

**Introduction:**

**LEA:** Folsom Cordova Unified School District **Contact (Name, Title, Email, Phone Number):** Deborah Bettencourt, Superintendent, dbettenc@fcusd.org, (916) 294-9025 **LCAP Year:** 2016/2017

### ***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
The district utilized a variety of outreach efforts for input and feedback on the development of the LCAP.	All major groups were noticed of LCAP work and given an opportunity to participate.
The Superintendent's Communications Committee (the District's PAC) includes parent representatives from every school site and student sub groups in the district, along with district employees focused on outreach and communication activities. Monthly meetings are held and specific LCAP discussions were held on September 10, 2015, January 28, 2016 (evening meeting for all parents and	It was suggested by the parent groups that the LCAP was still too lengthy and complicated for parents to fully understand. It was recommended the goals be consolidated.  Based on feedback from stakeholders, a review of the Annual Report, and

staff), March 31, 2016 and May 12, 2016. The current LCAP was reviewed and additional feedback on student progress was received. The process and timeline for constituent involvement was outlined. Student achievement data and relevant topics, including Common Core State Standards, family engagement strategies, and suspensions were discussed at each monthly meeting.

At the January 28, 2016, attendees reviewed the district's current goals, and discussed how they related to the State's priorities. Comments were received about the length and complexity of the document.

The following is a list of additional committees and meeting dates where the LCAP was discussed:

July/August-

- \*Leadership Meeting: Presentation 7/29/2015
- \*Bilingual Aides Meeting: Presentation 8/13/2015
- \*Board Meeting: Reviewed data 8/20/2015
- \*Instructional Leadership Team: Presentation/Input 8/10/2015
- \*Discipline/Bullying Reporting in PowerSchool: Professional Development 8/21/2015 and 8/24/2015
- \*SELPA Staff - Psych, SLP, OT, PT, MFT, OI, VI, AT/AAC, Behavior, SSS Clerical, Prog. Specialists, Coordinators, Workability: Presentation/Input 8/26/2015
- \*School Site Staff Meeting (CLC): Presentation/Input 8/14/2015
- \*School Site Staff Meeting (OC): Presentation/Input 8/27/2015
- \*Secondary Principals Meeting: Presentation/Input 8/19/2015
- \*Title 1 Elementary Principals: Discussion 8/19/2015
- \*FCEF: Community Discussion 7/28/2015
- \*Elementary Interventions: Discussion 8/21/2015
- \*BIA Training: Presentation/Input 8/13/2015

September-

- \*Superintendent's Communication Committee (PAC): Presentation/Input 9/10/2015
- \*Budget Communication Committee: Presentation/Input 9/21/2015
- \*Site and Department Staff Meetings: Presentation/Input 9/9/2015
- \*FCEA and CSEA Consultation: Input 9/21/2015

analysis of progress on the goals, additional emphasis will be placed on the following:

- 1) Professional Development for teachers and aides on English Language Development for English Learners.
- 2) School climate, including Character Education and Bullying Prevention.
- 3) Interventions for students below grade level through iReady.

Goals 1 and 2 will be combined.

Goal 5 will be moved to goal 2.

Parents of elementary students supported the new STEM activities.

LCAP was presented to DELAC (EL PAC) on September 15, 2015, January 12, 2016, and April 12, 2016 for review and comment. No comments were received.

LCAP SSC (PAC) input meetings were held September 18, 2015, January 29, 2016, and March 26, 2016, to review drafts. Suggestions included; more parent education opportunities, elementary counselors and assistant principals, and additional GATE resources. Final draft was presented May 12, 2016 for review and comment. No comments were received.

The public was notified of opportunity to submit written comments. The online LCAP survey was conducted March 17 - April 16, 2016. Five comments were received. The Superintendent responded in writing (by email) to them.

Public hearings on the budget and LCAP were held on January 28, April 17, and June 6, 2016.

\*Leadership Meeting: Review data 9/9/2015  
 \*Instructional Leadership Team: Review actions/services  
 \*Cabinet Meeting (LCAP Review & EL/LI Plan Review): Review actions/services 9/28/2015  
 \*Vice Principals Meeting Presentation/Input 9/15/2015  
 \*School Site Staff Meetings (CS, CM, NV, FLHS): Presentation/Input 9/7/2015  
 \*School Site Staff Meetings (FHE, PJS, WR, MM): Presentation/Input 9/10/2015  
 \*School Site Staff Meetings (BS, MH): Presentation/Input 9/17/2015  
 \*School Site Staff Meetings (FM, MYA): Presentation/Input 9/18/2015  
 \*School Site Staff Meeting (KHS): Presentation/Input 9/21/2015  
 \*School Site Staff Meeting (CHS): Presentation/Input 9/24/2015  
 \*School Site Staff Meetings (CS, CM, NV, FLHS): Presentation/Input 9/7/2015  
 \*FCEF: Discussion 9/22/2015  
 \*DELAC: Presentation/Input (specifically for EL parents) 9/15/2015  
 \*ACES/STARS: Presentation/Input 9/19/2015

#### October-

\*Parent Summit: Presentation/Input/Support 10/17/2015  
 \*Student Advisory Board (SAB): Presentation/Input 10/6/2015  
 \*Special Education Community Advisory Committee: Presentation 10/14/2015  
 \*Human Resources Dept- Staff Meeting: Presentation/Input 10/9/2015  
 \*School Site Staff Meetings (CV, RC): Presentation/Input 10/1/2015  
 \*School Site Staff Meeting (RV): Presentation/Input 10/2/2015  
 \*School Site Staff Meeting (SMS): Presentation/Input 10/16/2015  
 \*School Site Staff Meeting (WWHS): Presentation/Input 10/15/2015  
 \*School Site Staff Meetings (NS, TJ): Presentation/Input 10/29/2015  
 \*School Site Staff Meetings (CG, GR, RR, SJG): Presentation/Input 10/8/2015  
 \*Elementary Instructional Leadership Meeting: Presentation/Input 10/7/2015  
 \*Counselors Meeting: Presentation/Input 10/29/2015  
 \*BIA Meeting: Presentation/Input 10/16/2015  
 \*Foster Parent/Youth Fair/Dinner: Presentation/Input 10/21/2015  
 \*Program Monitoring Meeting: Discussion/Input 10/7/2015

#### November-

\*Leadership Team Meeting: Communication 11/4/2015  
 \*School Site Staff Meeting (VDL): Presentation/Input 11/4/2015  
 \*School Site Staff Meeting (MTM): Presentation/Input 11/5/2015  
 \*School Site Grade Level Meeting (EO): Presentation/Input 11/5/2015

\*School Site Staff Meetings (WM, FHS): Presentation/Input 11/12/2015  
 \*Elementary Instructional Leadership Meeting: Presentation/Input 11/4/2015  
 \*Cabinet Meeting: Monitor/Input 11/16/2015  
 \*Curriculum Advisory Committee- STEM/CTE Courses: Discussion/Input 11/17/2015  
 \*Elementary Instructional Leadership Meeting: Presentation/Input 11/18/2015  
 \*Superintendent's Communication Committee: Presentation/Input 11/19/2015  
 \*Vice Principals Meeting: Presentation/Input 11/10/2016

#### December-

\*Budget Communication Committee: Presentation/Input 12/14/2015  
 \*Counselors Meeting: Presentation/Input 12/9/2015  
 \*Superintendent's Meeting with Administrative Assistants: Presentation/Input 12/8/2015  
 \*Instructional Leadership Team: Discussion/Input 12/1/2015

#### January-

\*Goal Setting with the Board (Special Board Meeting): Input 1/9/2016  
 \*Cabinet Meeting: Rewrite LCAP 1/11/2016 and 1/19/2016  
 \*Public Hearing and Superintendent Communications Committee: Input 1/28/2016  
 \*DELAC: Presentation/Input 1/12/2016  
 \*Program Monitoring Meeting: Discussion/Input 1/13/2016  
 \*Curriculum Advisory Committee- STEM/CTE Courses: Discussion/Input 1/19/2016  
 \*Secondary Principals Meeting: Discussion/Input 1/20/2016  
 \*Vice Principals Meeting: Discussion/Input 1/5/2016

#### February-

\*Leadership Meeting (review LCAP status): Monitor/Input 2/10/2016  
 \*Board Meeting (review LCAP status): Monitor/Input 2/4/2016  
 \*Parent Summit: Input 2/6/2016  
 \*Cabinet Meeting: Prepare Annual Update 2/29/2016  
 \*Program Monitoring Meeting: Discussion/Input 2/10/2016  
 \*Instructional Leadership Team: Discussion/Input 2/2/2016

#### March/April-

\*Superintendent's Communication Committee (PAC): Presentation/Input 3/31/2016  
 \*Program Monitoring Meeting: Discussion/Input 3/9/2016  
 \*Secondary Principals Meeting: Discussion/Input 3/16/2016  
 \*Cabinet Meeting: Discussion on revisions 3/7/2016  
 \*Student Input through SAB - Student Board member at Board meeting: Input 4/7/2016  
 \*Board Meeting (draft for comment): Present draft for public comment 4/7/2016  
 \*Board Meeting (established budget priorities): Present draft for public comment 4/21/2016. No comments were received  
 \*Parent Summit: Presentation/Input 4/2/2016  
 \*Parent & Staff LCAP Survey: Available on District website March 17- April 16, 2016  
 \*Student Success Committee (City of Rancho Cordova): Discussion

May/June-  
 \*Board Meeting: Public Hearing on LCAP and Budget: No comments were received 6/02/2016  
 \*Superintendent Communications Committee - Parent/Community Meeting: Present draft 5/12/2016  
 \*Board Meeting: Adopt LCAP and Budget 6/16/2016

**Annual Update:**

Beginning in January 2016 with the Goal Setting board meeting, the Board of Education reviewed the LCAP and received input and updates on a monthly basis. School improvement/progress was reviewed on September 17, 2015 and April 7, 2016.  
 Board meeting dates: August 20, 2015, February 4, 2016, April 7, 2016, April 21, 2016, June 2, 2016, and June 16, 2016.

**Annual Update:**

In order to expand input, the following were added to the Stakeholder Engagement process. These meetings were held on the same dates as listed above.

Principal Meetings  
 PLC Meetings  
 District Digest

District Instructional Leadership Team (DILT) Meetings  
Program Monitors Meetings  
Student Advisory Board

The Student Advisory Board meeting was held on October 6, 2015, and April 7, 2016 for review and input.

Students provided the following feedback on LCAP goals and services:

- 1) The addition of MFT and MSW is the best expenditure they have seen in along time because it benefits students in crisis.
- 2) PBIS across the district will be great when fully implemented. They appreciate the new anti-bullying curriculum.
- 3) Student safety is important. They support the Superintendent's new safety plan.

Cabinet reviewed data from prior years district-wide and by sub-group. Baseline data was established.

The District initiated a new testing/data system (iReady) and hired interventions teachers this year. After a review of the first round of District Progress Assessments, it was evident that achievement gaps still exist for students identified as Low Income, English Learners, Hispanic, African American, and Students with Disabilities.

The adoption of new ELA/ELD curriculum, will assist those only 2 grade-levels below. Additional curriculum is needed for those students more than 2 grade levels behind. District has piloted iLit and will adopt for 2016/17 only, then re-evaluate.

## 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).

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
	1.1 Maintain the appropriate assignment of teachers who are fully credentialed in the subject areas and for the students they teach and provide support to new teachers. 1.2 Maintain schools in good repair. 1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards. 1.4 Provide professional development in new adoptions and local curriculum. 1.5 Ensure all teachers students have access to research-based EL instructional strategies to improve achievement. 1.6 Provide access to A-G, CTE, IB, AP, and STEM courses.		
Identified Need :			Subgroup participation in A-G and AP courses are below district wide average.
Goal Applies to:			Schools: All schools
			Applicable Pupil Subgroups: All students

## LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor BTSA participation by tracking successful completion of year 1 and year 2 and number of teachers completing.</p> <p>1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.</p> <p>1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.</p> <p>1.4 Provide the equivalent of two days of professional development to implement state standards including math, ELA, ELD &amp; science Professional development related to GATE student needs will increase to 6 hours.</p> <p>1.5 Train all teachers and administrators in research based EL strategies and ELD (ie. ELA/ELD Adoption, GLAD and CORE).</p> <p>1.6 Increase the percentage of students who complete A-G requirements by 2% (15/16 baseline- CHS 25.4% / FHS64.6% / VdL 64.4%). Increase the number of students who complete CTE, PLTW, advanced math, and advanced science courses to 7200. Increase the opportunities for elementary STEM activities by 5%. (from 1134 to 1191 in 2016-17) Increase by 2% the number of students taking AP and passing with a "3". (from 1296 to 1322 in 2016-17) Increase the number of students completing IB and AP courses by 1%. (IB unduplicated students from 1804 to 1822 in 2016-17, AP unduplicated students from 1078 to 1089 in 2016-17. Students in DP courses from 190 to 200. Students receiving a DP diploma from 21 to 25)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 A) Provide appropriately credentialed staff and audit all master schedules for appropriate assignments/mis-assignments and provide administrators training and greater awareness regarding legal assignment practices. B) Process through Committee on Assignments for Board. C) Professional Development will be expanded through Educator Effectiveness Grant.</p>	All Schools	<p><input checked="" type="checkbox"/> All OR: -----  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>A) Credential Review (HR) 1000-3999: Classified/Certificated/Benefits Base 53,954</p> <p>C) Professional Development (BTSA) 1000-3999: Classified/Certificated/Benefits Educator Effectiveness 165,500</p> <p>A) Certificated Salaries 1000-3999: Classified/Certificated/Benefits Base 90,898,220</p> <p>A) Special Education 1000-3999: Classified/Certificated/Benefits Base 20,262,669</p>

<p>1.2</p> <p>A) Implement bond and maintenance projects.</p> <p>B) Hold quarterly Bond Oversight Committee meetings to review projects.</p> <p>C) Complete Annual Report to Voters and Board of Education on bond projects.</p> <p>D) Present project overviews to city councils and other special interest groups.</p> <p>E) Develop project timeline and cash flow.</p> <p>F) Communication to community and parents through website and other media.</p> <p>G) Add portables for K-3 CSR (Class Size Reduction) if needed.</p> <p>H) Continue to receive 100% compliance with the Williams Act Review.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Maintenance and bond projects (Measures G and P) 6000-6999: Capital Outlay Bond fund 32,555,854</p> <p>H) Custodial and maintenance upkeep 1000-3999: Classified/Certificated/Benefits Base 5,300,000</p>
<p>1.3</p> <p>A) Implement ELA/ELD program/curriculum adoption aligned with monitoring and support including Programs 4 and 5 (I-Lit, Language Live, English 3D) to support students 4th -12th grade not yet meeting grade level standards, including ELs.</p> <p>B) Continue to fund employees dedicated to written and oral translation services. Increase effective communication to parents and staff.</p> <p>C) Continue to fund support staff to assist with Title I services at all Title I school sites.</p> <p>D) Provide certificated librarian to oversee libraries with high EL/LI populations.</p>	A/B) All Schools C/D) Rancho Cordova Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Imagine Learning, iLit, Language Live software 5000-5999: Services And Other Operating Expenditures Base 110,000</p> <p>D) Librarian .20 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 25,262</p> <p>B) Translation Services 1000-3999: Classified/Certificated/Benefits Supplemental 183,062</p> <p>A) ELA Textbook Adoption 4000-4999: Books And Supplies Base 4,015,000</p>
<p>1.4</p> <p>A) Provide ongoing professional development to implement the CCSS curriculum, Cognitive Coaching Educator Effectiveness administrator training to articulate evidence of curriculum implementation, strategies to support struggling students/learning deficits, and developing instructional strategies for support staff.</p> <p>B) Provide guided collaboration time to Professional Learning Communities (PLC) for curriculum implementation and data analytics.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) ELA Adoption Professional Development 1000-3999: Classified/Certificated/Benefits Base 485,000</p> <p>B) PLC Training and Collaboration 1000-3999: Classified/Certificated/Benefits Supplemental 600,000</p>

<p>C) Continue use of formative and summative assessments tools to monitor student progress, track use of data and provide support for effective administration of state and local assessments.</p> <p>D) Provide professional development in GATE strategies.</p>			
<p>1.5</p> <p>A) Continue to fund staff (Lead Teachers, Bilingual Instructional Aides, support staff,) with a focus on providing direct support to EL (English Learner), LTEL(Long Term English Learner), and RFEP (Reclassified Fluent English Proficient) students with academic improvement strategies.</p> <p>B) Provide focused ongoing Professional Development in best practices for EL/LI student achievement, successful EL strategies, and supplemental curriculum to certificated and classified staff.</p> <p>C) Maintain services for ELs that support assessment, reclassification process, and access to supplemental materials and instructional support; i.e. SIPPS, GLAD.</p>	All Schools	<p>All</p> <p>OR: _____</p> <p>___ Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: (Specify)</p>	<p>A) Lead Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 488,820</p> <p>Bilingual Aides 1000-3999: Classified/Certificated/Benefits Supplemental 864,779</p> <p>Testing Services 1000-3999: Classified/Certificated/Benefits Supplemental 178,583</p> <p>B) GLAD Training (K-2 Rancho Cordova Schools) 5000-5999: Services And Other Operating Expenditures Supplemental 195,000</p> <p>B) Release time for model lesson design and observations 5000-5999: Services And Other Operating Expenditures Supplemental 150,000</p> <p>B) Administrator training on alignment between core and ELD supplemental curriculum etc. 5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p> <p>B) ELD (Pebble Creek) training at Rancho Cordova secondary schools 5000-5999: Services And Other Operating Expenditures Supplemental 40,000</p>
<p>1.6</p> <p>A) Continue to create opportunities using STEM and build awareness for students and parents of the numerous options for STEM, high level courses such as IB or AP and the college A-G requirements.</p> <p>B) Continue implementation of Naviance to support students with college and career readiness, use EAP assessments to identity college readiness, and provide support and guidance through counselors and career centers.</p> <p>C) Fund Elementary Lead Teacher and Secondary CTE/STEM Coordinator.</p> <p>D) Continue to offer additional sciences courses and program certificates (ie: CTE, Seal of Biliteracy, AP Program, MYP and IB).</p> <p>E) Provide increased access to A-G, CTE, IB, AP, STEM, and VAPA courses, especially for ELs and</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR: _____</p> <p>___ Low Income pupils</p> <p>___ English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated fluent English proficient</p> <p>___ Other Subgroups: (Specify)</p>	<p>C) STEM Elementary Lead Teacher 1000-3999: Classified/Certificated/Benefits Supplemental 124,570</p> <p>C) CTE Coordinator .80 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 100,329</p> <p>B) Naviance Software 5000-5999: Services And Other Operating Expenditures Supplemental 124,719</p> <p>A) Career Guidance Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 120,108</p>

<p>students not meeting grade level standards.</p> <p>F) Increase student awareness in VAPA through clubs, performances, experiential learning, community partnerships and music.</p> <p>G) Expand the criteria for identifying GATE to ensure that students facing barriers to identification have an equal opportunity to be identified for participation in the program.</p>			
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	<p>1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor BTSA participation by tracking successful completion of year 1 and year 2 and number of teachers completing.</p> <p>1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.</p> <p>1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.</p> <p>1.4 Provide the equivalent of two days of professional development to implement state standards including math, ELA, ELD &amp; science Professional development related to GATE student needs will increase to 6 hours.</p> <p>1.5 Train all teachers and administrators in research based EL strategies and ELD (ie. ELA/ELD Adoption, GLAD and CORE).</p> <p>1.6 Increase the percentage of students who complete A-G requirements by 2% (15/16 baseline- CHS 25.4% / FHS64.6% / VdL 64.4%). Increase the number of students who complete CTE, PTLW, advanced math, and advanced science courses to 7200. Increase the opportunities for elementary STEM activities by 5%. (from 1134 to 1191 in 2016-17) Increase by 2% the number of students taking AP and passing with a "3". (from 1296 to 1322 in 2016-17) Increase the number of students completing IB and AP courses by 1%. (IB unduplicated students from 1804 to 1822 in 2016-17, AP unduplicated students from 1078 to 1089 in 2016-17. Students in DP courses from 190 to 200. Students receiving a DP diploma from 21 to 25)</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 A) Provide appropriately credentialed staff and audit all master schedules for appropriate assignments/mis-	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	A) Credential Review (HR) 1000-3999: Classified/Certificated/Benefits Base 53,954

<p>assignments and provide administrators training and greater awareness regarding legal assignment practices.</p> <p>B) Process through Committee on Assignments for Board.</p> <p>C) Professional Development will be expanded through Educator Effectiveness Grant.</p>		<p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>C) Professional Development (BTSA) 1000-3999: Classified/Certificated/Benefits Educator Effectiveness 165,500</p> <p>A) Certificated Salaries 1000-3999: Classified/Certificated/Benefits Base 90,898,220</p> <p>A) Special Education 1000-3999: Classified/Certificated/Benefits Base 20,262,669</p>
<p>1.2</p> <p>A) Implement bond and maintenance projects.</p> <p>B) Hold quarterly Bond Oversight Committee meetings to review projects.</p> <p>C) Complete Annual Report to Voters and Board of Education on bond projects.</p> <p>D) Present project overviews to city councils and other special interest groups.</p> <p>E) Develop project timeline and cash flow.</p> <p>F) Communication to community and parents through website and other media.</p> <p>G) Add portables for K-3 CSR (Class Size Reduction) if needed.</p> <p>H) Continue to receive 100% compliance with the Williams Act Review.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Maintenance and bond projects (Measures G and P) 6000-6999: Capital Outlay Bond fund 32,555,854</p> <p>H) Custodial and maintenance upkeep 1000-3999: Classified/Certificated/Benefits Base 5,300,000</p>
<p>1.3</p> <p>A) Implement ELA/ELD program/curriculum adoption aligned with monitoring and support including Programs 4 and 5 (I-Lit, Language Live, English 3D) to support students 4th -12th grade not yet meeting grade level standards, including ELs.</p> <p>B) Continue to fund employees dedicated to written and oral translation services. Increase effective communication to parents and staff.</p> <p>C) Continue to fund support staff to assist with Title I services at all Title I school sites.</p> <p>D) Provide certificated librarian to oversee libraries with high EL/LI populations.</p>	A/B) All Schools C/D) Rancho Cordova Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Imagine Learning, iLit, Language Live software 5000-5999: Services And Other Operating Expenditures Base 110,000</p> <p>D) Librarian .20 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 25,262</p> <p>B) Translation Services 1000-3999: Classified/Certificated/Benefits Supplemental 183,062</p> <p>A) ELA Textbook Adoption 4000-4999: Books And Supplies Base 4,015,000</p>
<p>1.4</p> <p>A) Provide ongoing professional development to</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p>	<p>A) ELA Adoption Professional Development 1000-3999: Classified/Certificated/Benefits Base 485,000</p>

<p>implement the CCSS curriculum, Cognitive Coaching Educator Effectiveness administrator training to articulate evidence of curriculum implementation, strategies to support struggling students/learning deficits, and developing instructional strategies for support staff.</p> <p>B) Provide guided collaboration time to Professional Learning Communities(PLC) for curriculum implementation and data analytics.</p> <p>C) Continue use of formative and summative assessments tools to monitor student progress, track use of data and provide support for effective administration of state and local assessments.</p> <p>D) Provide professional development in GATE strategies.</p>		<p>— Low Income pupils</p> <p>— English Learners</p> <p>— Foster Youth</p> <p>— Redesignated fluent English proficient</p> <p>— Other Subgroups: (Specify)</p>	<p>B) PLC Training and Collaboration 1000-3999: Classified/Certificated/Benefits Supplemental 600,000</p>
<p>1.5</p> <p>A) Continue to fund staff (Lead Teachers, Bilingual Instructional Aides, support staff,) with a focus on providing direct support to EL (English Learner), LTEL(Long Term English Learner), and RFEP (Reclassified Fluent English Proficient) students with academic improvement strategies.</p> <p>B) Provide focused ongoing Professional Development in best practices for EL/LI student achievement, successful EL strategies, and supplemental curriculum to certificated and classified staff.</p> <p>C) Maintain services for ELs that support assessment, reclassification process, and access to supplemental materials and instructional support; i.e. SIPPS, GLAD.</p>	All Schools	<p>All</p> <p>OR:</p> <p>— Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p>— Foster Youth</p> <p>— Redesignated fluent English proficient</p> <p>— Other Subgroups: (Specify)</p>	<p>A) Lead Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 488,820</p> <p>Bilingual Aides 1000-3999: Classified/Certificated/Benefits Supplemental 864,779</p> <p>Testing Services 1000-3999: Classified/Certificated/Benefits Supplemental 178,583</p> <p>B) GLAD Training (K-2 Rancho Cordova Schools) 5000-5999: Services And Other Operating Expenditures Supplemental 195,000</p> <p>B) Release time for model lesson design and observations 5000-5999: Services And Other Operating Expenditures Supplemental 150,000</p> <p>B) Administrator training on alignment between core and ELD supplemental curriculum, etc. 5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p> <p>B) ELD (Pebble Creek) training at Rancho Cordova secondary schools 5000-5999: Services And Other Operating Expenditures Supplemental 40,000</p>
<p>1.6</p> <p>A) Continue to create opportunities using STEM and build awareness for students and parents of the numerous options for STEM, high level courses such as IB or AP and the college A-G requirements.</p> <p>B) Continue implementation of Naviance to support students with college and career readiness, use EAP assessments to identify college readiness, and provide</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>— Low Income pupils</p> <p>— English Learners</p> <p>— Foster Youth</p> <p>— Redesignated fluent English proficient</p> <p>— Other Subgroups:</p>	<p>C) STEM Elementary Lead Teacher 1000-3999: Classified/Certificated/Benefits Supplemental 124,570</p> <p>C) CTE Coordinator .80 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 100,329</p> <p>B) Naviance Software 5000-5999: Services And Other Operating Expenditures Supplemental 124,719</p> <p>A) Career Guidance Clerks 1000-3999:</p>

support and guidance through counselors and career centers. C) Fund Elementary Lead Teacher and Secondary CTE/STEM Coordinator. D) Continue to offer additional sciences courses and program certificates (ie: CTE, Seal of Biliteracy, AP Program, MYP and IB). E) Provide increased access to A-G, CTE, IB, AP, STEM, and VAPA courses, especially for ELs and students not meeting grade level standards. F) Increase student awareness in VAPA through clubs, performances, experiential learning, community partnerships and music. G) Expand the criteria for identifying GATE to ensure that students facing barriers to identification have an equal opportunity to be identified for participation in the program.		(Specify)	Classified/Certificated/Benefits Supplemental 120,108
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## LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor BTSA participation by tracking successful completion of year 1 and year 2 and number of teachers completing.</p> <p>1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.</p> <p>1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.</p> <p>1.4 Provide the equivalent of two days of professional development to implement state standards including math, ELA, ELD &amp; science Professional development related to GATE student needs will increase to 6 hours.</p> <p>1.5 Train all teachers and administrators in research based EL strategies and ELD (ie. ELA/ELD Adoption, GLAD and CORE).</p> <p>1.6 Increase the percentage of students who complete A-G requirements by 2% (15/16 baseline- CHS 25.4% / FHS64.6% / VdL 64.4%). Increase the number of students who complete CTE, PLTW, advanced math, and advanced science courses to 7200. Increase the opportunities for elementary STEM activities by 5%. (from 1134 to 1191 in 2016-17) Increase by 2% the number of students taking AP and passing with a "3". (from 1296 to 1322 in 2016-17) Increase the number of students completing IB and AP courses by 1%. (IB unduplicated students from 1804 to 1822 in 2016-17, AP unduplicated students from 1078 to 1089 in 2016-17. Students in DP courses from 190 to 200. Students receiving a DP diploma from 21 to 25)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 A) Provide appropriately credentialed staff and audit all master schedules for appropriate assignments/mis-assignments and provide administrators training and greater awareness regarding legal assignment practices. B) Process through Committee on Assignments for Board. C) Professional Development will be expanded through Educator Effectiveness Grant.</p>	All Schools	<p>X All OR: ----- _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>A) Credential Review (HR) 1000-3999: Classified/Certificated/Benefits Base 53,954</p> <p>C) Professional Development (BTSA) 1000-3999: Classified/Certificated/Benefits Educator Effectiveness 165,500</p> <p>A) Certificated Salaries 1000-3999: Classified/Certificated/Benefits Base 90,898,220</p> <p>A) Special Education 1000-3999: Classified/Certificated/Benefits Base 20,262,669</p>

<p>1.2</p> <p>A) Implement bond and maintenance projects.</p> <p>B) Hold quarterly Bond Oversight Committee meetings to review projects.</p> <p>C) Complete Annual Report to Voters and Board of Education on bond projects.</p> <p>D) Present project overviews to city councils and other special interest groups.</p> <p>E) Develop project timeline and cash flow.</p> <p>F) Communication to community and parents through website and other media.</p> <p>G) Add portables for K-3 CSR (Class Size Reduction) if needed.</p> <p>H) Continue to receive 100% compliance with the Williams Act Review.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Maintenance and bond projects (Measures G and P) 6000-6999: Capital Outlay Bond fund 32,555,854</p> <p>H) Custodial and maintenance upkeep 1000-3999: Classified/Certificated/Benefits Base 5,300,000</p>
<p>1.3</p> <p>A) Implement ELA/ELD program/curriculum adoption aligned with monitoring and support including Programs 4 and 5 (I-Lit, Language Live, English 3D) to support students 4th -12th grade not yet meeting grade level standards, including ELs.</p> <p>B) Continue to fund employees dedicated to written and oral translation services. Increase effective communication to parents and staff.</p> <p>C) Continue to fund support staff to assist with Title I services at all Title I school sites.</p> <p>D) Provide certificated librarian to oversee libraries with high EL/LI populations.</p>	A/B) All Schools C/D) Rancho Cordova Schools	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Imagine Learning, iLit, Language Live software 5000-5999: Services And Other Operating Expenditures Base 110,000</p> <p>D) Librarian .20 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 25,262</p> <p>B) Translation Services 1000-3999: Classified/Certificated/Benefits Supplemental 183,062</p> <p>A) ELA Textbook Adoption 4000-4999: Books And Supplies Base 4,015,000</p>
<p>1.4</p> <p>A) Provide ongoing professional development to implement the CCSS curriculum, Cognitive Coaching Educator Effectiveness administrator training to articulate evidence of curriculum implementation, strategies to support struggling students/learning deficits, and developing instructional strategies for support staff.</p> <p>B) Provide guided collaboration time to Professional Learning Communities(PLC) for curriculum implementation and data analytics.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) ELA Adoption Professional Development 1000-3999: Classified/Certificated/Benefits Base 485,000</p> <p>B) PLC Training and Collaboration 1000-3999: Classified/Certificated/Benefits Supplemental 600,000</p>

<p>C) Continue use of formative and summative assessments tools to monitor student progress, track use of data and provide support for effective administration of state and local assessments.</p> <p>D) Provide professional development in GATE strategies.</p>			
<p>1.5</p> <p>A) Continue to fund staff (Lead Teachers, Bilingual Instructional Aides, support staff,) with a focus on providing direct support to EL (English Learner), LTEL(Long Term English Learner), and RFEP (Reclassified Fluent English Proficient) students with academic improvement strategies.</p> <p>B) Provide focused ongoing Professional Development in best practices for EL/LI student achievement, successful EL strategies, and supplemental curriculum to certificated and classified staff.</p> <p>C) Maintain services for ELs that support assessment, reclassification process, and access to supplemental materials and instructional support; i.e. SIPPS, GLAD.</p>	All Schools	<p>All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>A) Lead Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 488,820</p> <p>Bilingual Aides 1000-3999: Classified/Certificated/Benefits Supplemental 864,779</p> <p>Testing Services 1000-3999: Classified/Certificated/Benefits Supplemental 178,583</p> <p>B) GLAD Training (K-2 Rancho Cordova Schools) 5000-5999: Services And Other Operating Expenditures Supplemental 195,000</p> <p>B) Release time for model lesson design and observations 5000-5999: Services And Other Operating Expenditures Supplemental 150,000</p> <p>B) Administrator training on alignment between core and ELD supplemental curriculum, etc. 5000-5999: Services And Other Operating Expenditures Supplemental 30,000</p> <p>B) ELD (Pebble Creek) training at Rancho Cordova secondary schools 5000-5999: Services And Other Operating Expenditures Supplemental 40,000</p>
<p>1.6</p> <p>A) Continue to create opportunities using STEM and build awareness for students and parents of the numerous options for STEM, high level courses such as IB or AP and the college A-G requirements.</p> <p>B) Continue implementation of Naviance to support students with college and career readiness, use EAP assessments to identity college readiness, and provide support and guidance through counselors and career centers.</p> <p>C) Fund Elementary Lead Teacher and Secondary CTE/STEM Coordinator.</p> <p>D) Continue to offer additional sciences courses and program certificates (ie: CTE, Seal of Biliteracy, AP Program, MYP and IB).</p> <p>E) Provide increased access to A-G, CTE, IB, AP,</p>	All Schools	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>C) STEM Elementary Lead Teacher 1000-3999: Classified/Certificated/Benefits Supplemental 124,570</p> <p>C) CTE Coordinator .80 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 100,329</p> <p>B) Naviance Software 5000-5999: Services And Other Operating Expenditures Supplemental 124,719</p> <p>A) Career Guidance Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 120,108</p>

STEM, and VAPA courses, especially for ELs and students not meeting grade level standards. F) Increase student awareness in VAPA through clubs, performances, experiential learning, community partnerships and music. G) Expand the criteria for identifying GATE to ensure that students facing barriers to identification have an equal opportunity to be identified for participation in the program.			
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Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.

<b>GOAL 2:</b>	Increase student engagement and provide a safe, healthy, and positive learning environment. 2.1 Increase student attendance rates and reduce chronic absences. 2.2 Increase the high school graduation rate and decrease dropout rate for all students including historically under performing sub-groups. 2.3 Decrease 8th grade dropout rates. 2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.	Related State and/or Local Priorities: 1 2 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 _  COE only: 9 _ 10 _  Local : Specify	
<b>Identified Need :</b>	Attendance for some Rancho Cordova schools are below district-wide average.		
<b>Goal Applies to:</b>	Schools: All students <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All schools		
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	2.1 Currently at 95.73%, maintain district-wide attendance at or above 95%. Currently at 77.96%, increase alternative education rates to greater than 80%. Decrease chronic absenteeism by 3%. (from 10% to 9%)  2.2 Currently at 92.7% Maintain district-wide graduation rate at or above 91%. Increase English learners from 82.2% to 83%, African American from 87.1% to 88%, and special education subgroups rates from 74.4% to 75%. Maintain dropout rate below 10%, which is currently at 3.2%.  2.3 Currently at 100%, maintain 8th grade promotion to high school at or above 95% and maintain middle school dropout rate below 5%, which is currently 0.09%.  2.4 Decrease out of school suspension incidents by 2% (to 1312). Keep expulsions below 50 or decrease expulsion incidents by 2%. Monitor system that reports and tracks bullying incidents and create an annual survey about school safety and connectedness for parents, staff, and students.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
2.1 A) Increase focus on communication and outreach to parents regarding recognition and awards for students with excellent attendance. B) Utilize the SART/SARB process to address chronically absent or truant students.	Schools with greater than 60% unduplicated	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	A) Administrative Support (Vice Principals) 1000-3999: Classified/Certificated/Benefits Supplemental 411,595 A) School Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 96,647 C) Attendance Nurse 1000-3999:

C) Work collaboratively with SROs, Nurse, Attendance and Due Process to support students with early health screening or poor attendance through home visits, letters, and phone calls.	students	English proficient _ Other Subgroups: (Specify)	Classified/Certificated/Benefits Supplemental 90,223 C) MSW 1000-3999: Classified/Certificated/Benefits Supplemental 82,950 C) Centralized Health Clerk/Nurse for immunizations 1000-3999: Classified/Certificated/Benefits Supplemental 80,000 C) Preschool/TK Nursing Services 1000-3999: Classified/Certificated/Benefits Supplemental 242,809
2.2 A) Prioritize support for intervention and credit recovery programs, including online, to ELs, LTELs, and high need students. B) Use Naviance, college career guidance, and options for post secondary career and college readiness in order to have greater access for student and parent information.	All Schools	All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost reflected in action/service goal 1.6 and 4.4
2.3 A) Offer more interventions programs for at risk middle school students. B) Ensure EL/LI students have access to electives. C) Ensure EL/LI students have access to after-school activities. Provide experiential learning and extra curricular activities for student engagement, fund additional field trips and clubs. D) SCOE Care Program (offered at no cost to the District)	A-C) Mills Middle, Mitchell Middle, and Cordova High Unduplicated students at all schools	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	B) Musical Instruments (Mills Middle, Mitchell Middle, Cordova High) 4000-4999: Books And Supplies Supplemental 70,000 C) Athletic equipment and repairs (Mills Middle, Mitchell Middle, Cordova High) 4000-4999: Books And Supplies Supplemental 100,000 C) After school activities and transportation 5000-5999: Services And Other Operating Expenditures Supplemental 140,000 C) Field Trips, Student Scholarships. Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 115,000 C) Art Docent Program 5000-5999: Services And Other Operating Expenditures Supplemental 55,000
2.4 A) Continue character education and anti-bullying programs at all grades. B) Implement PBIS in an effort to decrease the number and intensity of negative behavioral events. C) Child Welfare Coordinator continue to implement and monitor school climate programs and activities. D) Offer Early Intervention Programs	All Schools	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A) Marriage and Family Therapists (MFTs) 1000-3999: Classified/Certificated/Benefits Supplemental 407,399 A) Early Intervention Program 1000-3999: Classified/Certificated/Benefits Supplemental 156,746 B) Positive School Climate (PBIS) 4000-4999: Books And Supplies Supplemental 95,028 C) Child Welfare Services 1000-3999: Classified/Certificated/Benefits Supplemental 180,752 C) Staffing for athletics/activities 1000-3999:

			Classified/Certificated/Benefits Supplemental 55,000
			C) Science Olympiad 1000-3999: Classified/Certificated/Benefits Supplemental 10,000
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	<p>2.1 Currently at 95.73%, maintain district-wide attendance at or above 95%. Currently at 77.96%, increase alternative education rates to greater than 80%. Decrease chronic absenteeism by 3%. (from 10% to 9%)</p> <p>2.2 Currently at 92.7% Maintain district-wide graduation rate at or above 91%. Increase English learners from 82.2% to 83%, African American from 87.1% to 88%, and special education subgroups rates from 74.4% to 75%. Maintain dropout rate below 10%, which is currently at 3.2%.</p> <p>2.3 Currently at 100%, maintain 8th grade promotion to high school at or above 95% and maintain middle school dropout rate below 5%, which is currently 0.09%.</p> <p>2.4 Decrease out of school suspension incidents by 2% (to 1312). Keep expulsions below 50 or decrease expulsion incidents by 2%. Monitor system that reports and tracks bullying incidents and create an annual survey about school safety and connectedness for parents, staff, and students.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1</p> <p>A) Increase focus on communication and outreach to parents regarding recognition and awards for students with excellent attendance.</p> <p>B) Utilize the SART/SARB process to address chronically absent or truant students.</p> <p>C) Work collaboratively with SROs, Nurse, Attendance and Due Process to support students with early health screening or poor attendance through home visits, letters, and phone calls.</p>	Schools with greater than 60% unduplicated students	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Administrative Support (Vice Principals) 1000-3999: Classified/Certificated/Benefits Supplemental 411,595</p> <p>A) School Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 96,647</p> <p>C) Attendance Nurse 1000-3999: Classified/Certificated/Benefits Supplemental 90,223</p> <p>C) MSW 1000-3999: Classified/Certificated/Benefits Supplemental 82,950</p> <p>C) Centralized Health Clerk/Nurse for immunizations 1000-3999: Classified/Certificated/Benefits Supplemental 80,000</p> <p>C) Preschool/TK Nursing Services 1000-3999: Classified/Certificated/Benefits Supplemental 242,809</p>
<p>2.2</p> <p>A) Prioritize support for intervention and credit recovery programs, including online, to ELs, LTELs, and high</p>	All Schools	<p>All</p> <p>OR:</p> <p>Low Income pupils</p>	Cost reflected in action/service goal 1.6 and 4.4

need students. B) Use Naviance, college career guidance, and options for post secondary career and college readiness in order to have greater access for student and parent information.		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2.3 A) Offer more interventions programs for at risk middle school students. B) Ensure EL/LI students have access to electives. C) Ensure EL/LI students have access to after-school activities. Provide experiential learning and extra curricular activities for student engagement, fund additional field trips and clubs. D) SCOE Care Program (offered at no cost to the District)	A-C) Mills Middle, Mitchell Middle, and Cordova High D) Unduplicated students at all schools	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	B) Musical Instruments (Mills Middle, Mitchell Middle, Cordova High) 4000-4999: Books And Supplies Supplemental 70,000 C) Athletic equipment and repairs (Mills Middle, Mitchell Middle, Cordova High) 4000-4999: Books And Supplies Supplemental 100,000 C) After school activities and transportation 5000-5999: Services And Other Operating Expenditures Supplemental 140,000 C) Field Trips, Student Scholarships. Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 115,000 C) Art Docent Program 5000-5999: Services And Other Operating Expenditures Supplemental 55,000
2.4 A) Continue character education and anti-bullying programs at all grades. B) Implement PBIS in an effort to decrease the number and intensity of negative behavioral events. C) Child Welfare Coordinator continue to implement and monitor school climate programs and activities. D) Offer Early Intervention Programs	All Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	A) Marriage and Family Therapists (MFTs) 1000-3999: Classified/Certificated/Benefits Supplemental 407,399 A) Early Intervention Program 1000-3999: Classified/Certificated/Benefits Supplemental 156,746 B) Positive School Climate (PBIS) 4000-4999: Books And Supplies Supplemental 95,028 C) Child Welfare Services 1000-3999: Classified/Certificated/Benefits Supplemental 180,752 C) Staffing for athletics/activities 1000-3999: Classified/Certificated/Benefits Supplemental 55,000 C) Science Olympiad 1000-3999: Classified/Certificated/Benefits Supplemental 10,000

## LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	2.1	Currently at 95.73%, maintain district-wide attendance at or above 95%. Currently at 77.96%, increase alternative education rates to greater than 80%. Decrease chronic absenteeism by 3%. (from 10% to 9%)
	2.2	Currently at 92.7% Maintain district-wide graduation rate at or above 91%. Increase English learners from 82.2% to 83%, African American from 87.1% to 88%, and special education subgroups rates from 74.4% to 75%. Maintain dropout rate below 10%, which is currently at 3.2%.
	2.3	Currently at 100%, maintain 8th grade promotion to high school at or above 95% and maintain middle school dropout rate below 5%, which is currently 0.09%.
	2.4	Decrease out of school suspension incidents by 2% (to 1312). Keep expulsions below 50 or decrease expulsion incidents by 2%. Monitor system that reports and tracks bullying incidents and create an annual survey about school safety and connectedness for parents, staff, and students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 A) Increase focus on communication and outreach to parents regarding recognition and awards for students with excellent attendance. B) Utilize the SART/SARB process to address chronically absent or truant students. C) Work collaboratively with SROs, Nurse, Attendance and Due Process to support students with early health screening or poor attendance through home visits, letters, and phone calls.	Schools with greater than 60% unduplicated students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	A) Administrative Support (Vice Principals) 1000-3999: Classified/Certificated/Benefits Supplemental 411,595 A) School Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 96,647 C) Attendance Nurse 1000-3999: Classified/Certificated/Benefits Supplemental 90,223 C) MSW 1000-3999: Classified/Certificated/Benefits Supplemental 82,950 C) Centralized Health Clerk/Nurse for immunizations 1000-3999: Classified/Certificated/Benefits Supplemental 80,000 C) Preschool/TK Nursing Services 1000-3999: Classified/Certificated/Benefits Supplemental 242,809
2.2 A) Prioritize support for intervention and credit recovery programs, including online, to ELs, LTELs, and high need students. B) Use Naviance, college career guidance, and options for post secondary career and college readiness in order to have greater access for student and parent	All Schools	All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Cost reflected in action/service goal 1.6 and 4.4

information.		_ Other Subgroups: (Specify)	
<p>2.3</p> <p>A) Offer more interventions programs for at risk middle school students.</p> <p>B) Ensure EL/LI students have access to electives.</p> <p>C) Ensure EL/LI students have access to after-school activities. Provide experiential learning and extra curricular activities for student engagement, fund additional field trips and clubs.</p> <p>D) SCOE Care Program (offered at no cost to the District)</p>	<p>A-C) Mills Middle, Mitchell Middle, and Cordova High</p> <p>D) Unduplicated students at all schools</p>	<p>All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>B) Musical Instruments (Mills Middle, Mitchell Middle, Cordova High) 4000-4999: Books And Supplies Supplemental 70,000</p> <p>C) Athletic equipment and repairs (Mills Middle, Mitchell Middle, Cordova High) 4000-4999: Books And Supplies Supplemental 100,000</p> <p>C) After school activities and transportation 5000-5999: Services And Other Operating Expenditures Supplemental 140,000</p> <p>C) Field Trips, Student Scholarships. Transportation 5000-5999: Services And Other Operating Expenditures Supplemental 115,000</p> <p>C) Art Docent Program 5000-5999: Services And Other Operating Expenditures Supplemental 55,000</p>
<p>2.4</p> <p>A) Continue character education and anti-bullying programs at all grades.</p> <p>B) Implement PBIS in an effort to decrease the number and intensity of negative behavioral events.</p> <p>C) Child Welfare Coordinator continue to implement and monitor school climate programs and activities.</p> <p>D) Offer Early Intervention Programs</p>	<p>All Schools</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	<p>A) Marriage and Family Therapists (MFTs) 1000-3999: Classified/Certificated/Benefits Supplemental 407,399</p> <p>A) Early Intervention Program 1000-3999: Classified/Certificated/Benefits Supplemental 156,746</p> <p>B) Positive School Climate (PBIS) 4000-4999: Books And Supplies Supplemental 95,028</p> <p>C) Child Welfare Services 1000-3999: Classified/Certificated/Benefits Supplemental 180,752</p> <p>C) Staffing for athletics/activities 1000-3999: Classified/Certificated/Benefits Supplemental 55,000</p> <p>C) Science Olympiad 1000-3999: Classified/Certificated/Benefits Supplemental 10,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Increase parent and community engagement.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _
	3.1 Increase family engagement and parent input and the utilization of volunteers.		COE only: 9 _ 10 _  Local : Specify
	3.2 Increase community partnerships that support student learning.		
	3.3 Increase the efficiency, timeliness and accessibility of district communications.		
Identified Need :	Community and parent engagement is critical to student success.		
Goal Applies to:	Schools:	All students	
	Applicable Pupil Subgroups:	All schools	
<b>LCAP Year 1: 2016-17</b>			
Expected Annual Measurable Outcomes:	<p>3.1 Parent and community volunteers will increase by 5% (new Category 2 by 100, Community Reader-trained volunteers to 56), with emphasis of engaging parents of unduplicated students and special needs subgroups. In order to increase input from parents in making decisions for the school district, increase parent summit attendance by 10%, from 35 to 39. Parent attendance at District English Learners Advisory Committee (DELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement. The District's CAC (SELPA) will hold three meetings per year. The District will participate in the SCOE foster youth meeting. The Superintendent's Communication Committee participation will be at least 25 per meeting (25/30 schools).</p> <p>3.2 Community partnerships among the corporate, nonprofit and faith-based sectors will increase at least 1%. (from 85 to 86)</p> <p>3.3 Increase digital and print communications and engagement, weekly and targeted by at least 1%. (37 to 38 weekly) (9343 digital to 9436)</p>		
Actions/Services		Scope of Service	Budgeted Expenditures
<p>3.1 A) Continue the community reading program that outlines opportunities for adults to support students. B) Continue to develop and implement Parent/Community Outreach that reinforces access to information, resources, and awareness on our school campus; ie EL classes for adults/parents, volunteer processing, outreach to at risk populations/agencies (Foster Youth, Homeless). C) Increase coordination of services such as child care, volunteer activities, training, and Parent Summits to</p>		<p>Rancho Cordova schools with more than 65% unduplicated</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>
			<p>A) Community Outreach Coordinator 1000-3999: Classified/Certificated/Benefits Supplemental 76,939</p> <p>B) Parent Education 1000-3999: Classified/Certificated/Benefits Supplemental 155,000</p> <p>B) Foster Parent Workshops 4000-4999: Books And Supplies Supplemental 2,500</p> <p>B) Parent Coordinators 1000-3999: Classified/Certificated/Benefits Supplemental 189,024</p>

<p>lower barriers for parent/community engagement for high need students.</p> <p>D) The district will facilitate a minimum of three District English Learners Advisory Committee (DELAC) meetings to solicit input.</p> <p>E) School sites will facilitate a minimum of three School Site Council (SSC) meetings; schools meeting criteria will also facilitate three English Learners Advisory Committee (ELAC) meetings, and two Title 1 meetings for EL/LI parent input.</p> <p>F) Increase parent participation in the Superintendent's Communication Committee (SCC), and ELAC by providing child care and outreach activities.</p> <p>G) Increase training for parent/community engagement and home visits for high need students.</p> <p>H) Utilize Special Education CAC (Community Advisory Committee) for parent engagement and input.</p>			
<p>3.2</p> <p>A) Increase community partners, including faith-based, corporate, and nonprofit, through direct outreach and recognition opportunities by administrators, parent coordinators, and community outreach coordinator.</p> <p>B) Participate in community committees such as NextEd, CTE, Chamber Workforce Development, SELPA CAC, SCC, and other committees.</p> <p>C) Utilize school website calendars and local newspapers to advertise events.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Community Meetings 5000-5999: Services And Other Operating Expenditures Base 7,000</p>
<p>3.3</p> <p>A) Utilize mass notification systems, including Blackboard Connect, Schoolwires District and school websites, PowerSchool student information system, and social media platforms to increase two-way communication with families, staff, students, and community at large.</p> <p>B) Distribute "District Digest" (weekly newsletter) to greater number of recipients (use of Constant Contact e-mail newsletter service).</p> <p>C) Utilize marketing and strategic communication best practices to inform students, families, and staff of educational programs and opportunities.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Annual Contracts for Blackboard and Schoolwires 5000-5999: Services And Other Operating Expenditures Base 74,989</p> <p>B) Constant Contact e-mail newsletter service 5000-5999: Services And Other Operating Expenditures Base 1,638</p>

## LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>3.1 Parent and community volunteers will increase by 5% (new Category 2 by 100, Community Reader-trained volunteers to 56), with emphasis of engaging parents of unduplicated students and special needs subgroups. In order to increase input from parents in making decisions for the school district, increase parent summit attendance by 10%, from 35 to 39. Parent attendance at District English Learners Advisory Committee (DELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement. The District's CAC (SELPA) will hold three meetings per year. The District will participate in the SCOE foster youth meeting. The Superintendent's Communication Committee participation will be at least 25 per meeting (25/30 schools).</p> <p>3.2 Community partnerships among the corporate, nonprofit and faith-based sectors will increase at least 1%. (from 85 to 86)</p> <p>3.3 Increase digital and print communications and engagement, weekly and targeted by at least 1%. (37 to 38 weekly) (9343 digital to 9436)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 A) Continue the community reading program that outlines opportunities for adults to support students. B) Continue to develop and implement Parent/Community Outreach that reinforces access to information, resources, and awareness on our school campus; ie EL classes for adults/parents, volunteer processing, outreach to at risk populations/agencies (Foster Youth, Homeless). C) Increase coordination of services such as child care, volunteer activities, training, and Parent Summits to lower barriers for parent/community engagement for high need students. D) The district will facilitate a minimum of three District English Learners Advisory Committee (DELAC) meetings to solicit input. E) School sites will facilitate a minimum of three School Site Council (SSC) meetings; schools meeting criteria will also facilitate three English Learners Advisory Committee (ELAC) meetings, and two Title 1 meetings for EL/LI parent input. F) Increase parent participation in the Superintendent's Communication Committee (SCC), and ELAC by providing child care and outreach activities.</p>	Rancho Cordova schools with more than 65% unduplicated	<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>A) Community Outreach Coordinator 1000-3999: Classified/Certificated/Benefits Supplemental 76,939 B) Parent Education 1000-3999: Classified/Certificated/Benefits Supplemental 155,000 B) Foster Parent Workshops 4000-4999: Books And Supplies Supplemental 2,500 B) Parent Coordinators 1000-3999: Classified/Certificated/Benefits Supplemental 189,024</p>

<p>G) Increase training for parent/community engagement and home visits for high need students.</p> <p>H) Utilize Special Education CAC (Community Advisory Committee) for parent engagement and input.</p>			
<p>3.2</p> <p>A) Increase community partners, including faith-based, corporate, and nonprofit, through direct outreach and recognition opportunities by administrators, parent coordinators, and community outreach coordinator.</p> <p>B) Participate in community committees such as NextEd, CTE, Chamber Workforce Development, SELPA CAC, SCC, and other committees.</p> <p>C) Utilize school website calendars and local newspapers to advertise events.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Community Meetings 5000-5999: Services And Other Operating Expenditures Base 7,000</p>
<p>3.3</p> <p>A) Utilize mass notification systems, including Blackboard Connect, Schoolwires District and school websites, PowerSchool student information system, and social media platforms to increase two-way communication with families, staff, students, and community at large.</p> <p>B) Distribute "District Digest" (weekly newsletter) to greater number of recipients (use of Constant Contact e-mail newsletter service).</p> <p>C) Utilize marketing and strategic communication best practices to inform students, families, and staff of educational programs and opportunities.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Annual Contracts for Blackboard and Schoolwires 5000-5999: Services And Other Operating Expenditures Base 74,989</p> <p>B) Constant Contact e-mail newsletter service 5000-5999: Services And Other Operating Expenditures Base 1,638</p>

## LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>3.1 Parent and community volunteers will increase by 5% (new Category 2 by 100, Community Reader-trained volunteers to 56), with emphasis of engaging parents of unduplicated students and special needs subgroups. In order to increase input from parents in making decisions for the school district, increase parent summit attendance by 10%, from 35 to 39. Parent attendance at District English Learners Advisory Committee (DELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement. The District's CAC (SELPA) will hold three meetings per year. The District will participate in the SCOE foster youth meeting. The Superintendent's Communication Committee participation will be at least 25 per meeting (25/30 schools).</p> <p>3.2 Community partnerships among the corporate, nonprofit and faith-based sectors will increase at least 1%. (from 85 to 86)</p> <p>3.3 Increase digital and print communications and engagement, weekly and targeted by at least 1%. (37 to 38 weekly) (9343 digital to 9436)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 A) Continue the community reading program that outlines opportunities for adults to support students. B) Continue to develop and implement Parent/Community Outreach that reinforces access to information, resources, and awareness on our school campus; ie EL classes for adults/parents, volunteer processing, outreach to at risk populations/agencies (Foster Youth, Homeless). C) Increase coordination of services such as child care, volunteer activities, training, and Parent Summits to lower barriers for parent/community engagement for high need students. D) The district will facilitate a minimum of three District English Learners Advisory Committee (DELAC) meetings to solicit input. E) School sites will facilitate a minimum of three School Site Council (SSC) meetings; schools meeting criteria will also facilitate three English Learners Advisory Committee (ELAC) meetings, and two Title 1 meetings for EL/LI parent input. F) Increase parent participation in the Superintendent's Communication Committee (SCC), and ELAC by providing child care and outreach activities.</p>	Rancho Cordova schools with more than 65% unduplicated	<p>All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>A) Community Outreach Coordinator 1000-3999: Classified/Certificated/Benefits Supplemental 76,939</p> <p>B) Parent Education 1000-3999: Classified/Certificated/Benefits Supplemental 155,000</p> <p>B) Foster Parent Workshops 4000-4999: Books And Supplies Supplemental 2,500</p> <p>B) Parent Coordinators 1000-3999: Classified/Certificated/Benefits Supplemental 189,024</p>

<p>G) Increase training for parent/community engagement and home visits for high need students.</p> <p>H) Utilize Special Education CAC (Community Advisory Committee) for parent engagement and input.</p>			
<p>3.2</p> <p>A) Increase community partners, including faith-based, corporate, and nonprofit, through direct outreach and recognition opportunities by administrators, parent coordinators, and community outreach coordinator.</p> <p>B) Participate in community committees such as NextEd, CTE, Chamber Workforce Development, SELPA CAC, SCC, and other committees.</p> <p>C) Utilize school website calendars and local newspapers to advertise events.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	A) Community Meetings 5000-5999: Services And Other Operating Expenditures Base 7,000
<p>3.3</p> <p>A) Utilize mass notification systems, including Blackboard Connect, Schoolwires District and school websites, PowerSchool student information system, and social media platforms to increase two-way communication with families, staff, students, and community at large.</p> <p>B) Distribute "District Digest" (weekly newsletter) to greater number of recipients (use of Constant Contact e-mail newsletter service).</p> <p>C) Utilize marketing and strategic communication best practices to inform students, families, and staff of educational programs and opportunities.</p>	All Schools	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Annual Contracts for Blackboard and Schoolwires 5000-5999: Services And Other Operating Expenditures Base 74,989</p> <p>B) Constant Contact e-mail newsletter service 5000-5999: Services And Other Operating Expenditures Base 1,638</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Student progress and educational outcomes will be monitored for success, using CAASPP test results.		Related State and/or Local Priorities:
	4.1 Ensure students are reading at grade level (1st, 3rd ,5th, 8th, and 11th grades). 4.2 Ensure students are meeting grade level standards in math (1st, 3rd ,5th, 8th, and 11th grades). 4.3 Ensure English Learners make yearly progress. 4.4 Ensure Special Education student make yearly progress. 4.5 Improve kindergarten readiness as measured by curriculum embedded assessment. 4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.		1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify
Identified Need : Subgroups achieve below all district-wide averages.			
Goal Applies to: Schools: All schools			
Applicable Pupil Subgroups: All students			

## LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	4.1 Increase iReady or CAASPP proficient reading levels by 2%, from 59% (2015/16) to 61%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 47% (ELA). (2015/16 state and local data will be available in August 2016)
	4.2 Increase CAASPP proficient math levels by 2%, from 50% (2015/16) to 52%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 27% (math). (2015/16 state and local data will be available in August 2016)
	4.3 AMAO 1: 61% of EL students will increase one level of English proficiency. (2015/16 actual was 58.6%)  AMAO2: 26% of EL students, who received less than 5 years of English instruction, will attain English proficiency (ELs). (2015/16 actual was 25.3%) 51% of EL students, who have received 5 or more years of English instructions, will attain English proficiency (LTELs). (2015/16 actual was 50.6%)  AMAO 3: Reclassification rate will be at least 2%. (2015/16 actual was 15%)
	4.4 Improve CAASPP scores for special education students by 2%, from 15% (2015/16) to 17% ELA and from 13% (2015/16) to 15% math.
	4.5 Increase the number of students enrolled in early childhood education programs by 2%, from 1149 (2015/16) to 1172.
	4.6 Increase 9th grade completion rate by 2%, from 84% (2015/16) to 86%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 A) Continue ongoing assessment and early identification of deficits and interventions, utilize resources (reading specialist) to identify effective strategies. B) Facilitate data analysis and progress monitoring through "Every Child By Name" collaboration at all elementary and secondary schools to identify and	A) Rancho Cordova Schools B) All Schools C) Cordova	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	A) Literacy Specialist/Coach 1.0 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 168,901 B) School Improvement Staff 1000-3999: Classified/Certificated/Benefits Supplemental 178,127 C) ELA Support Teacher @ CHS 1000-3999: Classified/Certificated/Benefits Supplemental 78,565

support under-performing students. (intervention teachers and iReady) C) Continue to provide research based professional development and materials to support effective reading strategies for secondary students.	High	_ Other Subgroups: (Specify)	
4.2 A) Assess grade level and department progress at each school. B) Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems. C) Provide math support at secondary schools with high need students. (using tutors and teachers)	Rancho Cordova school's full time staff, Folsom school's part time staff	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	C) Math Support at Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 236,293 C) Math Support at Cordova High School 1000-3999: Classified/Certificated/Benefits Supplemental 77,660 C) Math Tutors 1000-3999: Classified/Certificated/Benefits Supplemental 5,000
4.3 A) Continue to provide additional instruction and support for LTELs and high need students after school and during the summer. B) Provide ongoing professional development to Program Monitors for each school to coach and facilitate teacher's understanding of EL, LTEL and RFEP. C) Provide culturally relevant material to build background knowledge, provide standards aligned supplemental instructional resources in English and home language (as available). D) Ensure EL students receive appropriate ELA/ELD curriculum and instruction through teacher support and material training, increase framework knowledge and provide scheduling and instructional grouping guidance.	Mills Middle, Mitchell Middle, and Rancho Cordova Elementary schools	All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A) Interventions during school year and summer school 1000-3999: Classified/Certificated/Benefits Supplemental 225,000 D) ELD Support at Mills and Mitchell Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 91,408
4.4 A) For special education students, identify appropriate curriculum and supports. B) Provide professional development for general education teachers to modify curriculum. C) Provide behavior and mental health interventions to fully access curriculum and improve learning environment. D) Provide additional classes and services.	All Schools	All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	C) Mental Health Aides 1000-3999: Classified/Certificated/Benefits Other 182,794 C) Marriage & Family Therapists (MFTs) 1000-3999: Classified/Certificated/Benefits Other 486,645 Special Education Encroachment into base program 8980: General Fund Contribution Base 19,883,453 D) Special Education new program expenditures 1000-3999: Classified/Certificated/Benefits Base 1,100,000
4.5	Rancho	All	A) Coordinator of Early Childhood Education 1000-3999:

<p>A) Increase student enrollment in State Preschool, First 5 Program, Transitional Kindergarten (TK), and Parent Education Preschool.</p> <p>B) Increase parent awareness with curriculum articulation, transitions from grade level to school level, parent education related to kindergarten readiness and TK.</p> <p>C) Fund additional preschool positions to increase the percentage of students ready for kindergarten. Expand kindergarten readiness for high needs students.</p>	Cordova Schools	<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified/Certificated/Benefits Supplemental 103,902</p> <p>C) Preschool expansion 1000-3999: Classified/Certificated/Benefits Supplemental 98,205</p>
<p>4.6</p> <p>A) Use data to review placement for under-performing students in support programs/courses.</p> <p>B) Provide credits based on mastery of concepts and materials and implementation of transition plans for 9th graders that include study and test taking skills.</p> <p>C) Increase staff to improve and track learning of targeted high need students, ELs, and Foster Youth.</p>	<p>A) Unduplicated at all schools</p> <p>B) Mills Middle School</p> <p>C) Mills Middle, Mitchell Middle, and Cordova High</p> <p>C) Rancho Cordova school's full time staff, Folsom school's part time staff</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></p>	<p>A) Data Systems - Illuminate and iReady 5000-5999: Services And Other Operating Expenditures Supplemental 110,000</p> <p>B) Middle School Teachers @ Mills Middle 1000-3999: Classified/Certificated/Benefits Supplemental 370,346</p> <p>C) Counselors 1000-3999: Classified/Certificated/Benefits Supplemental 295,351</p> <p>C) Intervention Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 2,482,719</p>

## LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>4.1 Increase iReady or CAASPP proficient reading levels by 2%, from 59% (2015/16) to 61%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 47% (ELA). (2015/16 state and local data will be available in August 2016)</p> <p>4.2 Increase CAASPP proficient math levels by 2%, from 50% (2015/16) to 52%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 27% (math). (2015/16 state and local data will be available in August 2016)</p> <p>4.3 AMAO 1: 61% of EL students will increase one level of English proficiency. (2015/16 actual was 58.6%)</p> <p>AMAO2: 26% of EL students, who received less than 5 years of English instruction, will attain English proficiency (ELs). (2015/16 actual was 25.3%) 51% of EL students, who have received 5 or more years of English instructions, will attain English proficiency (LTEs). (2015/16 actual was 50.6%)</p> <p>AMAO 3: Reclassification rate will be at least 2%. (2015/16 actual was 15%)</p> <p>4.4 Improve CAASPP scores for special education students by 2%, from 15% (2015/16) to 17% ELA and from 13% (2015/16) to 15% math.</p> <p>4.5 Increase the number of students enrolled in early childhood education programs by 2%, from 1149 (2015/16) to 1172.</p> <p>4.6 Increase 9th grade completion rate by 2%, from 84% (2015/16) to 86%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 A) Continue ongoing assessment and early identification of deficits and interventions, utilize resources (reading specialist) to identify effective strategies. B) Facilitate data analysis and progress monitoring through "Every Child By Name" collaboration at all elementary and secondary schools to identify and support under-performing students. (intervention	A) Rancho Cordova School's B) All Schools C) Cordova High	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	A) Literacy Specialist/Coach 1.0 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 168,901 B) School Improvement Staff 1000-3999: Classified/Certificated/Benefits Supplemental 178,127 C) ELA Support Teacher @ CHS 1000-3999: Classified/Certificated/Benefits Supplemental 78,565

teachers and iReady) C) Continue to provide research based professional development and materials to support effective reading strategies for secondary students.		(Specify)	
4.2 A) Assess grade level and department progress at each school. B) Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems. C) Provide math support at secondary schools with high need students. (using tutors and teachers)	Rancho Cordova school's full time staff. Folsom school's part time staff	<u>  </u> All OR: <u>  </u> X Low Income pupils <u>  </u> X English Learners <u>  </u> X Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)	C) Math Support at Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 236,293 C) Math Support at Cordova High School 1000-3999: Classified/Certificated/Benefits Supplemental 77,660 C) Math Tutors 1000-3999: Classified/Certificated/Benefits Supplemental 5,000
4.3 A) Continue to provide additional instruction and support for LTELs and high need students after school and during the summer. B) Provide ongoing professional development to Program Monitors for each school to coach and facilitate teacher's understanding of EL, LTEL and RFEP. C) Provide culturally relevant material to build background knowledge, provide standards aligned supplemental instructional resources in English and home language (as available). D) Ensure EL students receive appropriate ELA/ELD curriculum and instruction through teacher support and material training, increase framework knowledge and provide scheduling and instructional grouping guidance.	Mills Middle, Mitchell Middle, and Rancho Cordova elementary schools	<u>  </u> All OR: <u>  </u> Low Income pupils <u>  </u> X English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)	A) Interventions during school year and summer school 1000-3999: Classified/Certificated/Benefits Supplemental 225,000 D) ELD Support at Mills and Mitchell Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 91,407
4.4 A) For special education students, identify appropriate curriculum and supports. B) Provide professional development for general education teachers to modify curriculum. C) Provide behavior and mental health interventions to fully access curriculum and improve learning environment. D) Provide additional classes and services.	All Schools	<u>  </u> All OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> X Other Subgroups: (Specify) <u>Special Education</u>	C) Mental Health Aides 1000-3999: Classified/Certificated/Benefits Other 182,794 C) Marriage & Family Therapists (MFTs) 1000-3999: Classified/Certificated/Benefits Other 486,645 Special Education Encroachment into base program 8980: General Fund Contribution Base 19,883,453 D) Special Education new program expenditures 1000-3999: Classified/Certificated/Benefits Base 1,100,000
4.5 A) Increase student enrollment in State Preschool, First	Rancho Cordova	<u>  </u> All OR:	A) Coordinator of Early Childhood Education 1000-3999:

<p>5 Program, Transitional Kindergarten (TK), and Parent Education Preschool.</p> <p>B) Increase parent awareness with curriculum articulation, transitions from grade level to school level, parent education related to kindergarten readiness and TK.</p> <p>C) Fund additional preschool positions to increase the percentage of students ready for kindergarten. Expand kindergarten readiness for high needs students.</p>	Schools	<p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classified/Certificated/Benefits Supplemental 103,902</p> <p>C) Preschool expansion 1000-3999: Classified/Certificated/Benefits Supplemental 98,205</p>
<p>4.6</p> <p>A) Use data to review placement for under-performing students in support programs/courses.</p> <p>B) Provide credits based on mastery of concepts and materials and implementation of transition plans for 9th graders that include study and test taking skills.</p> <p>C) Increase staff to improve and track learning of targeted high need students, ELs, and Foster Youth.</p>	<p>A) Unduplicated at all schools</p> <p>B) Mills Middle</p> <p>C) Mills Middle, Mitchell Middle, and Cordova High</p> <p>C) Rancho Cordova school's full time staff. Folsom school's part time staff</p>	<p><input type="checkbox"/> All OR: -----</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></p>	<p>A) Data Systems - Illuminate and iReady 5000-5999: Services And Other Operating Expenditures Supplemental 110,000</p> <p>B) Middle School Teachers @ Mills Middle 1000-3999: Classified/Certificated/Benefits Supplemental 370,346</p> <p>C) Counselors 1000-3999: Classified/Certificated/Benefits Supplemental 295,351</p> <p>C) Intervention Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 2,482,719</p>

## LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>4.1 Increase iReady or CAASPP proficient reading levels by 2%, from 59% (2015/16) to 61%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 47% (ELA). (2015/16 state and local data will be available in August 2016)</p> <p>4.2 Increase CAASPP proficient math levels by 2%, from 50% (2015/16) to 52%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 27% (math). (2015/16 state and local data will be available in August 2016)</p> <p>4.3 AMAO 1: 61% of EL students will increase one level of English proficiency. (2015/16 actual was 58.6%)</p> <p>AMAO2: 26% of EL students, who received less than 5 years of English instruction, will attain English proficiency (ELs). (2015/16 actual was 25.3%) 51% of EL students, who have received 5 or more years of English instructions, will attain English proficiency (LTELs). (2015/16 actual was 50.6%)</p> <p>AMAO 3: Reclassification rate will be at least 2%. (2015/16 actual was 15%)</p> <p>4.4 Improve CAASPP scores for special education students by 2%, from 15% (2015/16) to 17% ELA and from 13% (2015/16) to 15% math.</p> <p>4.5 Increase the number of students enrolled in early childhood education programs by 2%, from 1149 (2015/16) to 1172.</p> <p>4.6 Increase 9th grade completion rate by 2%, from 84% (2015/16) to 86%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 A) Continue ongoing assessment and early identification of deficits and interventions, utilize resources (reading specialist) to identify effective strategies. B) Facilitate data analysis and progress monitoring through “Every Child By Name” collaboration at all elementary and secondary schools to identify and	A) Rancho Cordova schools B) All Schools C) Cordova	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	A) Literacy Specialist/Coach 1.0 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 168,901 B) School Improvement Staff 1000-3999: Classified/Certificated/Benefits Supplemental 178,127 C) ELA Support Teacher @ CHS 1000-3999: Classified/Certificated/Benefits Supplemental 78,565

support under-performing students. (intervention teachers and iReady) C) Continue to provide research based professional development and materials to support effective reading strategies for secondary students.	High	_ Other Subgroups: (Specify)	
4.2 A) Assess grade level and department progress at each school. B) Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems. C) Provide math support at secondary schools with high need students. (using tutors and teachers)	Rancho Cordova school's full time staff. Folsom school's part time staff	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	C) Math Support at Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 236,293 C) Math Support at Cordova High School 1000-3999: Classified/Certificated/Benefits Supplemental 77,660 C) Math Tutors 1000-3999: Classified/Certificated/Benefits Supplemental 5,000
4.3 A) Continue to provide additional instruction and support for LTELs and high need students after school and during the summer. B) Provide ongoing professional development to Program Monitors for each school to coach and facilitate teacher's understanding of EL, LTEL and RFEP. C) Provide culturally relevant material to build background knowledge, provide standards aligned supplemental instructional resources in English and home language (as available). D) Ensure EL students receive appropriate ELA/ELD curriculum and instruction through teacher support and material training, increase framework knowledge and provide scheduling and instructional grouping guidance.	Mills Middle, Mitchell Middle, and Rancho Cordova schools	All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	A) Interventions during school year and summer school 1000-3999: Classified/Certificated/Benefits Supplemental 225,000 D) ELD Support at Mills and Mitchell Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 91,408
4.4 A) For special education students, identify appropriate curriculum and supports. B) Provide professional development for general education teachers to modify curriculum. C) Provide behavior and mental health interventions to fully access curriculum and improve learning environment. D) Provide additional classes and services.	All Schools	All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u>	C) Mental Health Aides 1000-3999: Classified/Certificated/Benefits Other 182,794 C) Marriage & Family Therapists (MFTs) 1000-3999: Classified/Certificated/Benefits Other 486,645 Special Education Encroachment into base program 8980: General Fund Contribution Base 19,883,453 D) Special Education new program expenditures 1000-3999: Classified/Certificated/Benefits Base 1,100,000

<p>4.5</p> <p>A) Increase student enrollment in State Preschool, First 5 Program, Transitional Kindergarten (TK), and Parent Education Preschool.</p> <p>B) Increase parent awareness with curriculum articulation, transitions from grade level to school level, parent education related to kindergarten readiness and TK.</p> <p>C) Fund additional preschool positions to increase the percentage of students ready for kindergarten. Expand kindergarten readiness for high needs students.</p>	<p>Ranch Cordova Schools</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>A) Coordinator of Early Childhood Education 1000-3999: Classified/Certificated/Benefits Supplemental 103,902</p> <p>C) Preschool expansion 1000-3999: Classified/Certificated/Benefits Supplemental 98,205</p>
<p>4.6</p> <p>A) Use data to review placement for under-performing students in support programs/courses.</p> <p>B) Provide credits based on mastery of concepts and materials and implementation of transition plans for 9th graders that include study and test taking skills.</p> <p>C) Increase staff to improve and track learning of targeted high need students, ELs, and Foster Youth.</p>	<p>A) Unduplicated at all schools B) Mills Middle C) Mills Middle, Mitchell Middle, and Cordova High C) Rancho Cordova school's full time staff. Folsom school's part time staff</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u></p>	<p>A) Data Systems - Illuminate and iReady 5000-5999: Services And Other Operating Expenditures Supplemental 110,000</p> <p>B) Middle School Teachers @ Mills Middle 1000-3999: Classified/Certificated/Benefits Supplemental 370,346</p> <p>C) Counselors 1000-3999: Classified/Certificated/Benefits Supplemental 295,351</p> <p>C) Intervention Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 2,482,719</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify	
Goal Applies to:	Schools:	All students		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	1.1 Human resources to ensure 100% of credentialed staff is appropriately assigned.  1.2 100% of schools in good or exemplary repair based on the Williams Act criteria.  1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.		Actual Annual Measurable Outcomes:	1.1 This goal has been met. The District is 100% compliant with requirements for credentialed assignments.  1.2 During the first quarter of 2015/16, six schools were visited. Five schools were found to be in exemplary condition, and one was found to be in good condition. District staff accompanied the inspection team and were made aware of the identified maintenance issues. These issues have since been resolved.  1.3 During the first quarter of 2015/16, six schools were visited. All the schools reviewed in the District were found to have sufficient textbooks.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 A) Audit all master schedules for appropriate assignment B) Identify all mis-assignments C) Process through Committee on Assignments for Board D) Raise principal awareness regarding legal assignment practices E) Provide BTSA support through	BTSA 1000-3999: Classified/Certificated/Benefits Base 195,000  Credential Review 1000-3999: Classified/Certificated/Benefits Base 56,000	1.1 A,B,C) Identified and corrected all mis-assignments. Having properly credentialed teachers has improved instruction.  D) Accomplished.  E) Created new administration position	A,B,C) Credential Review (HR) 1000-3999: Classified/Certificated/Benefits Base 53,954  E) BTSA Program-Educator Effectiveness 1000-3999: Classified/Certificated/Benefits Educator Effectiveness 165,627	

SCOE for new teachers		to monitor BTSA process.	
<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div>		<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
<p>1.2</p> <p>A) Implement bond and maintenance projects</p> <p>B) Hold quarterly Bond Oversight Committee meetings to review projects</p> <p>C) Complete Annual Report to Voters and Board of Education on bond projects</p> <p>D) Present project overviews to city councils and other special interest groups</p> <p>E) Develop project timeline and cashflow</p> <p>F) Communication to community and parents through website and other media</p> <p>G) Add portables for K-3 CSR</p> <p>H) Continue to receive 100% compliance with the Williams Act Review</p>	<p>Custodial and upkeep. 1000-3999: Classified/Certificated/Benefits Base 4,900,000</p> <p>Maintenance and bond projects. 6000-6999: Capital Outlay Bond fund 12,000,000</p>	<p>1.2</p> <p>A) Implemented bond and deferred maintenance projects based on construction schedules and 5-year plan.</p> <p>B) Held quarterly Bond Oversight Committee meetings to review projects and provide construction updates (Measures G, M, N, P)</p> <p>C) Completed Annual Report to Voters and provided quarterly reports to the Board of Education.</p> <p>D) Presented bond project overviews and updates to City Councils, Chambers of Commerce, Realtors Association, staff, and community members.</p> <p>E) Developed project timelines based on available funding, estimated project costs and projected cash flow.</p> <p>F) Communicated to community and parents through website, District Digest and other media.</p> <p>G) Added portables for K-3 CSR at</p>	<p>H) Custodial and upkeep 1000-3999: Classified/Certificated/Benefits Base 5,104,660</p> <p>A) Maintenance and bond projects, including Measure G projects added based on Board approved Phase I 6000-6999: Capital Outlay Bond fund 34,881,746</p>

		Peter J. Shields Elementary and enrollment growth at Vista del Lago High School.  H) Received 100% compliance with the Williams Act Review.	
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.3 A) Develop long-range financial plan for implementation of textbook adoptions B) Identify district-wide English learner and special education curriculum C) Pilot and implement appropriate CCSS materials D) Maintain 100% compliance with the Williams Act E) Fund employees dedicated to written and oral translation services. Increase effective communication to parents and staff F) Fund support staff to assist with Title I services at FCUSD's Title I school sites G) Provide certificated librarian to oversee libraries with high EL/LI populations H) Order new materials I) Schedule training for library clerks J) Pilot Imagine/iLit for EL	Five year plan 4000-4999: Books And Supplies CCSS 2,190,000  Translation Staff Oversee EI program and services. Select and order EL materials. .2 librarian 1000-3999: Classified/Certificated/Benefits Supplemental 131,000  Software for EL acceleration.  5000-5999: Services And Other Operating Expenditures Supplemental 25,000	1.3 A, B, C, D, and H) Continuing 5 year plan for textbook adoption to ensure students have CCSS materials. All materials will be CCSS aligned and Williams Act compliant. Training planned for June/August. 2016.  E) Accomplished: Ongoing translation services will be provided and has increased parent engagement and student learning.  F) Accomplished: Funded support staff to assist with Title I services at FCUSD's Title I school sites.  G) Could not recruit to fill the position.  H) Ordered (Spring 2016) new materials.  I) No cost: Completed Fall 2015 training for library clerks.	A) Five year textbook adoption plan 4000-4999: Books And Supplies Base 4,600,000  E) Translation Services 1000-3999: Classified/Certificated/Benefits Supplemental 176,275  J) iLit Software, Language Live Software, Imagine Learning Software 5000-5999: Services And Other Operating Expenditures Supplemental 108,895  G) Librarian .20 FTE 1000-3999: Classified/Certificated/Benefits Supplemental 0

acceleration		J) Piloted Imagine/iLit/Language Live for EL acceleration which improved scores for EL students by 5% to 10%.	
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
<div>Scope of Service</div> <div></div>		<div>Scope of Service</div> <div></div>	
<div><input type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div><input type="checkbox"/> All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<div>1.1</div> <div>A, B, C, and D) are consolidated into one action/service for 2016/2017.</div> <div>E) Professional Development will be expanded through Educator Effectiveness Grant.</div> <div>1.2</div> <div>B) Additional bond projects through Measure G.</div> <div>H) Additional cost for salary increases in 2015/16.</div> <div>1.3</div> <div>A, B,C, D, and H) for 2016/2017 will be combined to reflect the shift from ELA/ELD adoption process to ELA/ELD program/curriculum adoption implementation monitoring and support.</div> <div>A) One-time CCSS funds were depleted in 14/15 - funding source changed to Base. Additional cost for ELA adoption of instructional materials.</div>		

	<p>E) Hired additional translation staff. Services are ongoing through EL/LI funding.</p> <p>F) Accomplished.</p> <p>G) Could not recruit to fill the position, no qualified applicants.</p> <p>H) Is combined with A-D and the expenditure is with A-D.</p> <p>J) Expand ELA/ELD Programs 4 and 5 to secondary schools (I-Lit, Language Live, English 3D); Purchased and piloted multiple ELD software programs.</p> <p>Note: Goals 1 and 2 will be combined for 2016- 2017 as they both relate to providing high quality instructions and access to curriculum that prepares students for careers and college.</p>
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	All students will receive high quality classroom instruction and have access to curriculum which promotes college and career readiness.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	All students		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	<p>2.1 Provide ongoing professional development to implement state standards including math, ELA, ELD &amp; science, and increase student proficiency and school APIs by 2%. (Establish baseline in 2015-16)</p> <p>2.2 Train all teachers and administrators in EL strategies and ELD (ie. GLAD and CORE). Increase reclassification of EL students by 2%.</p> <p>2.3 Increase the percentage of students who complete A-G requirements by 5% (from 40.1%/ 55.3%/ 62.8%). Increase the number of students who complete STEAM (CTE/STEM) courses to 4120. Increase the opportunities for elementary STEAM activities by 5%. Increase by 5% the number of students taking AP and passing with a "3" (from 1127 to 1183). Increase the number of students completing IB and AP courses by 2% (from: IB 1658 unduplicated students, AP 1029 unduplicated students)</p>		Actual Annual Measurable Outcomes:	<p>2.1 Provided two days of professional development to implement state standards including math, ELA, ELD &amp; science. API discontinued. CAASPP results available in August.</p> <p>2.2 Trained all teachers and administrators in EL strategies and ELD (ie. GLAD and CORE). Goal met.</p> <p>2.3 Increased the percentage of students who completed A-G requirements by at least 5% at FHS (64.6%); increased the percentage at VdL by 2.5% (64.4%); CHS shows a decrease (25.4%) (From Dataquest- one year behind). CHS shows a decrease which can be attributed to the new IB program and specific math and science courses not yet aligned with the UC A-G criteria.</p> <p>Increased the number of students who completed STEAM (CTE/STEM) courses to 7110 (CTE/CPA/PLTW = 2944; Adv. Math/Adv Science = 4166).</p> <p>Increased the opportunities for elementary STEAM activities by more than 5% from 190 to 1134 students.</p>

		<p>The number of AP tests passed with a score of "3" or above increased by 15% to 1296.</p> <p>Increased the number of students completing IB and AP courses by more than 2%. IB from 1658 to 1804 unduplicated students. 190 unduplicated DP students; 21 IB Diplomas earned. Increase in AP participants from 1029 to 1078 unduplicated students.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1</p> <p>A) Provide ongoing staff development to implement Common Core Standards</p> <p>B) Provide guided collaboration time to discuss implementation strategies through Professional Learning Communities</p> <p>C) Continue training for administrators on formative coaching mode with focus on articulated evidence of implementation of common core strategies</p> <p>D) Provide professional development for teachers related to strategies for specific subgroups or learning deficits</p> <p>E) Provide training for instructional aides on instructional strategies</p> <p>F) Provide targeted training for other classified employees</p> <p>G) Identify formative and summative assessment tools to be used, such as benchmark tests, District Progress Assessments (DPA), writing assignments, end of course finals, and CAASPP</p> <p>H) Trace utilization of tools at all sites by monitoring evidence submitted to Education Services Center quarterly</p> <p>I) Provide training on effective use of</p>	<p>Collaboration time, release days and professional development. Added \$150,000 for professional development for classified employees. 1000-3999: Classified/Certificated/Benefits CCSS 485,000</p> <p>Provide instructional coaches in ELA and math. 1000-3999: Classified/Certificated/Benefits Title II 50,182</p> <p>Collaboration time, stipends, release days, and extra pay for extra duty for professional development. (SIPPS, GLAD, Intervention Support, data analysis, program monitor) 1000-3999: Classified/Certificated/Benefits Title III 37,000</p> <p>Ongoing professional development for PI schools and teacher quality. 1000-3999: Classified/Certificated/Benefits Title I 236,000</p> <p>Provide PD Facilitators/Trainers (GLAD, Literacy, Interventions) 5000-5999: Services And Other Operating Expenditures Title III</p>	<p>2.1</p> <p>A, C, D, E, and F) Provided ongoing monthly collaborative staff development to implement Common Core Standards and specific support strategies (including GLAD, SIPPS, guided practice, and small group instruction). Continued Cognitive Coaching training for administrators. Provided targeted training for other classified employees such as Library Clerks, Parent Coordinator, etc.</p> <p>B and I) Provided guided collaboration time to discuss implementation strategies through Professional Learning Communities with a focus on effective use of data analysis(Illuminate/i-Ready) to drive student achievement.</p> <p>G) Addressed in 2.3</p> <p>Identified formative and summative assessment tools to be used, such as benchmark tests, District Progress Assessments (DPA/iReady), writing assignments, end of course finals, and CAASPP.</p> <p>H) Addressed in 2.3</p>	<p>A) Professional Development for ELA Adoption and Common Core 1000-3999: Classified/Certificated/Benefits Base 485,000</p> <p>A) Professional Development 1000-3999: Classified/Certificated/Benefits Title I 236,000</p> <p>A) Professional Development 1000-3999: Classified/Certificated/Benefits Title II 50,000</p> <p>A) Professional Development 1000-3999: Classified/Certificated/Benefits Title III 37,000</p> <p>B) PLC Trainers 5000-5999: Services And Other Operating Expenditures Other 205,000</p> <p>B) Professional Development - PLC 1000-3999: Classified/Certificated/Benefits Other 246,332</p> <p>Supplemental Instructional Materials 4000-4999: Books And Supplies Title III 13,488</p> <p>E) Facilitators/Trainers 5000-5999: Services And Other Operating Expenditures Title III 43,000</p>

<p>data analytics J) Determine effective use of CAPA (state-wide special education test)</p>	<p>41,000 Supplemental Instructional Materials (GLAD, SIPPS, Intervention) 4000-4999: Books And Supplies Title III 11,000 Professional Development for all staff. 1000-3999: Classified/Certificated/Benefits Supplemental 500,000</p>	<p>Traced utilization of tools at all sites by monitoring evidence submitted to Education Services Center quarterly. J) Determined effective use of CAA (state-wide special education test).</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>2.2 A) Fund Bilingual Aides to work with EL, LTEL and RFEP students B) Provide training to aides C) Fund lead teachers with a focus on EL, LTEL and RFEP students D) Increase services for English Language Learner assessment, reclassification process and materials E) Fund support staff to provide CELDT, CAHSEE, district DPA, and mandated testing F) Provide testing and data analysis services related to English language learners G) Expand the use of technology in first instruction and STEAM at high poverty schools H) Fund support staff to assist low performing school sites with academic improvement strategies</p>	<p>Bilingual Aides Lead Teachers Interventions during school year. Early Intervention Program, including expansion. Release time and materials. 1000-3999: Classified/Certificated/Benefits Supplemental 1,669,000 Interventions-Saturday School 1000-3999: Classified/Certificated/Benefits Title III 20,000 Lead Teacher .6 EL 1000-3999: Classified/Certificated/Benefits Title III 45,000 Professional development for successful strategies: Release time, stipend, extra pay 1000-3999:</p>	<p>2.2 A, C, E, and H) Combined: funded support staff (Lead teachers, Bilingual aides, etc) to target instructional needs of students. Data analysis training for staff has been effective in reducing learning gaps and developing systems of support for rapid improvement of EL, LTEL, and RFEP students. B, I, and K) Provided training to EL teachers and aides in best practices for EL/LI student achievement, successful EL strategies, and supplemental curriculum. The training has increased EL students CELDT progress, improved staff knowledge of EL services and increased RFEP rates. D, F, and J) Combined and accomplished: Increased services for</p>	<p>A) Bilingual Aides 1000-3999: Classified/Certificated/Benefits Supplemental 836,773 C) Lead Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 390,105 E) Testing Services 1000-3999: Classified/Certificated/Benefits Supplemental 168,379 J) Interventions 1000-3999: Classified/Certificated/Benefits Supplemental 100,000 J) EIP Program 1000-3999: Classified/Certificated/Benefits Supplemental 153,208 C) Lead Teachers 1000-3999: Classified/Certificated/Benefits Title II 387,349 C) Lead Teachers 1000-3999:</p>

<p>I) Provide training in best practices for EL/LI student achievement  J) Supplemental Early Intervention Program services and materials  K) With coordination from EL teachers, identify successful EL strategies and supplemental curriculum</p>	<p>Classified/Certificated/Benefits Title II 75,000</p> <p>Facilitators for professional development. (SIPPS, GLAD, Intervention Support, data analysis) 5000-5999: Services And Other Operating Expenditures Title II 75,000</p> <p>Lead Teachers-Multi-funded 1000-3999: Classified/Certificated/Benefits Title II 250,000</p>	<p>English Language Learner assessment, reclassification process and materials. Provided testing and data analysis services related to English language learners. Provided intervention services and materials; ie SIPPS, GLAD.</p> <p>G) Addressed in 2.3: Expanded the use of technology in first instruction and STEAM at all schools.</p>	<p>Classified/Certificated/Benefits Title III 37,209</p>
<p>Scope of Service LEA-Wide</p> <p>____ All _____  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  ____ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <p>____ All _____  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  ____ Other Subgroups: (Specify)</p>	
<p>2.3  A) Build awareness of college A-G requirements with students/parents in grades 8-12, including but not limited to the following strategies: Back to School Nights, College and Career Fairs/Nights, counselor information sessions, course descriptions, pathway descriptions, websites, classroom posters, and broadcast events  B) Implement Naviance software system for career/college readiness  C) Counseling increase and career guidance centers  D) Create project-based, experiential-based opportunities to increase interest</p>	<p>Maintain and expand offering. Approve new course outlines and offer to students. STEAM training for teachers. Sustain IB courses at Mitchell Middle School and Cordova High School. 1000-3999: Classified/Certificated/Benefits Base 160,000</p> <p>Sustain STEAM school. 4000-4999: Books And Supplies Base 30,000</p> <p>Competitions grades K-12. Additional materials for Elementary STEAM programs. 4000-4999: Books And Supplies Base 50,000</p>	<p>2.3  A, E, G, L, M and G from 2.2)  Combined: Hired Career Center Clerks and implemented Naviance, hired Elementary and Secondary CTE/STEAM lead teachers. Built greater awareness of college A-G requirements with students/parents in grades 8-12, including but not limited to the following strategies: Back to School Nights, College and Career Fairs/Nights, counselor information sessions, course and pathway descriptions, websites, classroom posters, and broadcast events. Promoted math and science activities district-wide; such as math events, engineering competitions, STEM Fair,</p>	<p>A) Sustain IB courses at Mitchell Middle School and Cordova High School 1000-3999: Classified/Certificated/Benefits Base 167,000</p> <p>B) Naviance Software 5000-5999: Services And Other Operating Expenditures Supplemental 129,791</p> <p>C) Career Center Guidance Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 72,048</p> <p>E) STEAM supplies/Competitions/Experiential Learning 4000-4999: Books And Supplies Base 100,000</p> <p>F) Illuminate Software 5000-5999:</p>

<p>E) Promote math and science activities at elementary and middle school level, such as math bowls, engineering competition, clubs, etc. to prime interest at high school level</p> <p>F) Review state testing results for high performing students and inform students and parents about opportunities for advanced coursework and future careers</p> <p>G) Educate parents at elementary schools of options available at middle schools and how options progress through high schools</p> <p>H) Offer additional 3rd and 4th year science and CTE courses</p> <p>I) Elementary STEAM lead teacher and Secondary CTE/STEAM lead teacher</p> <p>J) Identify college entrance expectations for math and utilize early assessment program (EAP) in the junior year to identify students who will need remediation in their senior year of high school</p> <p>K) Provide program certificates, including CTE pathway, Bilingual Literacy, AP Program, MYP (IB), and DP (IB)</p> <p>L) Build interest and awareness of all opportunities with 8th graders and their parents</p> <p>M) Create marketing for specialized programs, including AP, IB and STEAM courses</p>	<p>STEAM and CTE Lead Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 140,000</p> <p>Career Guidance Center Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 150,000</p> <p>Naviance software 5000-5999: Services And Other Operating Expenditures Supplemental 120,000</p> <p>Experiential Learning 4000-4999: Books And Supplies Supplemental 20,000</p> <p>Illuminate Software 5000-5999: Services And Other Operating Expenditures Supplemental 200,000</p>	<p>clubs, etc. to prime interest. Provided information to parents and created marketing for specialized programs, including AP, IB and STEAM courses to build interest and awareness.</p> <p>B) Purchased and Implemented Naviance software system for career/college readiness.</p> <p>C) Increased counseling and funded career guidance centers.</p> <p>D) Created project-based, experiential-based opportunities to increase interest.</p> <p>F) Reviewed state testing results for high performing students and inform students and parents about opportunities for advanced coursework and future careers.</p> <p>H) Offered additional 3rd and 4th year science and CTE courses.</p> <p>J) Identified college entrance expectations for math and utilize early assessment program (EAP) in the junior year to identify students who will need remediation in their senior year of high school.</p> <p>K) Provided program certificates, including CTE pathway, Bilingual Literacy, AP Program, MYP (IB), and DP (IB).</p>	<p>Services And Other Operating Expenditures Supplemental 107,399</p> <p>I) CTE/STEM Lead Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 206,082</p>
<p>Scope of Service</p> <p>LEA-Wide</p> <p>X All</p>		<p>Scope of Service</p> <p>LEA-Wide</p> <p>X All</p>	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>2.1          A, C, D, E, F- were met. For 2016-17 A,C,D,E, and F will be combined to emphasize a comprehensive plan that will provide ongoing professional development to implement the CCSS curriculum, Cognitive Coaching Educator Effectiveness administrator training to articulate evidence of curriculum implementation, strategies to support struggling students/learning deficits, and developing instructional strategies for support staff. Student achievement will be reflected in Goal 4.          A - one-time funds for CCSS were depleted in 14/15. Funding source was changed to Base.          B, I - were met. For 2016-17, B and I will be combined to provide collaboration time for Professional Learning Communities(PLC) for curriculum implementation and data analytics.          D - professional development expenditures were projected at \$500,000 for PLC training, but were lower than planned based on actual participation (\$451,332). Additional \$150,000 was added for classified employees, but classified staff training was handled in-house and was department specific so there were no measurable expenditures (\$0).          G, H, J - were met. For 2016-17 G, H, and J will be combined to continue use of formative and summative assessments tools that monitor student progress, track use of data and provide support for effective administration of state and local assessments.</p> <p>2.2          A, C, E, H-were met. For 2016-17 A, C, E, H will be combined to continue to fund staff (Lead Teachers, Bilingual Instructional Aides, support staff,) with a focus on providing direct support to EL, LTEL, and RFEP students with academic improvement strategies.          B, I, and K were met. For 2016-17 B, I, and K will be combined to reflect an emphasis on providing focused ongoing Professional Development in best practices for EL/LI student achievement to certificated and classified staff.          C - Projected salary/benefit cost based on average teacher salary. Actual staff cost was higher than the average based on FTE distribution and accurate salary schedule placement.</p>		

D, F, J were met. For 2016-17-D, F, and J will be combined to maintain services for ELs that support assessment, RFEP process, and access to supplemental materials and instructional support.

G was met. G will be included in 2.3 Continue to create opportunities using STEAM.

Reclassification of ELs will be reported in Goal 4.

### 2.3

A, E, G, L, M-were met. For 2016-17 A, E, G, L, M and G from 2.2 will be combined to build awareness for students and parents of the numerous options for STEM, high level courses such as IB or AP and the college A-G requirements. CHS shows a decrease in the A-G completion rate. This can be attributed to the new IB program and specific math and science courses not yet aligned with the UC A-G criteria.

B, J, and F were met- For 2016-17 B, J, and F will be combined to continue Implementation of Naviance to support student with college and career readiness, use EAP assessments to identify college readiness and provide support and guidance.

C and I were met. For 2016-17-C and I will be combined to fund counseling, career centers, Elementary Lead Teacher, CTE/STEAM Coordinator.

C - Career Center Guidance Clerks were hired mid-year.

D - Continue in NEW 1.6 F

H and K were met. for 2016-17-H and K will be combined to continue to offer additional sciences courses and program certificates (ie: CTE, Seal of Biliteracy, AP Program, MYP and IB)

F - Illuminate Software cost for 2nd year did not include the equipment and training cost from initial startup year.

I - Projected salary/benefit cost based on average teacher salary. Actual staff cost was higher than the average based on accurate salary schedule placement.

ADD for 2016-2017 1.6 F

2.3 Provide access to A-G, CTE, IB, AP, STEAM, and VAPA courses changed from 2.3 Provide access to A-G, CTE, IB, AP, and STEAM courses.

Increase student awareness in visual and performing arts through clubs, performances, experiential learning, community partnerships and music.

ADD for 2016-2017

The Criteria for identifying GATE students will be expanded to ensure that students facing barriers to identification have an equal opportunity to be identified for participation in the program.

The number of professional development opportunities related to GATE student needs will be increased by 50%

Note: Goals 1 and 2 will be combined for 2016- 2017 as they both relate to providing high quality instruction and access to curriculum that prepares students for careers and college.

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Increase parent and community engagement. 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	<p>3.1 Parent volunteers will increase by 5% to 5,250, with emphasis of engaging parents of unduplicated students. In order to increase input from parents in making decisions for the school district, increase parent summit attendance by 10% from 30 to 35. Parent attendance at District English Learners Advisory Committee (DELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement.</p> <p>3.2 Increase the number of partnerships and community volunteers by at least 1% (from 58 to 59).</p> <p>3.3 Increase digital and print communications and engagement, weekly and targeted by at least 1% (34 to 35 weekly) (7300 digital to 7373).</p>		Actual Annual Measurable Outcomes:	<p>3.1 Parent volunteers increased, with emphasis of engaging parents of unduplicated students, provided 53 Category 2, Community Reader trained volunteers with 37 actively participating at 8 schools. Increased input from parents in making decisions for the school district and LCAP, increased parent summit attendance by 10% from 30 to 37. Parent representation at District English Learners Advisory Committee (DELAC) from the CDE required school sites was 60% (15 out of 25). All 31 schools had a minimum of one School Site Council (SSC) meeting. Not all school sites facilitated the required minimum of three.</p> <p>3.2 In addition to 53, Category 2, Community Reader-trained volunteers, District identified and recognized at least 85 active community partnerships among the corporate, nonprofit and faith-based sectors.</p> <p>3.3 Weekly communication grew 8.8%, from 34 to 37, and digital engagement grew 27.9%, from 7300 to 9343.</p>
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures			Estimated Actual Annual Expenditures	

<p>3.1</p> <p>A) Continue the community reading program that outlines opportunities for adults to support students</p> <p>B) Provide translation services to support schools, departments, and families at school events and parent communications</p> <p>C) Develop and implement EL classes for parents through Adult Education</p> <p>D) Provide child care during school for EL/LI and Special Education parent volunteers</p> <p>E) The District will facilitate a minimum of three District English Learners Advisory Committee (DELAC) meeting to solicit input</p> <p>F) School sites will facilitate a minimum of three School Site Council (SSC) meetings, three English Learners Advisory Committee (ELAC) meetings, and two Title 1 meetings for EL/LI parent input</p> <p>G) Increase parent participation in SCC, SSC, and ELAC by providing child care and outreach activities</p> <p>H) Use the Cordova Lane Center for parent information, parent and volunteer training and volunteer processing</p> <p>I) Increase services for parents, coordinate volunteers and lower barriers for parent engagement of EL/LI students</p> <p>J) Increase training for parent/community engagement for high need students</p> <p>K) Utilize Special Education CAC for parent engagement and input</p> <p>L) Communicate the need for early health screening with EL/LI parents</p> <p>M) Parent Summits at least twice a year</p>	<p>Family Literacy 1000-3999: Classified/Certificated/Benefits Supplemental 1,000</p> <p>ESL 1000-3999: Classified/Certificated/Benefits Title I 5,000</p> <p>Parent Summits 4000-4999: Books And Supplies Title III 3,000</p> <p>Parent Coordinators for middle schools. 1000-3999: Classified/Certificated/Benefits Supplemental 40,000</p> <p>Foster Parent workshops 5000-5999: Services And Other Operating Expenditures Supplemental 5,000</p> <p>Parent Coordinators Parent Education Nursing (Preschool/TK) (2) Community Coordinator 1000-3999: Classified/Certificated/Benefits Supplemental 363,000</p>	<p>3.1</p> <p>A) Provided 53 Category 2, Community Reader trained volunteers with 37 actively participating at 8 schools.</p> <p>B) All schools were provided translation services in order to encourage parent engagement in their child education.</p> <p>C) Implemented EL classes for parents through Adult Education at four elementary (RC, CV, TJ, WR) schools.</p> <p>D) Provided child care at school for EL/LI and Special Education parent engagement events.</p> <p>E) The District facilitated three District English Learners Advisory Committee (DELAC) meeting and increased input on LCAP and home school connections.</p> <p>F and G) Most school sites increased participation in School Site Council (SSC) meetings, English Learners Advisory Committee (ELAC) meetings, and Title 1 meetings by providing childcare and translation.</p> <p>H) Hosted Cordova Lane Center parent information, parent and volunteer training and volunteer processing and screened 329 volunteers.</p> <p>I and J) Training prepared parents and volunteers to access services. Parent coordinators and BIAs lowered barriers for parent engagement of EL/LI students by responding to their interests and facilitating. Held district wide parents coordinator meetings</p>	<p>A) Community Outreach Coordinator 1000-3999: Classified/Certificated/Benefits Supplemental 72,922</p> <p>C) EL Classes through Adult Ed 1000-3999: Classified/Certificated/Benefits Supplemental 15,570</p> <p>I) Parent Coordinators 1000-3999: Classified/Certificated/Benefits Supplemental 154,010</p> <p>L) Nursing Services 1000-3999: Classified/Certificated/Benefits Supplemental 245,944</p> <p>N) Foster Youth/Parent Outreach Meetings and Family Literacy 4000-4999: Books And Supplies Supplemental 2,500</p> <p>M) Parent Summits 4000-4999: Books And Supplies Title III 3,000</p>
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<p>N) Outreach to Foster-Youth families and agencies</p>		<p>where best practices were discussed. Brought in PTHVP training for four interested schools.</p> <p>K) Special Education CAC had increased parent engagement and input.</p> <p>L) Communicated the need for early health screening with EL/LI parents at registration, with health services staff, and at PK parent chats. Nurse assists with First 5 program for early health screenings.</p> <p>M) Facilitated three Parent Summits during 2016-17, An average of 30-50 parents participated in sessions topics ranging from LCAP, STEM, Career and College readiness, reclassification, advanced learners, intervention and curriculum support.</p> <p>N) Provided outreach to Foster-Youth families and agencies. A Parent/Youth Resource Fair and dinner was held at Cordova High on Oct 21, 2015. The event was sponsored by SCOE and about 30 families attended.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education</u></p>	
3.2	Student Success partnership	3.2	A) Community Partnerships 5000-

<p>A) Increase community partners, including faith- based organizations, through direct outreach by principals, parent coordinators and community outreach coordinator</p> <p>B) Provide annual recognition of community partners</p> <p>C) Participate in community committees such as FCEF Industry Advisory Board, NextEd, CTE, Chamber Workforce Development, SELPA Community Advisory Committee, Superintendent's Communication Committee (SCC) and other committees</p> <p>D) Utilize school website calendars and local newspapers to advertise events</p>	<p>meetings with Rancho Cordova City leadership.</p> <p>Every School Every Neighborhood partnership meetings with Faith-based organizations.</p> <p>FCUSD recruitment, training, and recognition of volunteers.</p> <p>Community Committee meetings.</p> <p>5000-5999: Services And Other Operating Expenditures Base 7,000</p>	<p>A) Held luncheons for community partners, and faith- based organizations resulting in increased volunteers and resources for students.</p> <p>B) Annual recognition of community partners was held March 29, 2016 with 100 in attendance.</p> <p>C) Administrators, Board Members and teachers anticipated in community committees such as Advisory Board, NextEd, CTE, Chamber Workforce Development, SELPA Community Advisory Committee, Superintendent's Communication Committee (SCC) and other committees to continue expanding community support and business input.</p> <p>D) District and school website calendars and local newspapers were used to advertise events such as STEM expo where staff and community members were judges, and an International Baccalaureate Information Night for prospective students.</p>	<p>5999: Services And Other Operating Expenditures Base 5,000</p> <p>B) Community Partners Recognition 1000-3999: Classified/Certificated/Benefits Base 1,080</p>
<p>Scope of Service LEA-Wide</p> <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>3.3</p> <p>A) Utilize Blackboard Connect,</p>	<p>Use of mobile app and digital communication. 5000-5999:</p>	<p>3.3</p> <p>A) For both informational and</p>	<p>A) Software Contracts 5000-5999: Services And Other Operating</p>

<p>SchoolWires, and PowerSchool parent portal to increase communication with parents</p> <p>B) Use Website, Facebook and Twitter to communicate with parents and community-at-large</p> <p>C) Monitor website online comments and questions</p> <p>D) Distribute "District Digest" (weekly newsletter) to greater number of recipients</p>	<p>Services And Other Operating Expenditures Base 20,000</p>	<p>emergency communication, utilized Blackboard Connect, SchoolWires, and PowerSchool parent portal to increase communication with parents.</p> <p>B) Used Website, Facebook and Twitter to communicate with parents and community-at-large.</p> <p>C) The website received more than 170 online comments and questions to which staff responded.</p> <p>D) Improved content and distributed "District Digest" (weekly newsletter) to greater number of recipients.</p>	<p>Expenditures Base 73,954</p> <p>Newsletter Services 5000-5999: Services And Other Operating Expenditures Base 1,638</p>
<p>Scope of Service LEA-Wide</p> <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>3.1</p> <p>A, I, and L - increased salary/benefit cost due to negotiated raises in 2015/16.</p> <p>B, H, L, and N-Goals met. For 2016-2017 B, H, L, and N will be combined to continue to develop and implement Parent/Community Outreach that reinforces access to information, resources, and awareness on our school campus; ie EL classes for adults/parents, volunteer processing, benefits of early health screenings, outreach to at risk populations/agencies (Foster, Homeless).</p> <p>G - Will reflect training for parent/community engagement and home visits for high need students.</p> <p>C, D, I J, and M-Goals met. For 2016-2017 C, D, I, and J will be combined to reflect increased coordination of services such as child care, volunteer activities, training, and Parent Summits to lower barriers for parent/community engagement for high need students. (ie; parents of EL/LI students, Sp. Ed.)</p> <p>3.2</p> <p>For 2016-17, Goals A and B to be consolidated to better reflect strategic growth of community partner outreach and expanded scope of responsibility for Community Outreach Coordinator: Increase community partners, including faith-based,</p>		

corporate, and nonprofit, through direct outreach and recognition opportunities by administrators, parent coordinators, and community outreach coordinator.

Goal D: met.

### 3.3

Goals A, B and C met and, for 2016-17, to be consolidated to better reflect use of District communication tools for meeting engagement objectives and ongoing general fund expenditures. Will be rewritten as follows: Utilize mass notification systems, including Blackboard Connect, Schoolwires District and school websites, PowerSchool student information system, and social media platforms to increase two-way communication with families, staff, students, and community and large. Budgeted general fund expenditures included all annual contracts related to communication with staff, parents and community rather than just the mobile app; (\$73,954 annual contracts with Blackboard and Schoolwires).

New Goal B: new budgeted general fund expenditures for 2016-17: \$1,638 annually (for Constant Contact e-mail newsletter service).

New Goal C to be added in 2016-17 to better reflect ongoing two-way communication efforts and to be written as follows: Utilize marketing and strategic communication best practices to inform students, families, and staff of educational programs and opportunities.

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Student progress and educational outcomes will be monitored for success. Improve student outcomes in required areas of study, CAHSEE, and early childhood education. 4.1 Ensure students are reading at grade level (1st, 3rd ,5th, 8th, and 11th grades). 4.2 Ensure students are meeting grade level standards in math (1st, 3rd ,5th, 8th, and 11th grades). 4.3 Ensure English Learners make yearly progress. 4.4 Ensure Special Education student make yearly progress. 4.5 Improve kindergarten readiness as measured by Emerging Literacy Skills Test. 4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery. 4.7 Increase the percentage of students passing the high school exit exam in the 10th grade.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify						
Goal Applies to:	<table border="1"> <tr> <td data-bbox="317 596 443 716">Schools:</td> <td colspan="2" data-bbox="449 596 2001 716">           Elementary schools            High schools            LEA wide         </td> </tr> <tr> <td data-bbox="317 721 642 824">Applicable Pupil Subgroups:</td> <td colspan="2" data-bbox="648 721 2001 824">           All Students         </td> </tr> </table>			Schools:	Elementary schools High schools LEA wide		Applicable Pupil Subgroups:	All Students	
Schools:	Elementary schools High schools LEA wide								
Applicable Pupil Subgroups:	All Students								
Expected Annual Measurable Outcomes:	4.1 Increase proficient reading levels by 5% to 60%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 43% (ELA). 4.2 Increase proficient math levels by 5% to 79%. Increase the percentage of students scoring college ready on Early Assessment Placement exams by 5% to 27% (math). 4.3 AMAO 1: 61% of EL students will increase one level of English proficiency. AMAO2: 24.8% of EL students, who received less than 5 years of English instruction, will attain English proficiency (ELs). 51% of EL students, who have received 5 or more years of English instructions, will attain English proficiency (LTEls). AMAO 3: Increase percentage of EL students proficient on district	Actual Annual Measurable Outcomes:	4.1 CAASPP results for 2014/15 was 55%. Target of 60% was not met; only 59%. Will reduce percentage goal to 2% annually. EAP results for reading were 41.6%. Goal not met. 4.2 CAASPP results for 2014/15 was 47%. Target of 5% growth was not met; only 50%. Will reduce percentage goal to 2% annually. EAP results for math were 22.1%. Goal not met. 4.3 AMAO 1: 58.6% of the 60.1% target of EL students increased one level of English proficiency, FCUSD showed gains in overall performance but did not meet target of 60.1%. AMAO 2: 25.3% of EL students, who received less than 5 years of English instruction, attained English proficiency (ELs). FCUSD met the target of 24.8%.						

<p>benchmarks by 4%. Reclassification rate will be at least 2%.</p> <p>4.4 Targets will be set to improve CAASPP scores by 2%. (Establish baseline in 2015-16)</p> <p>4.5 Increase the number of students enrolled in early childhood education programs by 2% (to 950).</p> <p>4.6 Increase 9th grade completion rate by 3% (to 80%).</p> <p>4.7 Increase CAHSEE passage rate by 1% (to 92%).</p>	<p>50.6% of EL students, who have received 5 or more years of English instructions, attained English proficiency (LTEs). FCUSD showed gains but did not meet the target of 50.9%.</p> <p>AMAO 3: Reclassification rate was 15%, exceeded 2% target. 4.4 Special education CAASPP scores were 12% in 2014/15 and 15% in 2015/16 for ELA, 11% and 13% for math. Goal met. 4.5 The number of students enrolled in early education programs was 1149. Goal met. 4.6 Ninth grade completion rate was 84.2%. Goal met. 4.7 CAHSEE has been discontinued by the state.</p>
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## LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>4.1 A) Continue ongoing assessment and early identification of deficits and interventions B) Use "Every Child By Name" at all elementary schools to identify under-performing students C) Use reading strategies for secondary students</p>	<p>Collaboration time and intervention services. Reading Specialists 1000-3999: Classified/Certificated/Benefits Supplemental 140,000</p> <p>ELA support (secondary). 1000-3999: Classified/Certificated/Benefits Supplemental 70,000</p> <p>Academic support coaches. 1000-3999: Classified/Certificated/Benefits Supplemental 140,000</p>	<p>4.1 A) Implemented i-Ready K-12 for DPA ongoing assessment and early identification of deficits and interventions. Reading Specialist provided curriculum strategies in addition to developing writing curriculum.</p> <p>B) Facilitated "Every Child By Name" at both elementary and secondary schools to identify under-performing students.</p> <p>C) Provided staff, training, support, materials for reading strategies for secondary students with student showing gains in student achievement, ELA support teacher @CHS has exited students from support courses.</p>	<p>A) Reading Specialist 1000-3999: Classified/Certificated/Benefits Supplemental 165,627</p> <p>C) ELA Support Teacher @ CHS 1000-3999: Classified/Certificated/Benefits Supplemental 74,940</p>
<p>Scope of Service</p>	LEA-Wide	<p>Scope of Service</p>	LEA-Wide

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.2</p> <p>A) Assess annual grade level and department progress at each school</p> <p>B) Implement strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems</p> <p>C) Provide math support at the schools with high needs students</p>	<p>Collaboration time and intervention services. 1000-3999: Classified/Certificated/Benefits Base 150,000</p> <p>Math support (middle schools). 1000-3999: Classified/Certificated/Benefits Supplemental 224,000</p> <p>Math support (Cordova High School). 1000-3999: Classified/Certificated/Benefits Supplemental 70,000</p> <p>Math Tutors 1000-3999: Classified/Certificated/Benefits Supplemental 5,000</p>	<p>4.2</p> <p>A) Assessed annual grade level and department progress at each school.</p> <p>B) Implemented strategies for mastery of basic math facts, hands-on and project-based learning, and math challenge problems.</p> <p>C) Provided math support sections for high needs students at middle schools, math tutors at CHS and math support tutors at CHS Student Union.</p>	<p>B) Interventions 1000-3999: Classified/Certificated/Benefits Base 25,000</p> <p>C) Math Support @ Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 156,456</p> <p>C) Math Support @ High Schools 1000-3999: Classified/Certificated/Benefits Supplemental 74,961</p> <p>C) Math Tutors 1000-3999: Classified/Certificated/Benefits Supplemental 4,952</p>
<p>Scope of Service</p> <p>LEA-Wide</p>		<p>Scope of Service</p> <p>LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.3</p> <p>A) Continue to provide additional instruction and support for LTELs and high need students. Fund interventions</p> <p>B) Program Monitors for each school</p>	<p>Summer School 1000-3999: Classified/Certificated/Benefits Supplemental 186,400</p> <p>Provide training in best practice for EL/LI student achievement. 1000-</p>	<p>4.3</p> <p>A) Beginner ELD support provided by adding secondary sections for ELD support classes providing additional instruction and support for LTELs and high need students.</p>	<p>A) Summer School, Academies and Interventions 1000-3999: Classified/Certificated/Benefits Supplemental 75,000</p> <p>A) School Improvement Staff 1000-</p>

<p>to coach and facilitate teachers growth to a focus on EL, LTEL and RFEP</p> <p>C) Provide culturally and linguistically relevant material for students to access background knowledge</p> <p>D) Provide a broad range of standards-aligned supplemental instructional resources in English and home language</p> <p>E) Ensure that students receive appropriate ELD curriculum and instruction</p>	<p>3999: Classified/Certificated/Benefits Supplemental 185,000</p> <p>Additional beginner ELD support (1.2 FTE). 1000-3999: Classified/Certificated/Benefits Supplemental 84,000</p>	<p>B) Program Monitors met monthly and received training to coach and facilitate teachers' growth to focus on EL, LTEL and RFEP.</p> <p>C) Provided culturally and linguistically relevant material for students to access background knowledge by adding expository titles to libraries at all levels.</p> <p>D) Provided a broad range of standards-aligned supplemental instructional research based resources in English and home language such as i-Ready and Lexia.</p> <p>E) Ensured that students receive appropriate ELD curriculum and instruction through teacher support and material training ELA/ELD, increase framework knowledge and provided scheduling and instructional grouping guidance.</p>	<p>3999: Classified/Certificated/Benefits Supplemental 164,976</p> <p>E) ELD Support @ Mills and Mitchell Middle Schools 1000-3999: Classified/Certificated/Benefits Supplemental 85,850</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.4</p> <p>A) For special education students, identify appropriate curriculum and supports</p> <p>B) Provide professional development for general education teachers to</p>	<p>Program Specialist 1000-3999: Classified/Certificated/Benefits Base 75,000</p> <p>Special Education Teachers/Aides (new). 1000-3999: Classified/Certificated/Benefits Base</p>	<p>4.4</p> <p>A) Implemented Unique Learning Systems Curriculum as the Board Approved alternative curriculum for moderate/severe classes.</p>	<p>A) Program Specialist (new) 1000-3999: Classified/Certificated/Benefits Base 98,579</p> <p>C) Special Education Teachers/Aides (new) 1000-3999: Classified/Certificated/Benefits Base</p>

modify curriculum C) Provide behavior and mental health interventions D) Open new classrooms	230,000 Mental health aides 1000-3999: Classified/Certificated/Benefits Other 244,000 Special Education encroachment into base program. 8980: General Fund Contribution Base 16,000,000	B) Provided training of Inclusion teachers at pilot inclusion sites on curriculum modifications. C) Provided training to staff on de-escalation strategies and implemented behavior and mental health supports in classrooms, including classroom monitoring systems. D) Opened 2 CEP classes (for emotionally disturbed students) and one CEP + Autism classroom (for students with Autistic Like behaviors).	329,004 C) Mental Health Aides 1000-3999: Classified/Certificated/Benefits Other 182,794 C) Special Education encroachment into base program 8980: General Fund Contribution Base 19,883,453
<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div> <div> <div>All</div> <div>-----</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education Students</u> </div> </div>		<div> <div>Scope of Service</div> <div>LEA-Wide</div> </div> <div> <div>All</div> <div>-----</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Special Education</u> </div> </div>	
4.5 A) Increase student enrollment in State Preschool, First 5 Program, Transitional Kindergarten (TK), and Parent Education Preschool B) Increase curriculum articulation and student transitions between preschool and kindergarten programs C) Increase parent education related to required kindergarten skills and how to develop those skills at home through parent coordinated events such as DELAC, ELAC, DAC, SSC, and Title I meetings D) Continue to develop early registration and marketing	Preschool 1000-3999: Classified/Certificated/Benefits Supplemental 125,000 Kinder Camp Expansion Coordinator of Early Childhood Education 1000-3999: Classified/Certificated/Benefits Supplemental 80,000 Summer academics. 1000-3999: Classified/Certificated/Benefits Supplemental 100,000	4.5 A) Increased student enrollment to 1149 in State Preschool, First 5 Program, Transitional Kindergarten (TK), and Parent Education Preschool. B) Aligned curriculum articulation and student transitions between preschool and kindergarten programs. C) Increased parent education related to required kindergarten skills and developed those skills at home through parent coordinated events, early registration, parent chats, and home school connection.	A) Preschool expansion 1000-3999: Classified/Certificated/Benefits Supplemental 88,733 B) Coordinator of Early Childhood Education 1000-3999: Classified/Certificated/Benefits Supplemental 101,606 Summer Academies combined with summer school and moved to goal 4.3

<p>E) Support parent and community understanding of the TK purpose and goals</p> <p>F) Fund Kinder Camp and additional preschool positions to increase the percentage of students ready for kindergarten. Expand kinder readiness for high needs students</p>		<p>D) Developed Preschool early registration and marketing.</p> <p>E) Supported parent and community understanding of the TK purpose and goals through direct contact and media outreach.</p> <p>F) Funded 3 Kinder Camp and additional preschool positions to increase the percentage of students ready for kindergarten. Expanded kinder readiness for high needs students. Emerging Literacy Skills Test provided developmental data.</p>	
<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.6</p> <p>A) Using benchmarks, provide intervention and recovery at each concept/unit level</p> <p>B) Use CAASPP, CAHSEE and district formative assessments to identify under-performing students</p> <p>C) Identify at-risk 8th graders at end of school year and provide information to high schools, and offer 8th grade summer school course recovery as needed</p> <p>D) Provide all 9th grade students and their parents with transition, study and</p>	<p>9th grade counseling services. 1000-3999: Classified/Certificated/Benefits Base 1,000,000</p> <p>Academic Counseling Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 410,900</p> <p>School clerks (tracking). 1000-3999: Classified/Certificated/Benefits Supplemental 111,667</p>	<p>4.6</p> <p>A) Using benchmarks students needing intervention were identified; provided credit recovery and intervention plans.</p> <p>B) Used CAASPP, CELDT, and i-Ready diagnostic formative assessments to identify under-performing students.</p> <p>C) Identified at-risk 8th graders at end of school year for course placement and using illuminate provided</p>	<p>B) iReady Software (using carry-over) 5000-5999: Services And Other Operating Expenditures Title I 318,686</p> <p>B) iReady Software (using carry-over) 5000-5999: Services And Other Operating Expenditures Supplemental 403,234</p> <p>E) Middle School Teachers 1000-3999: Classified/Certificated/Benefits Supplemental 340,124</p> <p>H) Counselors 1000-3999: Classified/Certificated/Benefits Supplemental 284,726</p>

<p>test taking skills</p> <p>E) Provide credits based on mastery of concepts and materials, not just tests, homework and attendance</p> <p>F) Review data on all incoming 9th graders for placement into appropriate support programs</p> <p>G) Provide counseling services for higher need students</p> <p>H) Hire additional counselors to monitor EL and foster youth students' progress</p> <p>I) Add staffing to improve learning of targeted students at high need Rancho Cordova secondary schools</p>		<p>information to high schools, and offered 8th grade summer school course recovery as needed.</p> <p>D) Provided opportunity for 9th grade students and their parents to attend counseling information nights.</p> <p>E) Credit recovery opportunities were provide through APEX for 9th grade students.</p> <p>F) Placed identified 9th grade students in math support classes.</p> <p>G) Provided counseling services for 9th graders with multiple D's and F's.</p> <p>H) Hired additional counselors to monitor EL and foster youth students' progress.</p> <p>I) Added staffing to improve learning of targeted students at high need Rancho Cordova secondary schools.</p>	<p>I) School Clerks 1000-3999: Classified/Certificated/Benefits Supplemental 35,385</p> <p>9th Grade Counseling 1000-3999: Classified/Certificated/Benefits Base 1,000,000</p>
<p>Scope of Service</p> <p>LEA-Wide</p>		<p>Scope of Service</p> <p>LEA-Wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4.7</p> <p>A) Provide CAHSEE preparation classes for all students at risk based on 9th grade credits and grades</p>	<p>CAHSEE prep classes and recovery classes. 1000-3999: Classified/Certificated/Benefits Base 130,000</p>	<p>4.7</p> <p>No action or strategy taken due to CAHSEE no longer required.</p>	<p>CAHSEE Prep 1000-3999: Classified/Certificated/Benefits Base 0</p>

<p>B) In 9th and 10th grade core ELA and math classes, provide materials that will help 10th grade students pass CAHSEE on their first attempt</p> <p>C) Identify all students who failed one or more sections (reading, writing, mathematics) on CAHSEE</p> <p>D) Provide remedial/recovery instructional classes at all high schools, as well as summer school, for these students</p>			
<p>Scope of Service</p> <p>LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>4.1</p> <p>A - Projected salary/benefit cost based on average teacher salary. Actual staff cost was higher than the average based on accurate salary schedule placement. Did not hire academic coaches; Board authorized elementary vice principals instead due to the versatility of VPs (see goal 5.1) CAASPP results for 14/15 was 55%. Target of 60% was not met; only 59%. Will reduce percentage goal to 2% annually.</p> <p>4.2</p> <p>Intervention services were provided by Intervention Teachers throughout the school year. Late hires in some math support positions. CAASPP results for 14/15 was 47%. Target of 5% growth was not met; only 50%. Will reduce percentage goal to 2% annually.</p> <p>4.3</p> <p>Less summer remediation; remediation is occurring during school year.</p> <p>C, D, and E were met. For 2016-2017 C and E will be combined to reflect a priority on providing relevant material to build background knowledge, providing standards aligned supplemental instructional resources in English and home language (as available)</p> <p>NEW D Ensure EL students receive appropriate ELA/ELD curriculum and instruction through teacher support and material</p>		

training, increase framework knowledge and provide scheduling and instructional grouping guidance.

#### 4.4

D was met and removed from actions/services for 2016-17

Hired more experienced program specialist, added additional special education classes. Unable to fill all mental health aide positions.

#### 4.5

C, D, and E were met. For 2016-2017 C, D, and E will be combined to reflect an emphasis on increased awareness with curriculum articulation, transitions from grade level to school level, parent education related to kinder readiness and transitional K.

F - Kinder Camp funded by other sources.

#### 4.6

Removed 9th grade counselors from LCAP as this is a base level staffing. Funded extra staffing at Mills Middle for double periods of Math and English. Clerks were not hired until April

A, B C, and F were met. For 2016-2017 A, B, C, and F will be combined to reflect the use of data to review placement for under-performing students in support programs/courses.

D, and E were met. For 2016-2017 D and E will be combined to reflect a shift to providing credits based on mastery of concepts and materials and implementation of transition plans for 9th graders that include study and test taking skills.

G, H, and I were met. For 2016-2017 G, H, and I will be combined to reflect increasing counseling and staff to improve learning of targeted high need students, ELs, and Foster.

H - Original estimate of \$410,900 for counselors was overstated at budget adoption. Actual expenditures projected to be \$284,726.

I - School clerks hired late in school year.

#### 4.7

CAHSEE is no longer required. When CAHSEE was eliminated, the prep classes were also eliminated. This goal no longer applies.

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Increase student engagement and provide a safe, healthy, and positive learning environment.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 <u>X</u> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	All schools		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	<p>5.1 Maintain districtwide attendance at or above 95%. Increase alternative education rates to greater than 80%. Decrease chronic absenteeism by 3%.</p> <p>5.2 Maintain districtwide graduation rate at or above 91%. Increase English learners, African American and special education subgroups rates to greater than 83%. Maintain dropout rate below 10%.</p> <p>5.3 Maintain 8th grade promotion to high school at or above 95% and maintain middle school dropout rate below 5%.</p> <p>5.4 Decrease out of school suspension incidents by 2% (to 1242). Decrease expulsion incidents by 2% (to 65). Provide drug awareness forums, anti-bullying student assemblies, and health education. Establish system to report and track bullying incidents and annual survey about school safety and connectedness for parents, staff, and students.</p>		Actual Annual Measurable Outcomes:	<p>5.1 District wide attendance rate for elementary and secondary schools is 95.73% . The alternative education attendance rate is at 77.96% . Chronic absenteeism went up to 10%.</p> <p>5.2 The district wide graduation rate is 92.7. The graduation rate for EL is 82.2%, African American is 87.1%, and special education is 74.4%. The District's dropout rate is 3.2%. Goal not met.</p> <p>5.3 The 8th grade promotion rate is 100%. Middle school dropout rate is less than 1%.</p> <p>5.4 Out of school suspensions increased from 1242 to 1301. Decreased expulsion incidents from 44 to 31.</p>
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>5.1</p> <p>A) Communicate with parents, including a letter from the Superintendent or principal on the importance of attendance</p> <p>B) Provide student recognition and awards at school sites for excellent attendance</p> <p>C) Utilize the SART and SARB processes for chronically absence/truant students</p> <p>D) Provide quarterly attendance reports to principals</p> <p>E) Attendance Due Process Officer and SRO conduct home visits</p> <p>F) Support for students with poor attendance, including foster youth</p> <p>G) Provide athletics, clubs, and other extracurricular activities with scholarships for EL/LI/Foster students as needed</p> <p>H) Provide additional school administrative support</p>	<p>Attendance and due process office to coordinate SARB, SART, and incentives.</p> <p>Attendance Due Process Officer and SRO conduct home visits. Support for students with poor attendance, including foster youth. Provide athletics, clubs, and other extracurricular activities.</p> <p>1000-3999: Classified/Certificated/Benefits Base 620,000</p> <hr/> <p>Continue to fund .50 of the VP for Cordova High.</p> <p>Continue to fund .50 VPs at Mills Middle and Mitchell Middle.</p> <p>1000-3999: Classified/Certificated/Benefits Supplemental 192,000</p> <p>MSW Credentialed Personnel and Interns. 1000-3999: Classified/Certificated/Benefits Supplemental 65,000</p> <hr/> <p>Clubs/Sports (F/R eligible). 4000-4999: Books And Supplies Supplemental 25,000</p> <hr/> <p>Student scholarships for field trips &amp; extracurricular (F/R eligible).</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 70,000</p> <hr/> <p>Nurse assistance with chronic absenteeism. 1000-3999: Classified/Certificated/Benefits Supplemental 80,000</p> <hr/> <p>Fund increased VP time at Sutter Middle, Folsom Middle, and Vista del Lago High. 1000-3999: Classified/Certificated/Benefits Base 215,000</p>	<p>5.1</p> <p>A) Schools mail up to three SART letters per student identified with attendance issues.</p> <p>B) ADP has distributed three gift certificates to students who improved their attendance from August through December. January through May we distributed 10 and the school sites distributed awards.</p> <p>C) ADP has conducted two SARB hearing this year. Schools with student with serious attendance issues have conducted group SART meetings this year.</p> <p>D and H) Hired a nurse and VPs to provide outreach to families with attendance issues which supported the implementation of PBIS, group SARTs, and identification of students needing intervention. School classified staff provide monthly ADA reports.</p> <p>E and F) ADP, SRO and the attendance nurse visited 139 homes for students with poor attendance and provided intervention programs at elementary schools.</p> <p>51 had an increase of 20% or more.</p> <p>42 had no increase.</p> <p>46 Transferred out of district.</p> <p>15 Transferred to alternative school within the district.</p> <p>Outreach to Foster-Youth families included: A Parent/Youth Resource Fair and dinner was held at Cordova High on Oct 21, 2015. The event was sponsored by SCOE and about 30 families attended.</p> <p>Early Intervention Programs were provided to students at elementary</p>	<p>A, B, E) Attendance and Due Process 1000-3999: Classified/Certificated/Benefits Base 162,975</p> <hr/> <p>D, H) Nurse assistance 1000-3999: Classified/Certificated/Benefits Supplemental 87,088</p> <hr/> <p>F) MSW Support 1000-3999: Classified/Certificated/Benefits Supplemental 76,433</p> <hr/> <p>G) Athletics, Clubs, and other extracurricular activities 5000-5999: Services And Other Operating Expenditures Base 518,800</p> <hr/> <p>G) Student scholarships for field trips &amp; extracurricular (F&amp;R Eligible) and experiential learning field trips 5000-5999: Services And Other Operating Expenditures Supplemental 95,000</p> <hr/> <p>G) Clubs and Sports (F&amp;R Eligible) 4000-4999: Books And Supplies Supplemental 40,000</p> <hr/> <p>H) Administrative Support (Elementary School Vice Principals) 1000-3999: Classified/Certificated/Benefits Supplemental 122,940</p> <hr/> <p>H) Administrative Support (Secondary School Vice Principals) 1000-3999: Classified/Certificated/Benefits Supplemental 183,532</p>
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		<p>schools. Services were provided either 30 minutes per week X 12 weeks of 1:1 time or 45 minutes per week X 12 weeks of small group instruction with Second Step resulting in:</p> <ul style="list-style-type: none"> <li>improved attendance,</li> <li>improved emotional regulation,</li> <li>improved academic learning behaviors (listening, focus, working with others),</li> <li>improved school adjustment from stressful significant events.</li> </ul> <p>G) Scholarships were used by students to pay for participation in athletics and extra curricular activities.</p>	
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)         </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)         </div>	
<p>5.2</p> <p>A) Offer more intervention program and credit recovery programs, including online</p> <p>B) Provide 9th grade students support through opportunity program at second semester</p> <p>C) Provide additional programs and support to LTELs and high need students</p> <p>D) Provide additional interventions and services during the school year as student academic needs are determined</p>	<p>Increase intervention and unit recovery.</p> <p>Provide stipends for event coordinators.</p> <p>1000-3999: Classified/Certificated/Benefits Base 70,000</p> <p>Additional CTE at Continuation Schools.</p> <p>Additional SAT Prep at CHS.</p> <p>Additional interventions and intervention specialists (25 FTE).</p> <p>1000-3999: Classified/Certificated/Benefits Supplemental 1,824,000</p>	<p>5.2</p> <p>A) Increased Math and English intervention opportunities for students. Provided curricular Credit Recovery projects for students to earn credits on Saturdays.</p> <p>B) The 9th grade opportunity program was not started because it was determined the needs of 9th graders would be met in other ways.</p> <p>C) Provided additional programs and support to LTELs and high need students by hiring intervention teachers.</p>	<p>D) Intervention Specialists 1000-3999: Classified/Certificated/Benefits Supplemental 1,670,876</p>

		D) Provided additional interventions and services during the school year as student academic needs are monitored for progress.	
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div>X All</div> <div>-----</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>-----</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	
5.3 A) Offer more interventions programs for at risk middle school students B) Ensure EL/LI students have access to electives	Provide the County CARE program. After-school student clubs and transportation. 1000-3999: Classified/Certificated/Benefits Supplemental 140,000 Musical instruments for Rancho Cordova secondary schools. 4000-4999: Books And Supplies Supplemental 70,000	5.3 A) SCOE CARE Program provided students increased (study skills, PBIS, smaller learning environment) resulting in decreases to D/F ratio. B) EL/LI students were encouraged through staff, media, and written information about courses to enroll in electives. Purchased musical instrument which resulted in increased student access and participation.	B) Musical Instruments 4000-4999: Books And Supplies Supplemental 114,976 B) After-school transportation 5000-5999: Services And Other Operating Expenditures Supplemental 30,000
<div>Scope of Service</div> <div>LEA-Wide</div>		<div>Scope of Service</div> <div>LEA-Wide</div>	
<div><input type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div><input type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div> <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) </div>	

<p>5.4 A) Continue character education and anti-bullying programs at all grades B) Implement PBIS in an effort to decrease the number and intensity of negative behavioral events C) Implement Character Ed Task Force recommendations D) Child Welfare Coordinator to monitor school climate programs and activities</p>	<p>Expand Character Ed and Bullying Prevention programs. Student-lead activities. 5000-5999: Services And Other Operating Expenditures Base 80,000</p> <p>School climate programs. 1000-3999: Classified/Certificated/Benefits Supplemental 65,000</p> <p>Marriage and Family Therapist (MFT) at secondary schools. 1000-3999: Classified/Certificated/Benefits Supplemental 350,000</p> <p>Child Welfare Services 1000-3999: Classified/Certificated/Benefits Supplemental 161,000</p>	<p>5.4 A) Continued character education and anti-bullying programs at all grades. All sites participated in anti-bullying activities and assemblies through Cool 2B Kind activities. Link Crew was fully implemented at Cordova High School. 6 staff members from Vista del Lago, Cordova High School and Folsom High School attended a 3 day Link Crew Training. Bullying procedures and protocol training for all certificated and classified employees who work directly with students including transportation, food services, instructional aides, nurses, after school program monitors, yard supervisors, campus monitors, teachers, administrators, clerks, librarians, and administrative assistants. Designed character education curriculum into common core lessons and shared with all Elementary Schools. Vista del Lago students created short anti-bullying/character building videos for middle school students. Vista del Lago students visited Folsom Middle school 5 times and presented character lessons to the students. Respect for all students is communicated through the review of the Student Handbook. All schools but one are using planners that include clearly defined expectations for students. These rules and expectations are also in the registration packets which a parent must sign before enrolling their student. Chap Clark held a 2 hour luncheon for 55 Certificated and Classified staff members focusing on strategies to help students who are hurting.</p>	<p>Implement PBIS Tier I at all schools.</p> <ul style="list-style-type: none"> <li>Coach stipends, \$18,500</li> <li>PBIS Curriculum design, \$2,000</li> </ul> <p>1000-3999: Classified/Certificated/Benefits Supplemental 20,500</p> <p>Implement PBIS Tier I at all schools.</p> <ul style="list-style-type: none"> <li>banners 600</li> <li>hotel 3,545</li> <li>registration 2,600</li> <li>flights 3,200</li> <li>food 1,200</li> </ul> <p>5000-5999: Services And Other Operating Expenditures Supplemental 11,145</p> <p>Implemented Character Ed Task Force recommendations Link Crew</p> <ul style="list-style-type: none"> <li>stipends \$3,000</li> <li>subs \$1,400</li> </ul> <p>1000-3999: Classified/Certificated/Benefits Supplemental 4,400</p> <p>Implemented Character Ed Task Force recommendations</p> <ul style="list-style-type: none"> <li>PCA \$3,503</li> <li>PCA character books \$340</li> <li>Parent night supplies \$300</li> </ul> <p>5000-5999: Services And Other Operating Expenditures Supplemental 4,143</p> <p>Marriage and Family Therapist (MFT) at secondary schools. 1000-3999: Classified/Certificated/Benefits Supplemental 374,403</p> <p>Child Welfare Services 1000-3999: Classified/Certificated/Benefits Supplemental 171,873</p> <p>Continued character education and anti-bullying programs at all grades -</p>
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		<p>Chap Clark held a 2 hour parent workshop for 500 parents focusing on strategies to help their children who are hurting. Implemented online bullying reporting form.</p> <p>B) Implemented PBIS in an effort to decrease the number and intensity of negative behavioral events. All sites had a PBIS Coach and PBIS team with at least 4 members. 8 PBIS coaches attended 4 day PBIS Conference. All Elementary teachers and administrators attended 2 PBIS workshops. Piloted in-house student and staff school climate survey.</p> <p>C) Implemented Character Ed Task Force recommendations. Internet safety training (by Intel) for 5th graders at all Elementary schools. Internet safety training (by District Attorney's Office) for 10th graders at Cordova High School, Folsom High School, and Vista del Lago High School. Character Development Training (Positive Coaching Alliance) for all Fall and Spring Season middle school coaches. All schools but one sent administrators, teachers, MFTs or counselors to a Youth Mental Health First Aid Training. Leaders in the community also attended. MFTs facilitated Mentoring Groups ranging from 5-10 students. The groups focused on anxiety and stress at 4 middle schools and 4 high schools. District family information night. District wide lesson on "Stress" for all</p>	<p>Link crew</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 24,817</p> <p>Curriculum 4000-4999: Books And Supplies Supplemental 105,000</p>
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		<p>secondary students.</p> <p>D) Child Welfare Coordinator monitored school climate programs and activities.</p> <p>Sacramento County Office of Education sponsored a Parent/Youth Resource Fair and dinner held at Cordova High on Oct 21, 2015. Approximately 30 families attended the event. College campus visits were held in the spring. Healthy Kids Survey was taken in 2015/16. Waiting for school by school results.</p>	
<p>Scope of Service</p> <p>LEA-Wide</p>		<p>Scope of Service</p> <p>LEA-Wide</p>	
<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>		<p>X All</p> <p>OR:</p> <p>_ Low Income pupils</p> <p>_ English Learners</p> <p>_ Foster Youth</p> <p>_ Redesignated fluent English proficient</p> <p>_ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>5.1</p> <p>A and B were met. For 2016-2017 A and B will be combined to reflect a focus on communication to parents and recognition and awards for students with excellent attendance.</p> <p>C and D were met. For 2016-2017 C and D will be combined to reflect data analysis to monitor the SART/SARB process and quarterly attendance.</p> <p>E, F, and H were met. For 2016-2017 will be combined to work collaboratively with SROs, Nurse, Attendance and Due Process to support students with poor attendance through home visits, letters, and phone calls.</p> <p>G. In order to provide experiential learning and extra curricular activities for student engagement fund additional field trips and clubs.</p> <p>For 2016/17:</p> <p>General Fund expenditures for athletics and clubs will not be included in LCAP as they are base level services.</p> <p>Vice Principals are allocated based on formula and funded by General Fund. They will not be included in LCAP as they are</p>		

base level services. Only Vice Principals above the formula allocation will be included in the LCAP.

## 5.2

A, and D were met. For 2016-2017 A, and D will be combined to reflect a priority to support intervention and credit recovery programs, including online to ELs, LTELs and high need students.

B- This goal is being dropped as it was determined not viable at this time.

C was met. For 2016-2017 C will be included in the programs to support EL achievement included in 4.1 and 4.2

D - Part-time positions (.60 Empire Oaks and .50 Carl Sundahl) were not filled for the full school year; late hires at the Rancho Cordova schools.

SAT Prep section was not offered at CHS due to low enrollment.

## 5.3

Musical Instruments included carryover funding from 2014/15 allocations.

## 5.4

Goals C and D are consolidated in 2016/17.

Purchased replacement character education/anti-bullying curriculum which increased costs.

New Goal D is to provide Early Intervention Programs (EIP).

Note: Goal 5 will be renumbered to be Goal 2 for 2016- 2017. (2015-2016 Goal 2 was combined with Goal 1 in 2016-2017)

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

### 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:	\$9,861,035
<p>Folsom Cordova Unified School District's funding for Supplemental Grants based on the number of low income, foster youth, and English learner students is estimated at \$9,861,035. We focus supplemental resources in schools in Rancho Cordova, with high EL/LI populations, and target funds to Folsom schools which also have EL/LI numbers, but in lower amounts. The actions and services are focused on ensuring that students and families have access to the services necessary for student success.</p> <p>Ensuring that all students have access to high-quality first instruction requires a commitment to district-wide professional development. Teachers, principals, instructional aides, and other instructional support staff will be provided professional learning opportunities in the areas of CCSS for English Language Arts, Math, Next Generation Science Standards, English Language Development, and Universal Design of Learning (Darling-Hammond, L., Chung Wei, R., Andree, A., &amp; Richardson, N.(2009) Professional learning in the learning profession: A status report on teacher development in the United States and abroad .Oxford, OH, National Staff Development Council). Training on the use of Professional Learning Communities (PLC) to develop a collaborative culture, with a focus on learning for all, will be provided district-wide. When PLC teams work together to establish measurable goals, collect and analyze data regarding their progress, and monitor and adjust their actions, they produce results that "guide, goad, and motivate groups and individuals" (Schmoker, 1996). These are district-wide initiatives because all teachers have unduplicated students and often transfer to/from schools with high populations of unduplicated students in Rancho Cordova.</p> <p>A positive school climate and student and parent engagement lead to student achievement. In order to improve engagement, the district is employing a number of strategies ranging from improved communication opportunities to/from the school to actual parent education courses on effective strategies that support student learning at home. Sanders, M. G., &amp; Sheldon, S. B. (2009) Principals Matter: A guide to school, family, and community partnerships Fredricks and McColskey (2012). With the assistance of school-based coordinators, families will be provided opportunities to participate in school activities, how to assist their students in school, and in learning the English language. School-level engagement has positive outcomes, including more informed decision-making and engagement in their students' learning (Paredes, Erbstein and Miller 2012). Student engagement cannot be separated from the learning environment, therefore, social/emotional support and a focus on improving school climate will be provided district-wide through research-based PBIS, marriage/family therapists, counselors and social workers. (Educational Psychology: An International Journal of Experimental Educational Psychology: Whole-school positive behavior support: effects on student discipline and academic performance 2005). Every school has a population of unduplicated students whose parents need school connectedness. This program was piloted first at our elementary schools and expanded to the middle schools this year because of its success.</p> <p>In order to be career and college ready, academic supports are needed for struggling students, both unduplicated and those not identified in EL/LI/Foster Youth subgroups. Intervention teachers will be provided at most schools, based on the number of identified students. This is consistent with Bryk's book, Organizing Schools for Improvement, in which learning centers are used for underperforming students to have access to certificated teachers, and have a learning plan after a diagnosis, treatment and interventions are identified. The intervention will be specific and do so in the zone of proximal development and connected to the regular classroom instruction. Furthermore, intervention</p>	

at an early age has been shown to produce lasting effects on student achievement (Designing and implementing a multi-tiered system of support which includes academic support and interventions beginning with young students (Multi-tier system of supports (MTSS) by Averill, Higgins and Rinaldi 2012). FCUSD is providing additional preschool opportunities beyond what the state provides, a kindergarten readiness program, and transitional kindergarten targeted at unduplicated students. (Proven Benefits of Early Childhood Interventions (2005) Karoly, Kilburn, Cannon, Rand Corporation)

The purchase of district-wide software programs (Naviance, Illuminate, iReady) and intervention supports such as intervention teachers, tutors and summer school are principally directed towards unduplicated students. The software programs identify the skill gaps and intervention commences both during the school year and summer school.

The following summary describes the use of supplemental funding:

Support to unduplicated students:

Provide English learner translation and interpreter services (\$1,073,000)

Monitor immunizations, attendance and behaviors that can be barriers to learning (\$1,005,000)

Provide additional clubs, sports, after school activities and field trips (\$495,000)

Increase early education opportunities (\$202,000)

Provide additional academic counseling (\$295,000)

For all students (district-wide or school-wide approach as this is most effective in supporting EL/LI/Foster Youth):

Access to college planning strategies and high-level courses preparing students for college (\$648,000)

Provide professional development for instructional staff (\$1,015,000)

Curriculum development with testing supports and services (\$668,000)

Provide academic intervention including ELD, math, intervention specialists, literacy coach, tutors, and summer school, principally focused on EL/LI and Foster Youth (\$3,942,000)

Positive school climate (\$840,000)

Parent and community engagement (\$417,000)

- 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.

6.85	%
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Naviance software (to support college and career readiness) is available to all students. Additional counselors and guidance clerks have been hired at schools with high populations of unduplicated students to assist those students and parents with access and utilization.

Elementary STEM Lead Teacher hired to develop hands-on lessons for use in classes with high populations of unduplicated students who often don't have background and opportunities.

Using supplemental funds, the district purchased musical instruments for use by, unduplicated students who can't afford to rent instruments for at-home use.

Unduplicated students often lack the background knowledge and experience gained through opportunities afforded other students. In order to equalize opportunities, supplemental funds are being used to fund for extra curricular activities and experiential learning. In addition to supplemental funds, the City of Rancho Cordova, through its Measure H funding, has approved the following district applications to benefit unduplicated students in Ranch Cordova: science field trips, STEM activities, Crocker's Artist-to-Go and Meet the Masters, Home Visitation Project, additional after-school funding to augment ASES, school gardens, percussion play equipment, mentoring programs and scholarships for all Rancho Cordova graduates to the local community college.

The district is implementing changes to provide positive school climate on a district-wide basis using supplemental funds. Often times, unduplicated students are isolated due to language or cultural differences from their peers. Also, low income students, including homeless students, have barriers to learning (family relationships, attendance, counseling needs, lack of immunizations) that the family can't always provide. The district has hired MSW, MFT, nurse and a Child Welfare Officer to focus on reducing the barriers to learning and Academic Support Teachers, Intervention Teachers were allocated to schools based on the number of unduplicated students at each school.

Additional Vice Principals have been allocated to secondary schools with high population of unduplicated students. This provides for increased oversight and communication on academic and behavior needs.

The following summary describes the use of supplemental funding:

Support to unduplicated students:

Provide English learner translation and interpreter services (\$1,073,000)

Monitor immunizations, attendance and behaviors that can be barriers to learning (\$1,005,000)

Provide additional clubs, sports, after school activities and field trips (\$495,000)

Increase early education opportunities (\$202,000)

Provide additional academic counseling (\$295,000)

For all students (district-wide or school-wide approach as this is most effective in supporting EL/LI/Foster Youth):

Access to college planning strategies and high-level courses preparing students for college (\$648,000)

Provide professional development for instructional staff (\$1,015,000)

Curriculum development with testing supports and services (\$668,000)

Provide academic intervention including ELD, math, intervention specialists, literacy coach, tutors, and summer school, principally focused on EL/LI and Foster Youth (\$3,942,000)

Positive school climate (\$840,000)

Parent and community engagement (\$417,000)

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	48,093,149.0 0	77,550,925.0 0	186,142,037. 00	186,142,036. 00	186,142,037. 00	558,426,110. 00
Base	23,988,000.0 0	32,610,097.0 0	142,191,923. 00	142,191,923. 00	142,191,923. 00	426,575,769. 00
Bond fund	12,000,000.0 0	34,881,746.0 0	32,555,854.0 0	32,555,854.0 0	32,555,854.0 0	97,667,562.0 0
CCSS	2,675,000.00	0.00	0.00	0.00	0.00	0.00
Educator Effectiveness	0.00	165,627.00	165,500.00	165,500.00	165,500.00	496,500.00
Other	244,000.00	634,126.00	669,439.00	669,439.00	669,439.00	2,008,317.00
Supplemental	8,337,967.00	8,133,597.00	10,559,321.0 0	10,559,320.0 0	10,559,321.0 0	31,677,962.0 0
Title I	241,000.00	554,686.00	0.00	0.00	0.00	0.00
Title II	450,182.00	437,349.00	0.00	0.00	0.00	0.00
Title III	157,000.00	133,697.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	48,093,149.0 0	77,550,925.0 0	186,142,037. 00	186,142,036. 00	186,142,037. 00	558,426,110. 00
1000-3999: Classified/Certificated/Benefits	17,051,149.0 0	15,726,260.0 0	128,266,856. 00	128,266,855. 00	128,266,856. 00	384,800,567. 00
4000-4999: Books And Supplies	2,399,000.00	4,978,964.00	4,282,528.00	4,282,528.00	4,282,528.00	12,847,584.0 0
5000-5999: Services And Other Operating Expenditures	643,000.00	2,080,502.00	1,153,346.00	1,153,346.00	1,153,346.00	3,460,038.00
6000-6999: Capital Outlay	12,000,000.0 0	34,881,746.0 0	32,555,854.0 0	32,555,854.0 0	32,555,854.0 0	97,667,562.0 0
8980: General Fund Contribution	16,000,000.0 0	19,883,453.0 0	19,883,453.0 0	19,883,453.0 0	19,883,453.0 0	59,650,359.0 0

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	48,093,149. 00	77,550,925. 00	186,142,03 7.00	186,142,03 6.00	186,142,03 7.00	558,426,11 0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
1000-3999: Classified/Certificated/B enefits	Base	7,801,000.0 0	7,427,252.0 0	118,099,84 3.00	118,099,84 3.00	118,099,84 3.00	354,299,52 9.00
1000-3999: Classified/Certificated/B enefits	CCSS	485,000.00	0.00	0.00	0.00	0.00	0.00
1000-3999: Classified/Certificated/B enefits	Educator Effectiveness	0.00	165,627.00	165,500.00	165,500.00	165,500.00	496,500.00
1000-3999: Classified/Certificated/B enefits	Other	244,000.00	429,126.00	669,439.00	669,439.00	669,439.00	2,008,317.0 0
1000-3999: Classified/Certificated/B enefits	Supplemental	7,802,967.0 0	6,956,697.0 0	9,332,074.0 0	9,332,073.0 0	9,332,074.0 0	27,996,221. 00
1000-3999: Classified/Certificated/B enefits	Title I	241,000.00	236,000.00	0.00	0.00	0.00	0.00
1000-3999: Classified/Certificated/B enefits	Title II	375,182.00	437,349.00	0.00	0.00	0.00	0.00
1000-3999: Classified/Certificated/B enefits	Title III	102,000.00	74,209.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	80,000.00	4,700,000.0 0	4,015,000.0 0	4,015,000.0 0	4,015,000.0 0	12,045,000. 00
4000-4999: Books And Supplies	CCSS	2,190,000.0 0	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	115,000.00	262,476.00	267,528.00	267,528.00	267,528.00	802,584.00
4000-4999: Books And Supplies	Title III	14,000.00	16,488.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	107,000.00	599,392.00	193,627.00	193,627.00	193,627.00	580,881.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	205,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	420,000.00	914,424.00	959,719.00	959,719.00	959,719.00	2,879,157.0 0
5000-5999: Services And Other Operating Expenditures	Title I	0.00	318,686.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
5000-5999: Services And Other Operating Expenditures	Title II	75,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	41,000.00	43,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Bond fund	12,000,000. 00	34,881,746. 00	32,555,854. 00	32,555,854. 00	32,555,854. 00	97,667,562. 00
8980: General Fund Contribution	Base	16,000,000. 00	19,883,453. 00	19,883,453. 00	19,883,453. 00	19,883,453. 00	59,650,359. 00

**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).

**ENGLISH LANGUAGE LEARNERS/LOW INCOME/FOSTER YOUTH**

		Actuals	Actuals	Projected	Proposed
		2013-14	2014-15	2015-16	2016-17
<b>Carryover from previous year</b>					
	One-time professional development	-	2,038,644	3,658,761	3,955,227
<b>EL/LI Current Year Revenue</b>		<b>2,876,388</b>	<b>5,221,192</b>	<b>8,430,063</b>	<b>9,861,035</b>
1.3	Imagine Learning/iLit/Language Live		11,303	108,895	-
1.3	Librarian			-	25,262
1.3	Translations Staff/Services	94,139	169,226	176,275	183,062
1.4	PLC Training and Collaboration				600,000
1.5	Admin Training (MTSS, alignment)				30,000
1.5	Bilingual Aides	381,599	754,705	836,773	864,779
1.5	ELD (Pebble Creek) training				40,000
1.5	GLAD Training (Rancho Cordova Elementary Schools K-2)				195,000
1.5	Lead Teachers		380,206	390,105	488,820
1.5	Lesson Design/Observations				150,000
1.5	Testing Services		226,976	168,379	178,583
1.6	Career Guidance Clerks			72,048	120,108
1.6	CTE Coordinator (Secondary)			-	100,329
1.6	CTE/STEM Lead Teachers (Elementary)			118,700	124,570
1.6	CTE/STEM Lead Teachers (Secondary)			87,382	-
1.6	Data System - Naviance (multi-year commitment)			129,791	124,719
2.1	Centralized Health Clerk				50,000
2.1	Centralized Nurse				30,000
2.1	Elementary Vice Principals (mid-year start)			122,940	223,173
2.1	MSW		3,600	76,433	82,950
2.1	Nurse (Attendance)			87,088	90,223
2.1	Nursing (Preschool/TK)		144,503	245,944	242,809
2.1	School Clerks			35,385	96,647
2.1	VP (CHS)		60,056	67,407	68,339
2.1	VP (Mills, Mitchell)		95,664	116,125	120,083
2.2	CTE Continuation		17,180	-	-
2.2	High School Teacher		34,327	-	-
2.3	After School Activities			25,000	120,000
2.3	After School Activities Bus (Rancho)			5,000	20,000
2.3	Art Docent				55,000
2.3	Athletics/Activities Directors release time				55,000
2.3	Clubs/Sports/Field Trips (Free & Reduced eligible)		76,786	135,000	115,000
2.3	Musical Instruments		35,693	114,976	70,000
2.3	Science Bowl/Olympiad				10,000
2.3	Track equipment/repairs (Rancho Cordova Secondary Schools)				100,000
2.4	Bullying Prevention Curriculum		3,966	105,000	-
2.4	Child Welfare Services		56,958	171,873	180,752
2.4	Early Intervention Program (EIP)	40,048	91,719	153,208	156,746
2.4	MFT @ secondary schools			374,403	407,399
2.4	Positive School Climate (PBIS)			65,005	95,028
3.1	Community Outreach Coordinator		63,231	72,922	76,939
3.1	Foster Parent Workshops		-	2,500	2,500
3.1	Parent Coordinators (Elem/Middle)		103,092	154,010	189,024
3.1	Parent Education			15,570	155,000
4.1	ELA Support Teacher (CHS)			74,940	78,565
4.1	Literacy Specialist/Coach		162,736	165,627	168,901
4.2	Math Support (FMS)			38,081	39,800
4.2	Math Support (Mills)			17,911	75,574
4.2	Math support (Mitchell)			69,166	75,574
4.2	Math Support (SMS)			31,298	45,345
4.2	Math Support Teachers (CHS)			74,961	77,660
4.2	Math Tutors		3,441	4,952	5,000
4.3	Beginner ELD Support (Mills)			46,253	50,385
4.3	Beginner ELD Support (Mitchell)			39,597	41,022
4.3	Interventions during school year	101,685	121,030	100,000	125,000

**ENGLISH LANGUAGE LEARNERS/LOW INCOME/FOSTER YOUTH**

				<b>Projected</b>	<b>Proposed</b>
		<b>Actuals</b>	<b>Actuals</b>	<b>Actuals</b>	<b>Budget</b>
		<b><u>2013-14</u></b>	<b><u>2014-15</u></b>	<b><u>2015-16</u></b>	<b><u>2016-17</u></b>
4.3	School Improvement Staff	117,036	201,143	164,976	178,127
4.3	Summer School/Academies	99,610	34,469	75,000	100,000
4.5	Coordinator of Early Childhood Educ	1,782	75,095	101,606	103,902
4.5	Preschool expansion		11,463	88,733	98,205
4.6	Counselors		141,361	284,726	295,351
4.6	Data System - Illuminate (multi-year commitment)		118,180	107,399	110,000
4.6	Data System - iReady (5-year contract)			403,234	-
4.6	Interventions Specialists			1,670,876	2,482,719
4.6	Middle School Teachers (Mills)		300,797	340,124	370,346
	<b>Total</b>	<b>837,744</b>	<b>3,601,075</b>	<b>8,133,597</b>	<b>10,559,321</b>
	Carryover to next fiscal year	2,038,644	3,658,761	3,955,227	3,256,942

# Acronyms



The Local Control Funding Formula (LCFF) initiated a new funding system for California's schools in 2013-14. The LCFF requires districts and charter schools to develop Local Control and Accountability Plans (LCAP). The following list features some common acronyms that may be referred to as the LCAPs are developed.

<b>ADA</b>	Average Daily Attendance
<b>AMAO</b>	Annual Measurable Achievement Objective
<b>AP</b>	Advanced Placement
<b>API</b>	Academic Performance Index
<b>AYP</b>	Adequate Yearly Progress
<b>CAASPP</b>	California Assessment of Student Performance and Progress
<b>CAHSEE</b>	California High School Exit Exam
<b>CALPADS</b>	California Longitudinal Pupil Achievement Data System
<b>CCEE</b>	California Collaborative for Education Excellence
<b>CCSS</b>	Common Core State Standards
<b>CDE</b>	California Department of Education
<b>CELDT</b>	California English Language Development Test
<b>CHKS</b>	California Healthy Kids Survey
<b>COE</b>	County Office of Education
<b>CSR</b>	Class Size Reduction
<b>EAP</b>	Early Assessment Program
<b>EL</b>	English Learner
<b>ELD</b>	English Language Development
<b>FCMAT</b>	Fiscal Climate and Management Assistance Team
<b>FRPM</b>	Free and Reduced Price Meals
<b>FY</b>	Foster Youth
<b>LCAP</b>	Local Control and Accountability Plan
<b>LCFF</b>	Local Control Funding Formula
<b>LEA</b>	Local Education Agency
<b>LI</b>	Low Income
<b>PAC</b>	Parent Advisory Committee
<b>RFEP</b>	Reclassified Fluent English Proficient
<b>SARC</b>	School Accountability Report Card
<b>SBAC</b>	Smarter Balanced Assessment Consortium
<b>SBE</b>	State Board of Education