \$44,000.00</p>

		<p>10b. Implement recommendati ons, training and additional staff. Expenditures: \$80,000 Salaries & Benefits and \$20,000 Services & Other Operating Costs, Unrestricted General Fund Services & Other, Restricted General Fund.</p> <p>10c. Ongoing program effectiveness evaluation. Expenditures: \$25,000 Services & Other, Restricted General Fund.</p>			
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>11. Class Size Reduction.</p>		<p>11. Reduce Class size from 30 to 1 to 24 to 1 in second grade, hire 3 additional FTE teachers. Expenditures: Continue \$300,000 Salaries & Benefits from prior year and an additional \$300,000 Salaries & Benefits, Unrestricted General Fund.</p>	<p>11. Hire additional teachers for first grade class size reduction. 4 additional teachers.</p> <p>RSD hired four additional teachers that were needed to meet the requirements of the new class size reduction ratios in 1st grade.</p>	<p>11. Expenditures: \$630,000.</p>
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>12. After-school programming.</p>	<p>12a. Provide additional district-wide after-school programming based on identified need. Expenditures: \$250,000 Salaries & Benefits, Unrestricted General Fund.</p> <p>12b. Apply for Federal 21st CCLC grant funding with improved program design. Expenditures: No additional cost.</p>	<p>12. Additional sports were provided utilizing Boys and Girls Club staff.</p> <p>Rio School District continued to supplement the after school program at Rio Vista, Rio Del Norte, Rio Lindo, Rio Plaza and Rio Rosales. Rio School District provided a total of 250 spots in the after school program.</p> <p>RSD applied for the Federal 21st CCLC grant funding with improved program desired but was declined.</p>	<p>12. Expenditures: \$78,000 Salaries & benefits. \$158,705 services & other to provide 100 spots at Rio Vista, 50 additional spots at Rio Del Norte, 25 additional spots at Rio Lindo, 50 additional spots at Rio Plaza, 25 additional spots at Rio Rosales.</p>
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Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>FOR LOW-INCOME PUPILS:</p> <p>1. Continue target services for low income students previously funded by the Economic Impact Aid (EIA).</p>	<p>1. Add 1 additional FTE for counseling and continue.</p> <p>Expenditures: FTE of counselor time, \$375,000 Salaries & Benefits, \$100,000 classified support staff, 3 FTE, \$85,000 Inst. Asst. support, Salaries &</p>	<p>1a. Additional FTE for counseling.</p> <p>1b. RSD provided intervention teacher at each elementary school site during the 15/16 school year.</p> <p>1c. RSD provided a counselor at each school site.</p> <p>1d. RSD continued to provide support for instructional materials, books, supplies for libraries, software (Sokikom, Newsella, etc.)</p>	<p>1a. Expenditures: \$220,000.</p> <p>1b. Expenditures: \$379,000</p>
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	Benefits, \$350,000 instructional materials, Books & Supplies and \$275,000 software and consulting, services & other.	
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Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		

<p>FOR LOW-INCOME AND ENGLISH LEARNERS (EL) PUPILS:</p> <p>2. Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days.</p>	<p>2a. Identify a district menu of interventions vetted as high-leverage options for use in schools. Expenditures: Continue \$132,000 of Books & Supplies, Unrestricted General Fund.</p> <p>2b. Provide a period zero for academic support and increase EL access to electives. Expenditures: \$200,000 Salaries & Benefits, Unrestricted General Fund.</p> <p>2c. Maintain 6-weeks of summer programming for migrant, low-income and EL</p>	<p>2a. Licenses and instructional supplies. 2b. Zero period academic support. 2c. Professional development.</p> <p>RSD provided multi-tiered interventions and enrichment activities outside of the school day. Some of the programs implemented BrightBytes, and online e-books. Rio School District also implemented period electives for ELL's. RSD continued to provide a summer enrichment program for migrant, low SES and EL learners.</p> <p>A menu of intervention programs has been implemented such as BrightBytes, Learning Priority, teachers are utilizing the programs on the first year of usage. Rio School district will continue to use these programs in the next 3 years.</p> <p>Rio School District has implemented zero period to facilitate more electives for ELL students.</p> <p>Rio School District has established and will continue with the 6-week summer program for migrant, low SES and ELL students.</p>	<p>2a. Expenditures: \$154,000 books & supplies.</p> <p>2b. Expenditures: \$132,000 books & supplies.</p> <p>2c. Expenditures: \$84,000</p>
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		students. Expenditures: Hourly teacher time Salaries & Benefits, Restricted General Fund, \$60,000.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>		<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>		
<p>3. Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade.</p>	<p>3. Implement recommendations; continue analysis and make adjustments. Expenditures: \$1,000 Supplies, Unrestricted General Fund.</p>	<p>3. Implemented recommendations and supplies. Teachers and administrators have continuously analyzed the progress of ELL in various settings.</p> <p>RSD continued to analyzed the progress of ELL's through a series of after school teacher and administrator meetings. There was one meeting per month. School sites also analyzed the progress of ELL on various meetings such as leadership, faculty and grade level meetings.</p> <p>Expenditures over budget due to increased number of meetings.</p>	<p>3. Expenditures: \$2,000.</p>	

Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>FOR ENGLISH LEARNERS:</p> <p>4. Analyze district-wide Social, Emotional Learning (SELD) implementation.</p>	<p>4a. Implement recommendations; continue analysis and adjustments. Expenditures: \$1,000 supplies, Unrestricted General Fund.</p> <p>4b. Provide SELD training to new employees and follow-up coaching opportunities for trained staff. Expenditures: \$5,000 Salaries & Benefits, Unrestricted General Fund.</p> <p>4c. Provide professional development to include coaching on the new English language dev. Standards to</p>	<p>4a. Implement recommendations.</p> <p>4b. SELD training for new employees and follow-up coaching.</p> <p>4c. Professional development. Rio School District has implemented a robust professional development program for all teachers and administrators through VCOE.</p> <p>Teachers and administrators also received training on Systematic English Language Development through the CLU reading results program.</p>	<p>4a. Expenditures: \$1,000 Salaries and benefits.</p> <p>4b. Expenditures: \$5,000 Supplies.</p> <p>4c. Expenditures: \$47,156 services & other.</p>
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		all employees for 4 extra hours. Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>		<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>		
<p>FOR RE-DESIGNATED FLUENT ENGLISH PROFICIENT (RFEP) PUPILS:</p> <p>5. Monitor the progress of Re-designated fluent English proficient students (RFEP).</p>	<p>5a. Maintain a counselor at all middle schools to monitor progress of RFEP students. Expenditures: \$50,000 Salaries & Benefits, Unrestricted General</p>	<p>5. Maintain counselor at middle schools.</p> <p>5a. Rio School District provides counselors at the middle schools. Counselors have now been in place at all schools and continue working with students who are at risk - ELL's and RFEP.</p>	<p>5a. Expenditures: \$50,000 Salaries & Benefits, Unrestricted General Fund.</p>	

		Fund.			
		5b. Maintain a counselor at all middle schools to support transition to high school for scheduling of RFEP students. Expenditures: Captured above.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: 6th, 7th, 8th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>6. Provide content teachers support at the middle school implementation of new English Language Development (ELD) standards.</p>	<p>6a. Work with Ventura County office of Education ELD Content Specialists to support content acquisition. Expenditures: \$7,500 Salaries & Benefits and \$7,500 Services & Other Unrestricted General Fund.</p> <p>6b. Maintain ELD teacher(s) release time to provide implementation of new ELD standards support in content areas 2 sections. Expenditures: \$40,000 Salaries & Benefits, Unrestricted General Fund.</p>	<p>6a. work with VCOE ELD content. 6b. ELD teacher release time.</p> <p>RSD provided trainings through VCOE for Middle and Elementary school teachers on the CA State adopted ELD standards. All teachers were provided with a 3 day training and release time for the trainings as well as collaboration on lesson development.</p>	<p>6a. Expenditures: 2,100 Services & Other.</p> <p>6b. Expenditures: \$44,400 Salaries & Benefits.</p>
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Scope of service:	LEA-wide. Grades: 6th, 7th, 8th		Scope of service:	LEA-wide. Grades: 6th, 7th, 8th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7. Provide tiered interventions specific to RFEP students.		7. Continue RTI tiered interventions specific to RFEP to maintain skills. Expenditures: \$160,000 Salaries & Benefits, Unrestricted General Fund, \$80,000 Supplies Unrestricted General Fund.	7. RTI tiered interventions. Expenditures for these items are included in other actions above. These interventions were performed within the school day using existing resources. 7a. RSD provided RTI services to RFEP students who are at risk through the RTI-level 3 process. RTI pull out teacher(s) were at school sites and were trained on these interventions. Furthermore, all teachers in RSD are GLAD trained to provide intervention to all students, especially RFEP students.		7a. Expenditures: \$2,450 Services & Other.
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Metrics for continued growth in 2016-17 include:</p> <ul style="list-style-type: none"> • An analysis of initial district data has provided affirmation and indication that Local Control and Accountability Plan Actions and Services for “all students” has decreased student achievement as indicated by Local Assessments in English Language Arts. The reason for this is because the benchmarks have been re-aligned to the new CAASPP/SBAC test therefore making it more challenging for students and faculty. • The District has experienced an increase of ELs between the 2010 and 2015 school years. Despite the growth of ELs each year, the district has shown small improvement in the percentage of students demonstrating annual progress learning English (Annual Measurable Achievement Objective 1) as measured by the AMAO’s 1 and 2. The percentage of ELs attaining English language proficiency • The District has also shown an increase (3.7%) in the percentage of English Learners who have gained proficiency in the English language with five or more years in U.S. public schools. AMAO 1 improved by .6% from 54.4 to 55.1, AMAO 2 (less than 5 years) improved by 2.4% from 14.9% to 17.5% and AMAO 2 (more than 5 years) improved by 3.7% from 47.6% to 51.3%. There was a small decline in the number of English Learners that were reclassified by more than 1% and it went from a 3.8% to a preliminary 2.2% (as of May 2016). • During the 2014-2015 School year, Rio School District students in grades 3-8 participated in the new state assessment model. 25% of students met or exceeded state standards in ELA and 18% of students met or exceeded standards in Math. This is the baseline for the RSD. The results for the 2015-2016 school year will provide the second year of scores and once the scores are released RSD will have solid numbers to compare growth or a decrease on student achievement. <p>Changes for 2016-17 include: As a result of the district review of Expected Annual Measurable Outcomes and progress made towards implementing planned actions and services during the 2016-2017 school year, the Rio School District had determined that the District will continue to move forward with planned actions, services, and expenditures into the 2016-2017 school year. The only change will be a new math adoption for the first year during the 2016-2017 school year and the professional development that is needed for all teachers</p>	

Original Goal from prior year LCAP:	Engage Parents and other District stakeholders in the development of meaningful partnerships to support student learning.	Related State and/or Local Priorities: _1_ 2_3 X4 X5_6_7_8 Local:
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Goal Applies to:	Schools:	LEA-wide. Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 5% increase in the number of parents participating in district and site advisory councils/committees and sponsored parent events from 3% in 2014-2015 to 8% in 2015-2016. • 5% increase in the number of parents who volunteer at the school sites and/or district level functions from 35% in 2014-2015 to 40% in 2015-2016. • 10% increase in the number of businesses and/or community partnerships that support school programs from 319 partners in 2014-2015 to 351 partners in 2015-2016. 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Sign in reports on parent participation shows an increase in the number of parents participating in district and site advisory councils, committees and sponsored parent events. These are preliminary reports and it shows an increase of at least 5%. The number of parents has increased because incentives were in place for parent participation in school functions and district level committees. • Preliminary reports from schools and from district level meetings show an increase of at least 5% in parent and district level functions. • Preliminary results in the number of businesses and/or community partnerships that support school programs show a less than 10% increase.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1. Expand district stakeholder participation in Parent and English Learner Advisory Councils.</p>	<p>1a. Maintain ongoing communication through increased communication, training on the scope and purpose of parent and English learner advisory council with all stakeholders to create a culture of inclusion, respect and, integrity and increase participation. Expenditures: \$10,000 Other Services & Other, Unrestricted General Fund.</p> <p>1b. Provide training to District Parents, English Learner, and LCAP Advisory Committees on</p>	<p>1a. Increase communication. Provide training to committees. RSD has increased communication with stakeholders in the Parent and English Advisory Councils. Sign in sheets show an increase of parent and stakeholder participation. Rio School District continued to provide training through VCOE to school site councils/English learner advisory councils.</p>	<p>1a. Expenditures: \$38,000 Services & other.</p>
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		<p>the annual review process. Expenditures \$25,000 Services & Other, Unrestricted General Fund.</p> <p>1c. Provide consistent training materials and information to school sites to assure that information is presented with fidelity. Expenditures : No additional cost.</p>			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>2. Provide training to site administrators and their site advisory councils (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan.</p>		<p>2. Provide training for site administrators and their parent groups in alignment of SPSA with LCAP/LEA Plans. Expenditures: \$8,000 Services & Other, Unrestricted General Fund.</p>	<p>2. Training of SPSA and LCAP. Expenditures were less than expected due to holding only one meeting for all groups. 2a. Rio School District implemented a training through VCOE for stakeholders involved in the SPSA, LCAP and PELAC councils.</p>	<p>2a. \$2,500.00.</p>
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>3. Identify opportunities for parents and other community based organizations to support student learning.</p>	<p>3a. Increase partnerships by 10% annually with parents and other community based organizations to support student learning through participation of the Rio School Foundation, donating fiscal resources, expertise or volunteering. Expenditures: No additional cost.</p> <p>3b. Provide parent/ community based workshops that promote the use of technology, parenting, personal growth, etc. as determine through parent</p>	<p>3. Provide parent/community based workshops.</p> <p>RSD provided opportunities for parent participation through workshops and meetings. Organizations such as MICOP provided educational workshops as well as the Mexican consulate. RSD also held workshops on topics such as parenting, personal growth, and technology.</p> <p>Catered by district food service for lower than planned cost.</p>	<p>3. Expenditures: \$5,000.00 Supplies.</p>
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		survey data. Expenditures: \$15,000 Services & Other, Unrestricted General Fund.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4. Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local business.		4a. Continue to publically recognize educational organizations, county office of education, institutions of higher learning and local business through various media and events. Expenditures: No additional	4a.Maintain and increase partnerships with educational organizations, county office of education, institutions of higher learning and local businesses. 4b. Continue to publically recognize educational organizations, county office of education, institutions of higher learning and local business through various media and events. RSD continued to increase partnerships with organizations such at CLU, CSUCI, Food Share, Mexican Consulate, MICOP (Mixteco Organization). These Organizations provided added support for our district. RSD continued to recognize the services provided by partner institutions such as VCOE,CSUCI, Foodshare, the Mexican Consulate, MiCop and other	4a, 4b. No additional cost.	

		cost.	organizations.		
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures		<p>As noted in the Actual Annual Measurable Outcomes during the 2015-2016 school year, Rio School District continued to make a concerted effort to maintain and track parent participation in district and site advisory councils. 3% of parents in the district serve on a site and/or district level advisory committee to include Parent Advisory,</p> <p>As noted in the Actual Annual Measurable Outcomes during the 2015-2016 school year, Rio School District Staff and parents are more positive about parents' school-level engagement and district-level engagement. 83% of parents and staff who responded on the survey 'agree' or 'strongly agree' that schools encourage parental involvement (85%) and that parents have a say in decision-making at their school (71%). This positive trend continues to grow and the Parent English Language Advisory, Local Control Accountability Plan Council/Committees and/or School Site Council and English Language Advisory Committees will become much more larger since parents have advocated for the district to put in place incentives for parents to attend these meetings. One of the changes for the 2016-2017 school year is an incentive plan for parents to attend school/district committee meetings.</p> <p>The District will continue to work during the 2016-2017 school year (and in years ahead) with stakeholders to identify effective engagement strategies that increase parent participation. Data collected demonstrates that the increased parent education workshops targeting the use of technology to support student learning; the change of committee meeting formats; venues; and meeting times has been very fruitful. Despite these efforts, this continues to be an area of great potential. Based on parent participation, survey data and while discussing this topic with parents at meetings, the District and parent leaders will continue to develop a stronger parent outreach component/plan during the 2016-2017 school year and for the following years as well that includes increased collaboration with the assistance of parent partners, site specific events coupled with district events will continue to allow the district to meet its engagement goal.</p>			

Original Goal from prior year LCAP:	Create welcoming and safe environments where students attend and are connected to their school.	Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 _6 X 7 X 8 Local:
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Goal Applies to:	Schools:	LEA-wide. Grades: All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase in customer satisfaction as measured on Customer Service Surveys by 10%. • Increase district average attendance rate by 1% from 95% in 2014-2015 to 96% in 2015-2016. • Decrease in the number of students that are suspended or expelled from school by 4% in 2014- 2015 to 3% in 2015-2016. • Decrease in the district absenteeism rates from 5% in 2014-2015 to 4% in 2015-2016. • Maintain district facilities in good repair through evaluation of Williams Report. • Drop-out rates will decrease by 50%, from 2 to 1 students in 2015-2016. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Regarding customer satisfaction, staff and parents are more positive about parents' school-level engagement and district-level engagement. 83% of parents and staff who responded on the survey 'agree' or 'strongly agree' that schools encourage parental involvement (85%) and that parents have a say in decision-making at their school (71%). • The District average attendance rate increased from 95.8% in 2014-2015 to 96.9% in 2015-16 based on P2 attendance reporting and CBEDS enrollment. • The District suspension/expulsion rate has not significantly changed as of May of 2015. In 2013-2014, 153 students (5%) were suspended and/or expelled as compared to 183 students during the 2014-2015 school year. There was a .45% increase as compared to the previous year. Preliminary results as of May 2016 or the 2015-2016 school year shows the same results as in previous years of a more than 3% suspension or expulsion rate for RSD. • Absenteeism rates decreased from 6% in 2013-2014 to 4.49 % in 2014-2015 for a total
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			<p>decrease of 1.51%. During the 2015-2016 school year preliminary results show a decrease in absenteeism and the final results will be available after the closing for the 2015-2016 school year.</p> <ul style="list-style-type: none"> • Through the Evaluation of the Williams Report RSD facilities were given a status of good condition. Minor repairs were needed but the overall status is good condition and through the RSD bond, facilities have been upgraded in most schools during the 2015-2016 school year. • Dropouts for RSD are 0% for the 2015-2016 school year.
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Maintain facilities in good repair at all locations.	1. Continue to monitor facilities and perform maintenance needed. Expenditures: 5 FTE, \$450,000 Salaries & Benefits, \$115,000 Supplies, \$175,000 Services, Restricted	1. Maintain facilities, due to employee compensation increases, cost is greater than forecasted.	1. Expenditures: \$541,000 salaries & benefits. \$211,000 supplies, \$253,000 services.

		General Fund.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

2. Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services.	2a. Implement and continually evaluate long-term Master plan that includes facility projects that support 21st century skills and supplemental and specialist services. Expenditures: \$15,000 Services & Other, Developer Fees. 2b. Add classroom	2a. Due to continually changing facility and master planning needs, more services were utilized than planned. Additionally, improvements to student learning spaces were performed faster than planned.	2a. Expenditures: \$75,000 services & other. 2b. Expenditures: \$1,000,000 Bond funds.
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		and other learning spaces to accommodate programming changes and increased students at campuses as required. Expenditures: \$500,000 Bonds Funds, contingent on passage of the GO Bond in Nov. 2014 election.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>3. Develop and implement energy, water savings and recycling programs.</p>	<p>3a. Continue analysis of energy savings projects through Prop 39 (if available) funding. Expenditures: \$130,000 Services and Other, Restricted General Fund.</p> <p>3.3b. Analyze effectiveness of water savings and recycling initiatives to expand savings. Expenditures: No additional cost.</p>	<p>3. After analysis of energy projects over the past 2 years, a project for improving energy efficiency at Rio del Mar and Rio Vista was identified and implemented. This project is a comprehensive HVAC overhaul at Rio Del Mar and Rio Vista. The project is using 3 years worth of funding.</p>	<p>3. Expenditures: \$459,000 Services & Other, restricted General Fund.</p>		
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			
<p>4. Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder).</p>	<p>4. Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders. Expenditures: \$25,000 Services & Other, Restricted General Fund.</p>	<p>4. Expenditures were greater than expected due to the use of additional services.</p>	<p>4. Expenditures: \$60,000 services and other.</p>		
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>5. Assure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion.</p>	<p>5a. Conduct, analyze and improve customer satisfaction by 10% as measured by survey results at every school in the district. Expenditures: \$1,000 Books & Supplies, General Fund.</p> <p>5b. Plan and promote three school level and three district level events and activities that showcase student, parent, and employee</p>	<p>5a. Improve survey results.</p> <p>5b. Plan events.</p>	<p>5a. \$1,000.00</p> <p>5b. Multiple art shows, music festival. \$7,500 Books and supplies.</p>

		success. Expenditures: \$7,500 Books & Supplies, Unrestricted General Fund.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>6. Transition from a centralized services model at the Office of Student and Family Services to Full Service Schools model at all eight district schools.</p>		<p>6a. Implement one additional support program identified in year 1. Send 26 participants to 3 days of training. Expenditures: \$11,000 Salaries & Benefits, \$9,000 Services & Other restricted General Fund.</p> <p>6b. Ongoing site discipline plan evaluation and development. Expenditures: Continuing \$4,000 Unrestricted General Fund.</p>	<p>6. Implement additional support program. An additional parent outreach parent and student program was piloted for Mixteco students during the school day. This Mixteco student program was implemented at Rio De Valle middle school. A pilot series for Mixteco Parent workshops was developed and implemented for all Mixteco parents and the workshops were held in the afternoons at Rio De Valle.</p>	<p>6. These activities were not completed.</p>
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>What changes in actions, services, and expenditures</p>	<p>As noted in the Actual Annual Measurable Outcomes, the District will continue with prescribed actions, services and expenditures in its Local Accountability Plan. As Indicated above, the district increased its overall attendance rate by nearly 1% from a preliminary well over 96%% to an almost 97% during the 2016-2017 school year.</p> <p>Despite a continued “flat rate” of less than 5% of suspensions and expulsions, primarily at the two comprehensive middle schools, the district will continue to execute its plan is optimistic that the addition of one counselor FTE for the 2016-2017 school year (and future school years) will provide additional supports needed to reduce the unwanted behavior resulting in suspensions and/or expulsion. In addition, the District staff has begun meeting with site administrators to assist in identifying root causes and site level actionable steps to reduce suspension/expulsion rates. The reduction of suspensions and expulsions will be a focus in the district for the school year and will be part of RSD - RTI process and the goal has been modified. This process will become more preventive than reactionary to students who are at risk in the early grade levels k-3.</p> <p>There is a need for a Counseling Guidance Plan to be developed and implemented as a guidance for the counselors in all schools.</p> <p>Finally, the district's TOSA and district administrator aligned to work with schools in regards to the school's Response to Intervention (RTI) as outlined in the plan above, has evaluated, re-shaped, and created a District wide processes and protocols that will assist teachers and students in accessing resources more effectively, increase progress monitoring and collaboration between stakeholders that will result in the reduction of suspension and/expulsions during the 2016-2017 and into the 2017-2018 school years.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication.</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 _4 X 5 X 6 X 7 X 8 Local:</p>
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Goal Applies to:	Schools:	LEA-wide. Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The District will improve the number of students who score at the proficient level or above, in the area of English Language Arts by 10% from 40% in 2014-2015 to 50% in 2015-2016 on local assessments. The District will improve the number of students who score at the proficient level or above, in the area of Mathematics by 10% from 56% in 2014-2015 to 66% in 2015-2016 on local assessments. Upon determination of student proficiency levels on the CASSPP/SBAC, the district will strive to increase the proficiency levels by 10%. The District will increase the number of students meeting AMAOs by 10% (i.e., AMAO 1 from 54.4% to 64.4%, AMAO 2 ≥ from 47.3% to 57.3%, AMAO 2 < from 14.9% to 24.9%, AMAO 3: Baseline Year. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Student scores as measured by local English Language Arts assessment show a decrease in proficient level or above from a 40% to a preliminary 26.5 % in 2015-2016. Student scores as measured by local Math assessment show a decrease in proficient level or above from a 56% to a preliminary 20.90%. Student scores as measured by the CAASPP shows a baseline 25% of students meeting the standards in ELA and an 18% in Math. RSD did not increase by 10% the number of students meeting AMAO's. AMAO 1 improved by .6% from 54.4 to 55.1, AMAO 2 (less than 5 years) improved by 2.4% from 14.9% to 17.5% and AMAO 2 (more than 5 years) improved by 3.7% from 47.6% to 51.3%.
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>1. Technology Plan Committee to develop a comprehensive plan to integrate 21st century learning framework into existing district initiatives.</p>	<p>1a. Continue to provide release time and professional development as need to develop a comprehensive technology plan by 2014-2015. Include research of model implementations for visitations. 13 participants for 6 days. Expenditures: \$22,000 Salaries & Benefits, \$18,000 Services & Other Unrestricted General Fund.</p> <p>1b. Continue to provide technology department resources to support technology</p>	<p>1. RSD continued to implement the integration of 21st century skills. Faculty and administrators had access to the new PADDLE online program. Some schools visited other county schools to observe different practices of technology implementation. Teachers attended technology conferences such as Cue-Rock Star. Additionally, Rio continued to provide technology resources including Director of Principal Support and Innovation, secretarial and TOSA position.</p> <p>Expenditures are greater than planned due to salary increases.</p>	<p>1. Expenditures: \$258,000 Salaries & benefits.</p>
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		integration including Director of Principal Support and Innovation, secretarial and TOSA position. Expenditures \$200,000 Salaries & benefits, Unrestricted General Fund.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>2. Provide district/site technical support, professional development, and coaching that supports, the integration of 21st Century Skills, 4C's,CCSS materials, tools and teaching strategies.</p>	<p>2a. Begin the implementation and professional development recommendations based on survey results. Provide during regular staff development time. Provide consultants. Expenditures: \$25,000 Services & Other, Unrestricted General Fund.</p> <p>4.2b. Consider options for long-term funding of ongoing technology expenditures. Provide recommendations and action steps for implementing a funding plan. Expenditures: \$300,000 Books & Supplies and</p>	<p>2a. Rio School District provided professional development in the areas of 21st Century skills, project based learning, and technology implementation. Activities such as the Ed. Leader conference, the TOSAS at coaching support, the new Technology champions prosstran's provided support for all teachers. These activities have had a deep impact on teaching and learning.</p> <p>2b. Due to full implementation of one to one computing, costs were higher than projected.</p>	<p>2a.</p> <p>2b. Expenditures: \$460,000 books & supplies and services & other.</p>
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		Services & Other, Unrestricted General Fund.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>3. Expand STEAM opportunities including access to next generation science standards, the arts, and computer coding skills.</p>	<p>3. Increase technology electives/ instruction in the school day and/or before/after school enrichment activities. Hourly teacher support for 3 hours per week at 8 schools plus .5 FTE technology teachers at</p>	<p>3. Rio School District expanded STEAM opportunities and implemented art classes in all schools.</p> <p>RSD provided the new program StemScopes to all teachers in the RSD. Stemsscopes is an educational program which provides STEAM - hands on activities for students in engineering/science. RSD hired Art teachers and these teachers teach at all elementary schools as well as middle schools. Coding skills workshops were also held in Rio School District for teachers, parents, and students.</p>	<p>3. \$97,000 Salaries & Benefits.</p>

		K-8 school. Expenditures: Continue \$100,000 Salaries & Benefits, Unrestricted General Fund.			
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>4. Implementation of a one-to-one student computing program coupled with a robust wireless internet access at all campus and student residences.</p>		<p>4a. Maintain robust wireless/ internet access at all campuses. Expenditures: \$100,000 Services & Other, Unrestricted General Fund.</p> <p>4b. Implementation of a one-to-one student computing programs in grades K-8. Expenditures: Costs captured in Goal 1,6b.</p>	<p>4. Rio School District continued to maintain a robust internet service for all students, teachers, and the school community.</p> <p>Rio School District implemented the one-to-one student computing. 100% of students now have access to a wireless laptop in their classrooms and many students take the laptop home. RSD continued to provide, update and upgrade a robust wireless internet access program at all schools.</p> <p>Expenditures were slightly higher than planned due to foster implementation of one-to-one computing than planned.</p>	<p>4. Expenditures: \$110,000 services & other.</p>
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Other					
5. Develop community based partnerships to support 21st Century Skills development for all stakeholders.		5a. Expand career fairs to include all middle school and elementary school sites; provide two student, employee, and parent workshops/training, sessions based on stakeholder interest; and one collaborative project with all middle school and elementary school sites. Expenditures: \$3,000 Books & Supplies, Unrestricted General Fund.	5. Expand career fairs. Rio School District continued to implement college and career fairs. RSD continued to develop partnerships in order to develop 21st Century Skills for all stakeholders through career fairs at all middle schools. Elementary and Middle schools brought in guest speakers in addition to the college and career fairs.		5. Expenditures: \$3,000.00.
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>As noted in the Actual Annual Measurable Outcomes, the District will continue with prescribed actions, services and expenditures in its Local accountability Plan. As indicated above, the district kept its attendance at a well above 96% for the 2015-2016 school year. This preliminary percentage includes attendance up until May of 2016.</p> <p>Despite the continuous flat rate of suspensions and expulsions (remained at the same percentage of 3%) but it is less than 5%, primarily at the two comprehensive middle schools, the district will continue to execute its plan and is optimistic that the addition of one counselor FTE for the 2016-2018 school years which will provide additional supports needed to reduce the unwanted behavior resulting in suspensions and/or expulsion. In addition, the District staff has begun meeting with site administrators to assist in identifying root causes and site level actionable steps to reduce suspension/expulsion rates.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers.</p>		<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>LEA-wide. Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • In the 2014-2015 school year 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions. In 2015-2016 the District will maintain this goal. • 10% increase in customer satisfaction as measured on Customer Service Surveys. • 1% increase in the district average attendance rate from 95% in 2014-2015 to 96% in 2015-2016. • 5% increase in the district employee retention rate: Certificated retention rates to improve from 98.5% in 2014-2015 to 99% in 2015-2016. Certificated retention rates to improve from 98.5% in 2014-2015 to 99% in 2015-2016. • Human Resource Staff will attend job fairs to recruit exemplary employees. 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of classified and certificated personnel have met qualifications outlined in corresponding job descriptions. • Customer satisfaction based on Survey parent respondents indicate that RSD school communication is very high parents overwhelmingly report that they are able to communicate with teachers and staff when they need at an overwhelming 97% of the time. However out of these, 77 percent prefer that the school communicate with them via email. • Attendance Preliminary reports indicate an attendance rate above the 96% goal for the 2015-2016 school year. Final attendance results will be reported during the Summer at the end of the school year. • Employee retention rate continued to be at well above the 98.5%. At this point the 99% retention goal has not been verified since the school year has not ended. However, employees reported leaving RSD because of relocating outside of the county. • RSD human resources department attended multiple job fairs in state at different colleges and county office of educations and provided the opportunity to Rio Real school to attend outside of state conferences for bilingual recruitment for the dual immersion program.
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	

	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
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<p>1. Provide a comprehensive certificated professional development plan that includes district wide, on-site and virtual learning opportunities accompanied by ongoing coaching.</p>	<p>1a. Expand New Teacher Institute to include all new employees and from one initial orientation meeting to quarterly meetings. Expenditures: \$5,000 Books & Supplies, Unrestricted General Fund.</p> <p>1b. Provide ongoing new teacher support through BTSA. Expenditures: \$15,000 Salaries & Benefits Unrestricted General Fund.</p> <p>1c. Provide ongoing teacher support through PAR. Expenditures:</p>	<p>1a. Expand new teacher institute, limited expansion was possible.</p> <p>1b. Provide ongoing new teacher support.</p> <p>1c. Provide ongoing teacher support.</p> <p>1d. One day training for district subs, training was provided at lower cost.</p> <p>RSD developed two district-wide professional development days aimed at technology integration that were held on at the beginning of the school year and again the day after coming back from Winter Break during the 2015-2016 school year.</p> <p>RSD held professional development activities which included on site professional development through MIP, PAR support and the expansion of the new teacher institute.</p> <p>Virtual learning opportunities were provided as well to all faculty through the new online Professional Development PADDLE program.</p> <p>Expenditures were higher than projected due to lower VCOE support of the mentor induction program.</p>	<p>1a. Expenditures: \$1,000 supplies.</p> <p>1b. Expenditures: \$72,600.00</p> <p>1c. Expenditures: \$15,000</p> <p>1d. Expenditures: \$1,000 supplies.</p>
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	<p>\$15,000 Salaries & Benefits Unrestricted General Fund.</p> <p>1d. Continue a one day training program for district substitutes and administer satisfaction survey. Expenditures: \$5,000 Salaries & benefits, Unrestricted General Fund.</p>		
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Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>2. Provide a comprehensive classified professional development that includes district- wide, and on-site demonstrations.</p>		<p>2. Provide training and district-wide and onsite demonstrations as outlined in focus group recommendations. Expenditures: \$15,000 Services & Other, Unrestricted General Fund.</p>	<p>2. Training for classified provided on a limited basis. Expansion of classified training is planned. Rio School District implemented training for classified staff during professional developments days. Furthermore, classified front office staff and instructional aids were provided with after hours trainings. Expenditures were lower than projected due to slower implementation of classified training than planned.</p>	<p>2. Expenditures: \$3,370.00.</p>
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>3. Provide a comprehensive management professional development that includes district-wide, and on-site demonstrations.</p>		<p>3a. Provide on-going professional development and coaching opportunities for site administrators. Expenditures: \$10,000 Books & Supplies, Unrestricted General Fund.</p> <p>3b. Provide on-going for district level management to attend job alike professional development opportunities. Expenditures: \$10,000 Services & Other, Unrestricted General Fund.</p>	<p>3a. Site Administrative coaching.</p> <p>3b. Management team members in the Rio School District were provided the opportunity to attend professional development aligned to their divisions on an ongoing basis.</p> <p>RSD provided comprehensive professional development district wide and at school sites. Two professional development days were dedicated to training on the use of academic programs. Principals attended ELD for 6 days.</p> <p>Expenditures were greater than planned due to higher than expected professional development for administrators.</p>	<p>3a. Expenditures: \$23,575 services & other.</p> <p>3b. Expenditures: \$5,000 services & other.</p>	
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>	

<p>X All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>4. Administer an satisfaction and exit surveys to improve district employee retention rates.</p>	<p>4a. Continue to administer employee satisfactory and exit surveys. Expenditures: No additional cost.</p> <p>4b. Implement strategies determined in year 1. Expenditures: No additional cost.</p>	<p>4. Administer a satisfaction and exit survey to improve district employee retention rates.</p> <p>4a. Continue to administer employee satisfaction and exit surveys.</p> <p>4b. Continue to implement strategies determined in Year 1. Rio School District continued to implement strategies that were determined in Year 1.</p> <p>Rio School District continued to administer the employee satisfaction and exit surveys. Retention of all levels is well above 98%. Employees typically leave the organization because they move out of the area/county.</p> <p>RSD continued to implement the retention rates by providing an increase in pay to all employees which was due to the increase in LCAP funding.</p>	<p>4a. Expenditures: No additional cost.</p> <p>4b. Expenditures: No additional cost.</p>
<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>	<p>Scope of service:</p>	<p>LEA-wide. Grades: All</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>5. Attract exemplary employees through the promotion of the district to perspective candidates.</p>	<p>5a. Attend two career fairs. Expenditures: \$10,000 Services & Other, Unrestricted General Fund.</p> <p>5b. Provide relocation materials to potential candidates. Expenditures: \$5,000 Services & Other, Unrestricted General Fund.</p> <p>5c. Develop relationships with universities, career fair providers, professional organizations. Expenditures: No additional cost.</p> <p>5d. Implement</p>	<p>5a. Attend career fairs at California Lutheran, CSUCI, New Mexico for lower than anticipated cost. Rio School District continued to recruit highly qualified personnel at the local level and out of state for strategic positions.</p> <p>5b. Provide relocation materials for candidates. Received free materials from local sources. Rio School District continued to support employees with materials for their classrooms and offices in order to ensure they have all necessary materials in their classrooms. Expenditures were lower than projected due to the lower than expected cost of attending career fairs and the ability to obtain relocation materials at no cost.</p>	<p>5a. Expenditures: \$5,000 services & other.</p> <p>5b. Expenditures: No additional cost.</p>
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		improved process. Expenditures: No additional cost.		
Scope of service:	LEA-wide. Grades: All		Scope of service:	LEA-wide. Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
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What changes in actions, services and expenditures	<p>As noted in the Actual Annual Measurable Outcomes, during the 2016-2017 school year RSD will continue with the support of Human Resources, will develop a committee of stakeholders to define and outline Exemplary Employee attributes to be used to not only recruit and hire candidates, but also to develop avenues in which to recognize outstanding employees.</p> <p>Some of the key findings on RSD data was that employee retention rate continued to be at well above the 98.5%. At this point the 99% retention goal has not been verified since the school year has not ended. However, employees reported leaving RSD because of relocating outside of the county and not for any other reasons. Additionally, Human Resource personnel will develop district recruitment materials and participate in a minimum of two recruitment fairs and/or job fairs.</p> <p>Rio School District will continue with prescribed actions, services and expenditures in its local accountability plan.</p>
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	9,959,595
<p>Rio School District Unduplicated Pupil Count (UPP) is 82.91%. Rio School District is expanding the supplemental and concentration grant funds to support class size reduction in kindergarten, first and second grades. Additionally, the district is providing an all-day kindergarten model that includes additional teacher support, instructional assistant support and professional development for teachers. The district will continue to provide counseling support for students and a Dual Immersion Coordinator. The district is providing six weeks of summer programming for migrant, low-income and English learner students. Rio School District is providing a period zero for academic supports and to increase English learner access to electives. The district provides intervention support in the form of additional teachers at all school sites to assist low income and English learner pupils. The district provides student access to technology such as personal devices, software programs to support student learning, student wireless access and classroom communication tools. The district adds to after school programming provided through categorical funding to increase access and effectiveness for students. The district maintains all facilities in good repair and provides a safe environment for students. Rio School District is using supplemental and concentration funds in a district-wide manner. The services described above are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and local priority areas.</p>	

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

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

27.91

%

The services provided in the LCAP year are principally directed towards low income pupils, foster youth, and English learners for increased or improved services. These pupils receive services in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year by 28% as calculated pursuant to 5 CCR 15496(a). The qualitative description of increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils includes, providing period zero for academic supports and increased electives for English learners, full-day kindergarten, first grade and second grade class size reduction, intervention support for all grade levels during the school day, increased technology to support English learners, improved after school programming with increased student access, support for English learners in the Migrant program

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).
- (3) Divide (1) by (2).

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

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the

number of first- time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

- (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 - June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 - June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).
 - (3) Divide (1) by (2).