

**Introduction:**

**LEA:** Ross Elementary School District **Contact (Name, Title, Email, Phone Number):** Michael McDowell, Ed.D., Superintendent, mpmcdowell@rossbears.org , (415) 457-2705  
**LCAP Year:** 2015-16

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

### *Annual Update*

*The Ross School District (henceforth "District") is an award winning, dynamic school committed to academic excellence and innovation and is nationally recognized for academic performance, staff professional development, educational innovation, and community engagement. During the implementation phase of the plan (2015-2016) the Ross School District was recognized as a "Gold Ribbon" School by the California Department of Education for its work in providing differentiated, targeted support services for general education students, special education students, and English language learners. Moreover, all learners performed extremely well on the initial CAASPP exam, performing well-above the state and the county on English-Language Arts, Mathematics, and Science. The District is focused on engaging learners in a safe, vibrant environment that supports academic rigor to ignite innovation. The District develops habits of heart, mind and action in all of our learners as a means to cultivate confidence, creative problem solving, compassion, collaboration, and content literacy. To meet these outcomes, the Board of Trustees adopted a new strategic plan in June of 2015 which focused on three strategic goals including:*

- (1) Invest in Learners: Provide essential content knowledge and skills, confidence, compassion, collaboration, and creativity,*
- (2) Invest in Teaching Excellence: Recruit, inspire, retain, evaluate and support faculty and staff to enable learner success,*
- (3) Invest in Community Relationships: Create a culture of caring internally and externally through communication and allocation of resources to support learners.*

*The District worked with community stakeholders to align the LCAP, SPSA and annual action plan to the aforementioned strategic goals. The District focused on developing two overarching goals related to academic development and social and community connections. As noted under Section 1: Stakeholder Engagement, all stakeholders were involved in the development, implementation, and inspection of meeting established goals. At the beginning of the 2015-2016 school year, the District established an action plan that aligned with the 3 strategic goals of the strategic plan, met SPSA and LCAP goals, involved multiple stakeholders to monitor and track success, and provided routine updates to ascertain progress, provide feedback, and take corrective action when necessary. Over the 2015-2016 school year, the School District invested heavily into differentiated support for ELA and Mathematics Instruction. For example, the District invested resources into professional development with the Silicon Valley Mathematics Initiative and YouCubed at Stanford University to support teachers in supporting all learners in developing problem solving, data analysis, communicating reasoning, and concepts and procedures in mathematics. Moreover, the District brought in new text-based resources and professional development to assist teachers in preparing students for the California State Standards. The District invested resources into STEM training, ELA, and provided a wealth of resources, training, and community engagement in academic support for students and the community. To ensure a strong community to school partnership, the District hosted a series of events for the community and parents, including a "Speaker Series" that involved the community in discussions associated with mathematics. The District hosted Stanford's Jo Boaler and the Silicon Valley Math Initiatives David Foster to discuss neuroscience, non-cognitive factors (e.g. growth mindset), and school to family strategies to support learning.*

*A critical aspect of the 2015-2016 school year was the adoption of a new hiring, on-boarding, professional growth, and evaluation process with certificated personnel. The District worked with the Ross School District Teachers Association, the Board of Trustees, and the community in ensuring that a quality process for effective educator employment was established. Beyond hiring, the District ensured that the right conditions were in place including the allocation of one to one laptops in grades 1 – 8. Student in grade 6-8 have a take home Chromebook program, and grade level sets of iPads are provided in grades K-5. Every classroom is equipped with integrated white boards, surround sound speakers and the ability to screen cast from wireless devices.*

*Curriculum is based upon the Common Core State Standards grounded in rigor and differentiated supports for all levels of learners. In addition to core academic instruction, students are provided enrichment and innovative curricula taught by specialized teachers for music, art, PE, Reading, Spanish, technology integration, Fabrication Laboratory and STEM classes as part of the instructional program. The average class size for grades K-8 is 22 students. The average student to teacher ratio is 13:1. In addition to working with their classroom teachers, K-5 students work with apprentice teachers, support teachers or instructional aides. Students in sixth to eighth grades have four core classes of Language Arts, Math, Science and Social Studies along with PE and electives. Electives include Art, Guitar, Band, Strings, Spanish, Fabrication Lab, Robotics, App Creation, Journalism, Community Service and Visual and Performing Arts (VAPA) education. Two classrooms are dedicated music classrooms and one classroom serves elementary visual arts and one middle school visual arts. The school benefits from an indoor and an outdoor stage. The PTA provides funding for materials, supplies and instruments. A local community organization, Schools Rule Marin, provides funding to purchase additional musical instruments.*

*The District is proud of its reputation for being innovative and has been nationally recognized for its technology integration throughout its program. All students are offered embedded technology courses led by Planet Bravo with advanced curricula focused on student engagement. They are also offered project-based courses in the Fabrication Lab where design and maker education come to life. In addition, students apply science, technology, engineering and math concepts in weekly STEM class where Next Generation Science Standards are integrated.*

*The District is proud of the established culture of caring that is infused throughout the school. Students in grades K-8 are involved in Bear Families where 8th grade big buddies lead a series of community building activities for their families. Social skills curriculum as well as community service is embedded into the culture of the school. A middle school community service elective works with community members and has raised over \$36,000 for local and global charities. Students truly live the motto of heart, mind and action. A key aspect of the District work this year was engaging students, community, and parents in sharing their perspective and feedback for programs and practices that can continually develop a sense of connectedness for students at school. The District leveraged Bear Families, Advisory, Student Council, No Bully Solutions, Common Sense Media, along with a series of Parent Education options and general school based counseling services to support children and their families in developing a sense of social and emotional wellness and connectedness with the school culture.*

*The District benefits from a long history of outstanding support from its parents and the broader community, evidenced by successful passage of multiple parcel taxes and bond measures. The community has passed two bond measures to build a state of the art building and multipurpose room that is 5 years new. The community contributes 30% of the district's operating budget, over \$1.25 million dollars in Foundation, PTA, and Endowment contributions annually, and passage of a parcel tax to support innovative programs. Highly engaged parents support and promote community building through volunteerism and partnership with the school. The collective belief is that it is the student that we are here for and so should serve them well. Ross School is a vibrant place to learn and grow with a strategic vision and momentum that is destined to continue.*

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Similar to last year, the Ross School District has provided input opportunities for students, staff and parents through informational meetings, surveys, input meetings with student government, Board Meetings, School Site Councils, Ross School Coffees and Leadership Team meetings. The LEA used the following quantitative data from the goal setting process:</p> <ul style="list-style-type: none"> <li>• Attendance rates</li> <li>• Suspension rate</li> <li>• Facility inspection data</li> </ul>	<p>After analysis of data, the district has identified common recurring themes. These themes are reflected in the goals, action/services and investments of the District. The common themes included:</p> <ul style="list-style-type: none"> <li>• Align professional development of faculty and staff to District and site goals to increase student achievement, engagement, and innovation in the classroom.</li> <li>• Expansion of elective programming including STEM (Science, Technology, Engineering, and Mathematics)</li> </ul>

<ul style="list-style-type: none"> <li>• SBAC ELA &amp; math proficiency rate</li> <li>• LEA benchmark assessment data for ELA and Math</li> <li>• English Learner reclassification rate</li> <li>• Parent Survey Data</li> <li>• Student Healthy Kids Survey Data</li> <li>• Staff Survey Data</li> <li>• Staff Technology Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to increase academic &amp; social-emotional supports for students</li> </ul>
<p><b>Annual Update:</b></p> <ul style="list-style-type: none"> <li>• Received input from Site Council - confirmation that goals and LCAP are on right track based on data - 9/24, 11/19, 2/25, 3/31, 4/28, 5/26.</li> <li>• Healthy Kids survey sent February 2016 to all parents, students grades 3-8 and staff</li> <li>• Results returned April 2016, analyzed by site council 4.28 and submitted to staff during April Professional Development Meeting. Results reviewed as part of Benchmark discussion item at Board Meeting 6.15.16</li> <li>• Parent input sessions occurred monthly including strategic and action plan alignment and implementation mental wellness, mathematics, and technology.</li> <li>• Staff - analysis of benchmark assessment data for CAASPP, DRA, MDTP, MAC, SRI and SMI to plan for multi-tiered level of supports</li> <li>• The Strategic Plan for 2015-2020 are parallel and in alignment with the LCAP and Single Plan for School Achievement.</li> </ul>	<p><b>Annual Update:</b></p> <p>Professional development will be aligned to formative assessment, developing knowledge and skills in the area of collaboration, and expansion of programming in mathematics. Students in middle school will have expanded opportunities in electives, including mathematics that allows for greater flexibility, pacing, and acceleration. Furthermore, the District will continue to increase social-emotional support through additional advisory and counseling services.</p>

**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?

<b>GOAL 1:</b>	Invest in Learners and Teaching Excellence: Provide essential content knowledge and skills, confidence, compassion, collaboration, and creativity to all learners which includes ensuring that all teachers are appropriately assigned and all students have sufficient materials, academic content and performance standards are implemented and all students (including sub-groups) have access and support to the material, and students have access to a broad course of study.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10  Local : Specify
----------------	---	--

<b>Identified Need :</b>	All learners have access to and show proficiency and substantial growth in meeting academic achievement expectations  Metrics include: CAASPP ELA, Math, Science and physical fitness results, local benchmark assessments, student grade level and specialist report cards, Core Services: fully credentialed teachers, standards-aligned textbooks and materials, course access evidenced by student transcripts, reclassification of ELL, Williams Compliance, SARC
--------------------------	--

<b>Goal Applies to:</b>	Schools: All ----- Applicable Pupil Subgroups: All sub-groups apply.
-------------------------	--

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	Increase of CAASP / SBAC student performance data by 1% in ELA & Math, all students will have access to common core curriculum, highly qualified teachers, and programs of study. Access and enrollment will be inspected by viewing K-5 and 6-8 master schedules. Furthermore, student performance related to a broad course of study will be inspected via Healthy Kids Survey data. Finally, the district expects a 100% increase in CEDLT levels for EL designated students level as measured by CEDLT level testing.
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide highly qualified teachers for all core classes K-8 to provide CCSS aligned instruction to all students.  Provide Instructional assistants, Apprentice Teachers, Learning Center Instructional assistants, media specialists, learning center teacher, enrichment specialists to increase student engagement and provide integrated content for all learners  <ul style="list-style-type: none"> <li>Purchase consumable materials, content materials including books, hardware and software that is aligned to content in all grade levels</li> <li>Provide professional development to all staff in formative assessment and action-research as related to student achievement data.</li> </ul>	LEA-wide	<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)	Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures General UR Funds, Federal Funds, Special Education Funds, Other Local Funds - \$4,819,125

<ul style="list-style-type: none"> <li>Align new teacher orientation with formative assessment and action research based practices.</li> <li>Develop alternative means for supporting teacher growth and evaluation.</li> <li>Align homework practices to best available research in K-8</li> <li>Contract with service providers to assist in these efforts.</li> <li>Purchase books, materials, supplies, computers, software and equipment to support implementation of CCSS in ELA and math</li> <li>Implement new hiring protocol and evaluation process</li> </ul>			
<ul style="list-style-type: none"> <li>Increase professional development services to ensure teachers are supporting reclassification of ELL students</li> <li>Provide designated staff support for CEDLT testing and individual student support</li> </ul>	LEA-wide	<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 checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless Youth (if enrolled)	Instruction and Instruction Related Services, Literacy Intervention - Functions 1000-2999, Goal 1301, excluding Res. 7690 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies General UR Funds, Federal Funds, Supplemental Funds - \$139,764
<ul style="list-style-type: none"> <li>Allocate funding to deferred maintenance to support facilities in ensuring a high quality learning environment</li> </ul>	LEA-wide	<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)	Plant Maintenance and Operations, Functions 8000-8999 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay General UR Funds and Other Local - \$505,283

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Increase of CAASP / SBAC student performance data by 1% in ELA & Math, all students will have access to common core curriculum, highly qualified teachers, and programs of study. Access and enrollment will be inspected by viewing K-5 and 6-8 master schedules. Furthermore, student performance related to a broad course of study will be inspected via Healthy Kids Survey data. Finally, the district expects a 100% increase in CEDLT levels for EL designated students level as measured by CEDLT level testing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide highly qualified teachers for all core classes K-8 to provide CCSS aligned instruction to all students.</p> <p>Provide Instructional assistants, Apprentice Teachers, Learning Center Instructional assistants, media specialists, learning center teacher, enrichment specialists to increase student engagement and provide integrated content for all learners</p> <ul style="list-style-type: none"> <li>• Purchase consumable materials, content materials including books, hardware and software that is aligned to content in all grade levels</li> <li>• Provide professional development to all staff in formative assessment and action-research as related to student achievement data.</li> <li>• Align new teacher orientation with formative assessment and action research based practices.</li> <li>• Develop alternative means for supporting teacher growth and evaluation.</li> </ul> <p>Contract with service providers to assist in these efforts.</p> <ul style="list-style-type: none"> <li>• Purchase books, materials, supplies, computers, software and equipment to support implementation of CCSS in ELA and math</li> </ul>	<p>LEA-wide</p>	<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>Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690</p> <hr/> <p>1000-1999: Certificated Personnel Salaries</p> <hr/> <p>2000-2999: Classified Personnel Salaries</p> <hr/> <p>3000-3999: Employee Benefits</p> <hr/> <p>4000-4999: Books And Supplies</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures</p> <hr/> <p>General UR Funds, Federal Funds, Special Education Funds, Other Local Funds - \$4,800,000</p>
<ul style="list-style-type: none"> <li>• Increase professional development services to ensure teachers are supporting reclassification of ELL students</li> <li>• Provide designated staff support for CEDLT testing</li> </ul>	<p>LEA-wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth</p>	<p>Instruction and Instruction Related Services, Literacy Intervention - Functions 1000-2999, Goal 1301, excluding Res. 7690</p> <hr/> <p>1000-1999: Certificated Personnel Salaries</p>

and individual student support		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless Youth (if enrolled)</u>	3000-3999: Employee Benefits 4000-4999: Books And Supplies General UR Funds, Federal Funds, Supplemental Funds - \$135,000
<ul style="list-style-type: none"> <li>Allocate funding to deferred maintenance to support facilities in ensuring a high quality learning environment</li> </ul>	LEA-wide	<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)	Plant Maintenance and Operations, Functions 8000-8999 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay General UR Funds and Other Local - \$500,000

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	Increase of CAASP / SBAC student performance data by 1% in ELA & Math, all students will have access to common core curriculum, highly qualified teachers, and programs of study. Access and enrollment will be inspected by viewing K-5 and 6-8 master schedules. Furthermore, student performance related to a broad course of study will be inspected via Healthy Kids Survey data. Finally, the district expects a 100% increase in CEDLT levels for EL designated students level as measured by CEDLT level testing.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide highly qualified teachers for all core classes K-8 to provide CCSS aligned instruction to all students.</p> <p>Provide Instructional assistants, Apprentice Teachers, Learning Center Instructional assistants, media specialists, learning center teacher, enrichment specialists to increase student engagement and provide integrated content for all learners</p> <ul style="list-style-type: none"> <li>Purchase consumable materials, content materials including books, hardware and software that is aligned to content in all grade levels</li> <li>Provide professional development to all staff in formative assessment and action-research as related to student achievement data.</li> <li>Align new teacher orientation with formative</li> </ul>	LEA-wide	<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)	Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures General UR Funds, Federal Funds, Special Education Funds, Other Local Funds - \$4,800,000

<p>assessment and action research based practices.</p> <ul style="list-style-type: none"> <li>Develop alternative means for supporting teacher growth and evaluation.</li> </ul> <p>Contract with service providers to assist in these efforts.</p> <ul style="list-style-type: none"> <li>Purchase books, materials, supplies, computers, software and equipment to support implementation of CCSS in ELA and math</li> </ul>			
<ul style="list-style-type: none"> <li>Increase professional development services to ensure teachers are supporting reclassification of ELL students</li> <li>Provide designated staff support for CEDLT testing and individual student support</li> </ul>	<p>LEA-wide</p>	<p><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 checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  Homeless Youth (if enrolled)</p>	<p>Instruction and Instruction Related Services, Literacy Intervention - Functions 1000-2999, Goal 1301, excluding Res. 7690</p> <hr/> <p>1000-1999: Certificated Personnel Salaries</p> <hr/> <p>3000-3999: Employee Benefits</p> <hr/> <p>4000-4999: Books And Supplies</p> <hr/> <p>General UR Funds, Federal Funds, Supplemental Funds - \$135,000</p>
<ul style="list-style-type: none"> <li>Allocate funding to deferred maintenance to support facilities in ensuring a high quality learning environment</li> </ul>	<p>LEA-wide</p>	<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>Plant Maintenance and Operations, Functions 8000-8999</p> <hr/> <p>2000-2999: Classified Personnel Salaries</p> <hr/> <p>3000-3999: Employee Benefits</p> <hr/> <p>4000-4999: Books And Supplies</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures</p> <hr/> <p>6000-6999: Capital Outlay</p> <hr/> <p>General UR Funds and Other Local - \$500,000</p>

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

<b>GOAL 2:</b>	Invest in Community Relationships: Create a culture of caring by ensuring that all stakeholders are involved in providing input in school and district-wide decision making as related to the development of a strong school culture and climate.	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8  COE only: 9 10  Local : Specify
----------------	---	--

<b>Identified Need :</b>	Sustaining and Enhancing a strong district-wide culture of heart, mind, and action. Students feel connected to their school and a stronger focus on student connectedness to peers and faculty are critical to ascertain and take action.
	Metrics: student access and enrollment, parent participation, school attendance rate, chronic absenteeism rate, dropout rate, graduation rate, suspension rate, expulsion rate, Healthy Kids Survey Report, SARC, Staff Survey

<b>Goal Applies to:</b>	Schools: All
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	2% increase of students feeling connected to school at each grade level grades 3-8 as measured by Healthy Kids Survey. Students that are more connected with their hearts to school will be able to learn and apply thinking to multiple situations. Furthermore, the district expects that attendance rates, chronic absenteeism rates, middle school drop-out rates, suspension and expulsion rates are maintained at current levels as they are not prominent issues for the Ross School District. Finally, the Ross School District will continue to increase parent engagement in decision making and participation in programs for all students including those potential unduplicated students. Parent involvement is measured via site council agenda/minutes and parent professional development records.
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student focused programs that build community led by School Counselor, School Psychologist & School Nurse: <ul style="list-style-type: none"> <li>• Bear Families</li> <li>• Advisory</li> <li>• Social skills lessons</li> <li>• Student council</li> <li>• FOR Club</li> <li>• No Bully Solution Teams</li> <li>• Common Sense Media Member School</li> <li>• Schoolwide assemblies celebrating perfect attendance and teamwork</li> <li>• Parent Education aligned Strategic Goals and Social Issues</li> </ul>	LEA-wide	<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)	Pupil Services, Nurse, Psych, Counselor Functions 3110-3140, excluding Res. 7690 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies General UR Funds and Special Education Funds - \$206,655

<ul style="list-style-type: none"> <li>Family Life and Health Education</li> <li>School Based Counseling Services</li> </ul>			
--	--	--	--

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	2% increase of students feeling connected to school at each grade level grades 3-8 as measured by Healthy Kids Survey. Students that are more connected with their hearts to school will be able to learn and apply thinking to multiple situations. Furthermore, the district expects that attendance rates, chronic absenteeism rates, middle school drop-out rates, suspension and expulsion rates are maintained at current levels as they are not prominent issues for the Ross School District. Finally, the Ross School District will continue to increase parent engagement in decision making and participation in programs for all students including those potential unduplicated students. Parent involvement is measured via site council agenda/minutes and parent professional development records.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student focused programs that build community led by School Counselor, School Psychologist & School Nurse: <ul style="list-style-type: none"> <li>Bear Families</li> <li>Advisory</li> <li>Social skills lessons</li> <li>Student council</li> <li>FOR Club</li> <li>No Bully Solution Teams</li> <li>Common Sense Media Member School</li> <li>Schoolwide assemblies celebrating perfect attendance and teamwork</li> <li>Parent Education aligned Strategic Goals and Social Issues</li> <li>Family Life and Health Education</li> <li>School Based Counseling Services</li> </ul>	LEA-wide	<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)	Pupil Services, Nurse, Psych, Counselor Functions 3110-3140, excluding Res. 7690 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies General UR Funds and Special Education Funds - \$270,000

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	2% increase of students feeling connected to school at each grade level grades 3-8 as measured by Healthy Kids Survey. Students that are more connected with their hearts to school will be able to learn and apply thinking to multiple situations. Furthermore, the district expects that attendance rates, chronic absenteeism rates, middle school drop-out rates, suspension and expulsion rates are maintained at current levels as they are not prominent issues for the Ross School District. Finally, the Ross School District will continue to increase parent engagement in decision making and participation in programs for all students including those potential unduplicated students. Parent involvement is measured via site council agenda/minutes and parent professional development records.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide student focused programs that build community	LEA-wide	<input checked="" type="checkbox"/> All	Pupil Services, Nurse, Psych, Counselor Functions 3110-

<p>led by School Counselor, School Psychologist &amp; School Nurse:</p> <ul style="list-style-type: none"> <li>• Bear Families</li> <li>• Advisory</li> <li>• Social skills lessons</li> <li>• Student council</li> <li>• FOR Club</li> <li>• No Bully Solution Teams</li> <li>• Common Sense Media Member School</li> <li>• Schoolwide assemblies celebrating perfect attendance and teamwork</li> <li>• Parent Education aligned Strategic Goals and Social Issues</li> <li>• Family Life and Health Education</li> <li>• School Based Counseling Services</li> </ul>		<p>OR:</p> <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>3140, excluding Res. 7690</p> <hr/> <p>1000-1999: Certificated Personnel Salaries</p> <hr/> <p>3000-3999: Employee Benefits</p> <hr/> <p>4000-4999: Books And Supplies</p> <hr/> <p>General UR Funds and Special Education Funds - \$270,000</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:	Invest in Learners and Teaching Excellence: Provide essential content knowledge and skills, confidence, compassion, collaboration, and creativity to all learners which includes appropriate teacher assignment and access to approved materials for all students, implementation of state standards, measurement of student achievement, access to a broad course of study, and measurement of pupil outcomes.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Increase of CAASPP / SBAC student performance data by 1% in ELA & Math	Actual Annual Measurable Outcomes:	Established baseline performance data for students in ELA and mathematics. Aggregate results showed students outperformed students across Marin county and State of California. All teachers had access to standards-aligned instructional materials as determined pursuant to Section 60119 as measured by purchasing of CCSS resources and no Williams complaints filed. School facilities were maintained in good repair as specified in subdivision (d) of Section 17002 and measured by resource allocation to custodial and maintenance costs and allocation of additional resources to deferred maintenance. All students had access to a broad course of study as measured by elective options in middle school and elementary schedule (which includes STEM, Fab Lab, Music, Spanish, Cyber Cafe).
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Provide highly qualified teachers for all core classes K-8 to provide CCSS aligned instruction to all students.	Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690	Provided highly qualified teachers for all core classes K-8 to provide CCSS aligned instruction to all students.	Instruction and Instruction Related Services - Functions 1000-2999, excluding Goal 1301 and Res. 7690
Provide Instructional assistants, Apprentice Teachers, Learning Center Instructional assistants, media specialists, learning center teacher, enrichment specialists to increase student engagement and provide integrated content for all learners	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other	Provided Instructional assistants, Apprentice Teachers, Learning Center Instructional assistants, media specialists, learning center teacher, enrichment specialists to increase student engagement and provide integrated content for all learners	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other

<p>Provide professional development to all teachers to:</p> <ul style="list-style-type: none"> <li>Integrate content areas to increase student engagement</li> <li>Continue to integrate writing across content areas</li> <li>Implement Eureka Math K-8 including Algebra and Geometry to align math instruction to California Standard</li> <li>Purchase consumable materials, content materials including books, hardware and software that is aligned to content in all grade levels</li> <li>Provide professional development to all staff in math, feedback coaching, writing and ELA, one to one tech integration, ZSpace, and STEM – this includes consultants, conferences &amp; release time</li> </ul> <p>Contract with Reach Associates to engage in on-going coaching and critical feedback loops in the area of English Language Arts to provide ongoing professional development. Includes release time for teachers.</p> <ul style="list-style-type: none"> <li>Purchase books, materials, supplies, computers, software and equipment to support implementation of CCSS in ELA and math</li> </ul>	<p>Operating Expenditures</p> <p>General UR Funds, Federal Funds, Special Education Funds, Other Local Funds - \$4,724,783</p>	<p>Provided professional development to all teachers to:</p> <ul style="list-style-type: none"> <li>Integrate content areas to increase student engagement (including investments in YouCubed, Stanford University and Silicon Valley Math Initiative)</li> <li>Integrated writing across content areas</li> <li>Implemented Eureka Math K-8 including Algebra and Geometry to align math instruction to California Standard</li> <li>Purchased consumable materials, content materials including books, hardware and software that is aligned to content in all grade levels</li> <li>Provided professional development to all staff in math, feedback coaching, writing and ELA, one to one tech integration, and STEM – which included consultants, conferences &amp; release time</li> </ul> <p>Contract with Reach Associates to engage in on-going coaching and critical feedback loops in the area of English Language Arts to provide ongoing professional development. Includes release time for teachers.</p> <ul style="list-style-type: none"> <li>Purchased books, materials, supplies, computers, software and equipment to support implementation of CCSS in ELA and math</li> </ul>	<p>Operating Expenditures</p> <p>General UR Funds, Federal Funds, Special Education Funds, Other Local Funds - \$4,796,025</p>
<p>Scope of Service   LEA-wide</p>		<p>Scope of Service   LEA-wide</p>	

<p><input checked="" type="checkbox"/> All</p> <p>-----</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>-----</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>ELL students received additional learning center support to rapidly increase their proficiency as measured by CELDT</p>	<p>Instruction and Instruction Related Services, Literacy Intervention - Functions 1000-2999, Goal 1301, excluding Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>General UR Funds, Federal Funds, Supplemental Funds - \$135,388</p>		<p>Instruction and Instruction Related Services, Literacy Intervention - Functions 1000-2999, Goal 1301, excluding Res. 7690</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>General UR Funds, Federal Funds, Supplemental Funds - \$134,327</p>
<p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</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>Homeless Youth (if enrolled)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</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>Provide clean and safe facilities through sound fiscal management and policy planning.</p>	<p>Plant Maintenance and Operations, Functions 8000-8999</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>		<p>Plant Maintenance and Operations, Functions 8000-8999</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>

		6000-6999: Capital Outlay General UR Funds and Other Local - \$485,951			6000-6999: Capital Outlay General UR Funds and Other Local - \$503,292
Scope of Service	LEA-wide		Scope of Service		
<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)			<input 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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?					

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:	Invest in Community Relationships: Create a culture of caring	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>2% increase of students feeling connected to school at each grade level grades 3-8 as measured by Healthy Kids Survey. Students that are more connected with their hearts to school will be able to learn and apply thinking to multiple situations.</li> </ul>	Actual Annual Measurable Outcomes: Net change in School Climate Report Card (California Healthy Kids Survey) indicated an increase of 49 points from 2014-2016 on the School Climate Index and an SCI State Percentile increase of +1 (currently at 99th percentile. Furthermore, the SCI Similar Schools Percentile grew +13 (99th percentile). The response rate was 100%. Parent participation in Site Council and Ross School Coffee meetings grew substantially with an increase in involvement.
<b>LCAP Year: 2015-16</b>		
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>
	<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>
Provide student focused programs that build community led by School Counselor, School Psychologist & School Nurse: <ul style="list-style-type: none"> <li>Bear Families</li> <li>Advisory</li> <li>Social skills lessons</li> <li>Student council</li> <li>FOR Club</li> <li>No Bully Solution Teams</li> <li>Common Sense Media Member School</li> <li>Schoolwide assemblies celebrating perfect attendance and teamwork</li> <li>Parent Education aligned Strategic Goals and Social Issues</li> </ul>	Pupil Services, Nurse, Psych, Counselor Functions 3110-3140, excluding Res. 7690 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies General UR Funds and Special Education Funds - \$262,238	Provided student focused programs that build community led by School Counselor, School Psychologist & School Nurse: <ul style="list-style-type: none"> <li>Bear Families</li> <li>Advisory</li> <li>Social skills lessons</li> <li>Student council</li> <li>FOR Club</li> <li>No Bully Solution Teams</li> <li>Common Sense Media Member School</li> <li>Schoolwide assemblies celebrating perfect attendance and teamwork</li> <li>Parent Education aligned Strategic Goals and Social Issues</li> <li>Family Life and Health Education</li> </ul> Pupil Services, Nurse, Psych, Counselor Functions 3110-3140, excluding Res. 7690 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies General UR Funds and Special Education Funds - \$196,204

<ul style="list-style-type: none"> <li>• Family Life and Health Education</li> <li>• School Based Counseling Services</li> </ul>		<ul style="list-style-type: none"> <li>• School Based Counseling Services</li> </ul>	
Scope of Service   LEA-wide		Scope of Service	
<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)		<input 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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:	\$5611
The use of this allocation is to fund a reading specialist to provide services in addition to regular classroom instruction.	

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.

2.3	%
<p>Ross School District currently has 33.5 FTE serving all students. The Reading Specialist position designates .8 FTE time to provide additional instruction with a certificated specialist to serve English language learners representing an increase of 2.3% in service which is well above (i.e. 2.09%) MMP threshold. This position will be responsible for providing professional development designed to serve all students and should a homeless student or foster youth enroll, professional development to staff and support services for students will also be provided by the specialist to help transition student into larger system of school supports.</p>	

**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).