

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

Introduction:

LEA: Redlands Unified School District

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LCAP Year: 2014-15

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.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p><u>District Background Information</u></p> <p>The Redlands Unified School District, as a unifying agent of several unique communities, rich in local history, culture, and tradition, is committed to preparing students to become productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world as they become the leaders of the 21st century.</p> <p>RUSD encompasses 147 square miles and serves the southern California communities of Redlands, Loma Linda, Mentone, and portions of San Bernardino and Highland. Current enrollment in grades K-12 is 21,233 students (CALPADS Fall I Reporting).</p> <p>The District is comprised of twenty-three schools with students who score above the county, state and national average on standardized tests. The District’s sixteen elementary schools serve transitional kindergarten through fifth grade, with four middle schools serving grades six through eight. The District has three comprehensive high schools, a continuation high school, and alternative programs for independent and home-school study. The District consists of over 56% "unduplicated" students (English Learners, Low Income and/or Foster Youth), as reported CALPADS Fall I Reporting. Fifteen schools have enrollments at or above 50% who are English Learners, Low Income and/or Foster Youth. Based on this data, resources in the plan are being allocated to support the achievement of all students, with additional actions and services provided to the English Learners, Low Income and Foster Youth students.</p> <p>The District is home to California Distinguished Schools, National Blue Ribbon Schools, Title I Achieving Schools, and California Achieving Schools. Student test scores traditionally are among the top in the county of San Bernardino.</p> <p><u>MISSION:</u> Redlands Unified School District, as a unifying agent of several unique communities, rich in local history, culture, and tradition, is committed to preparing students to become productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become the leaders of the 21st century.</p> <p><u>CORE VALUES:</u></p> <p>1) Academic Achievement for All Students:</p>	

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • All schools will become “800” schools • Established attitude of the pursuit of continuous improvement • Continual strides in systems of assessment and curriculum in order to monitor and individualize student instruction • Provide a rich, well-rounded curriculum <p>2) Fiscal Responsibility and Well Managed Resources</p> <p>3) Foster an Environment that Attracts and Retains High Quality Employees</p> <ul style="list-style-type: none"> • Continue to improve staff training and professional development • Continue to improve recruiting efforts and strategies • Continue to develop support systems that create successful employees <p>4) Provide Opportunities for Every Student to Participate Fully</p> <ul style="list-style-type: none"> • Equity, parity, accessibility and opportunity for all students <p>In addition, the District has identified the following 21st century skills that the District wants every student to graduate demonstrating proficiency; regular use of technology on a daily basis, including the advancement of technology skills, and the skills identified as the 4Cs - Critical Thinking & Problem Solving, Communication, Collaboration and Creativity. RUSD will develop clear assessments and work closely with teachers to develop ways to enhance the curriculum aligned to the Common Core Standards as a vehicle for student mastery of these 21st century skills.</p> <p>The Redlands Unified School District over the past twelve months, has fully engaged with the greater Redlands community to assess the District’s progress to meeting the needs of ALL students. The Superintendent held community conversations in 15 separate stakeholder workshops that invited certificated and classified support staff, parents, students, and community members to conduct a needs assessment and establish priorities.</p> <p>The RUSD LCAP is a result of the incorporation of intentionally gathered informed input from all stakeholder groups, including parents, community members, teachers, support staff, administrators and bargaining units. The process began with a comprehensive outreach to the full school community inviting them to participate in a Math Forum and informational trainings regarding Common Core State Standards, Smarter Balanced Assessment, and College and Career Readiness. This training was provided district wide to a variety of stakeholders August 2013-February 2014 to provide the foundational understanding required for comprehensive engagement in the LCAP planning. This included teachers, instructional coaches and administrative training as well as parent and community forums.</p>	<p>Outreach to the community provided increased engagement of a variety of stakeholders in the LCAP development process.</p> <p>Initial outreach was the Math Forum, followed by the education of our community on Common Core State Standards and Smarter Balanced Assessments. These numerous "Common Core Workshops" included a "Common Core Math Community Forum" which provided the specific input needed to assist the Board of Education in deciding which math pathway would be implemented in Redlands; and eleven "Common Core Community Workshops" focused on three components: Instructional Shifts in ELA, Instructional Shifts in Math, and the new Smarter Balanced Assessment. One of these eleven workshops was a</p>

Involvement Process	Impact on LCAP
<p>This was then followed by informational meetings on the LCFF and the LCAP development process, and stakeholder input sessions. A wide variety of stakeholders were engaged in the process of developing the Local Control Accountability Plan. The stakeholder group was made up of the following school community membership: parents and community members (34%), teachers and association representatives (23%), support staff and association representatives (3%), support staff management (13%), and certificated management (27%). The result was the development of 15 stakeholder workshops in which participants could gain a deeper understanding of LCFF and the LCAP and with this foundational knowledge provide very specific input into the plan development. The result was the development of 15 stakeholder workshops in which 161 participants gained a deeper understanding of LCFF and the LCAP and with this foundational knowledge provided very specific input into the plan development.</p> <p>These sessions began with a review of the LCFF and LCAP process including the 8 state priorities and the data required to assess the effectiveness of the program. This was followed by a review of San Bernardino County's Cradle to Career Roadmap and an analysis of the areas within the roadmap in which priority focus should be given. Next, stakeholders analyzed 26 possible overarching potential LCAP programs aligned to the roadmap and state priorities as well as the sorting criteria established by the Board of Education based on the 8 priorities and the needs presented by the full implementation of the Common Core State Standards. Stakeholders then worked in partner groups to sort the potential programs as well as adding any of their own ideas into their top priorities aligned to the Board criteria, demonstrating both the most important programs as well as those programs they felt should not be considered for prioritization. This data was collected for each of the sessions with overall data tables presented to the Board at a public meeting as well as the top six recommended LCAP priority areas based on this collected data. At this meeting, the governing Board adopted the six priority areas which were then assigned to educator work groups for program development. These workgroups then provided the final details for LCAP development.</p> <p>Redlands Unified also worked to support a publicity campaign which included a variety of communication efforts to engage the community. Opportunities to participate in the many informational forums as well as stakeholder input sessions included direct email to employees and parents; Superintendent letter; written invitations to parents expressing specific interest at the individual school sites, District PTSA and DELAC; flyers posted at the schools sites, throughout the District Office as well as the RUSD website; school messenger phone calls to parents; news stories in the local newspaper; announcements at the Board of</p>	<p>half day training targeted for parents and community leaders in which participants rotated among three sessions providing more detailed analysis of the upcoming instructional shifts and changes in education. Input from that four-hour session resulted in the development of the remaining ten sessions, also for parents, as a two-hour version of the training. There were over 500 parents and community members who participated in this training, providing the input needed to progress in the LCAP development process. These trainings allowed stakeholders an opportunity to prioritize needs based on a thorough understanding of what is involved in the effective implementation of the new Common Core State Standards.</p> <p>This work was then followed by targeted LCAP development seminars in which stakeholders developed the structured content for planned LCAP programs centered on collected data and established Board criteria based on state priorities and measurable outcomes. Data was collected from these seminars to gain a district wide perspective of LCAP action priorities and identify key commonalities among the various stakeholder groups. Taking into consideration the eight state priorities, district data, Board criteria and stakeholder input, six District overarching priorities were developed. Each of the identified priorities fall under “Conditions of Learning” and “Pupil Outcomes” with sub-goals under “engagement.”</p> <p>The Six RUSD LCAP Priorities:</p> <ol style="list-style-type: none"> 1) Provide extended teacher training and support for Common Core mathematics implementation. (supports all students as well as targeted subgroups - limited income, foster youth and English Learners) 2) Provide extended training and support for skills needed to successfully teach reading. (supports all students as well as targeted subgroups - limited income, foster youth and English Learners) 3) Expand and support the high school AVID program so that all high schools have equally strong programs. (AVID targets enrollment from subgroup students, particularly 1st generation college bound students who are often low income, foster youth and/or English Learners) 4) Improve and strengthen career-pathway programs at the high schools. 5) Provide teacher training on strategies specific to sub-group success (focus on effective strategies for at-risk students including English Learners, and Low Income and Foster Youth). 6) Add support courses for mathematics at the secondary level. (Focus on additional support for at-risk students including English Learners, Low Income and Foster Youth).

Involvement Process	Impact on LCAP
<p>Education meetings; school newsletters and School Fusion. The opportunity for any person to provide input was also provided with a "LCAP development public input" link on the district website.</p> <p>The opportunities for learning and LCAP input session involvement was provided to parents of all sub-groups. Specifically, parent and community stakeholders included members of the RUSD DELAC as well as limited income and foster youth representatives. All stakeholders were provided with the final data collected in the form of a public brochure that was mailed to them specifically as well as distributed to the school sites and posted to the district web site. A presentation of the stakeholder input process and the resulting LCAP priorities was also provided to both DELAC and District PTSA parent meetings. This was followed later by a formal review of the DRAFT LCAP by both parent groups in May.</p> <p>The timeline for the LCAP development process included the following: Common Core State Standards, SBAC, and College and Career Readiness Training August-December 2013; LCAP Stakeholder Input Sessions February 2014; LCAP Goals Established based on Stakeholder Input, and Workgroups developed March 2014; LCAP Written April 2014; LCAP shared with School and Community Groups May 2014; Public Hearing on LCAP early June 2014; Board adoption of LCAP June 2014. Attachment B may also be found on the District website.</p>	<p>This work was followed by efforts from educator workgroups who developed more specific goals and aligned actions and services. Jointly, they crafted an action plan designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY). All goals are addressed in the three-year plan of the LCAP, beginning with the 2014-15 school year.</p> <p>A variety of publicity efforts increased public engagement in the process and allowed for the emergence of divergent perspectives.</p>

Section 2: Goals and Progress Indicators

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

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

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

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>NEED: Ensure student academic and social/emotional success</p> <p>METRIC: 1. Credential, authorization and assignment audits 2. Facilities inspection tool reports; 3. Instructional materials inventory 4. State and district assessments</p>	<p>Goal 1: Continue existing efforts to foster student academic and social/emotional success by creating a cohesive focus for the base program for all students.</p>	All students	All district schools		<p>1)100% high quality appropriately assigned teachers and leaders 2) 100% facilities in good or exemplary rating 3) 100% of all students have access to standards based core instructional materials 4) Instructional and operational support services to all students to increase student achievement - create proficiency baseline with SBAC data</p>	<p>1)100% high quality appropriately assigned teachers and leaders 2) 100% facilities in good or exemplary rating 3) 100% of all students have access to standards based core instructional materials 4) Instructional and operational support services to all students to increase student achievement - increase proficiency by 3% from baseline</p>	<p>1)100% high quality appropriately assigned teachers and leaders 2) 100% facilities in good or exemplary rating 3) 100% of all students have access to standards based core instructional materials 4) Instructional and operational support services to all students to increase student achievement - increase proficiency by 5% from baseline</p>	<p>Priority 1 - Basic Services Priority 2 - Implementation of State Standards Priority 4 - Student Achievement Priority 5 - Student Engagement Priority 6 – Course Access Priority 7 – School Climate Priority 8 - Other Student Outcomes</p>
<p>NEED: To ensure a safe, positive, supportive learning environment for all students</p> <p>Metrics: 1. Average</p>	<p>Goal 2: Continue existing efforts to foster positive school environments to effectively support student learning</p>	All students	LEA wide		<p>1) Average daily attendance will increase to 96% 2) Suspension and expulsion rate will decrease by 1% 3) Dropout rate will decrease by .5% 4) Pupil, parent and teacher survey will</p>	<p>1) Average daily attendance will increase to 96% 2) Suspension and expulsion rate will decrease by 1% 3) Dropout rate will decrease by .25% 4) Pupil, parent and teacher survey will</p>	<p>1) Average daily attendance will increase to 96% 2) Suspension and expulsion rate will decrease by 1% 3) Dropout rate will decrease by .25% 4) Pupil, parent and teacher survey will</p>	<p>Priority 3 – Parent Involvement Priority 5 - Student Engagement Priority 6- School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Daily Attendance (currently 95.85%) 2. Suspension (currently 5.2%) and expulsion (0.4%) rates 3. Dropout rates (currently 5.1%) 4. Pupil, parent and teacher survey 5. Graduation rates (currently 90.8%)					provide school community perception baseline data 5) Graduation rate will increase by .2%	provide school community perception baseline data 5) Graduation rate will increase by .2%	provide school community perception baseline data 5) Graduation rate will increase by .2%	
NEED: Ensure utilization of curriculum, pedagogy and content aligned to Common Core Standards to increase student achievement in K-12 METRIC:	Goal 3: All students will participate in a high quality K-12 instructional program aligned to Common Core	All students	All district schools		All First Through Third Grade Teachers will participate in Reading Academy and All Kinder Through Ninth Grade Teachers will participate in Math Academy. 1) Develop teacher expertise in CCSS content and pedagogy to support student mastery (baseline	1) Proficiency rate on District ELA and Math common assessments will increase by 2% for all subgroups 2) Proficiency rate on District reading benchmarks will increase by 2% for students grades 1-3 3) Student proficiency on state assessment will increase overall by	1) Proficiency rate on District ELA and Math common assessments will increase by 3% from baseline for all subgroups 2) Proficiency rate on District reading benchmarks will increase by 3% from baseline for students grades 1-3 3) Student proficiency	Priority 1 - Basic Services Priority 2 - Implementation of State Standards Priority 3 - Parent Involvement Priority 4 - Student Achievement Priority 5 -

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>1. TOA coaching logs to affirm teacher support records</p> <p>2. % of teachers trained</p> <p>3. Student state and district assessment data</p>					<p>state and district assessment results)</p> <p>2) Establish teacher effectiveness at teaching reading grades 1-3 (baseline reading level assessment results)</p>	2%	on state assessment will increase overall by 3% from baseline	<p>Student Engagement</p> <p>Priority 6 – Course Access</p> <p>Priority 8 - Other Student Outcomes</p>
<p>NEED: To prepare all RUSD students for both college and career.</p> <p>METRICS:</p> <p>1. AVID program enrollment rate</p> <p>2. AVID student state and district assessment data</p> <p>3. AVID AP enrollment and exam pass rate</p> <p>4. AVID student-tutor</p>	<p>Goal 4: Increase the number of students successfully ready for college and career</p>	All high school students	All district high schools		<p>AVID will be expanded at all high schools.</p> <p>1) Increase AVID program enrollment rate by 1%</p> <p>2) Establish AVID baseline data for district and state assessments</p> <p>3) Increase AVID AP course enrollment and exam passage rate</p> <p>4) Decrease AVID student –tutor ratio</p> <p>5) Increase AVID A-G completion rate</p> <p>6) 80% of targeted teachers will complete AVID engagement</p>	<p>1) AVID program enrollment will increase by 2%.</p> <p>2) AVID student state and district assessment data will increase by 2%</p> <p>3) AVID AP course enrollment data and exam passage rate will increase by 1%.</p> <p>4) AVID student-tutor ratio will match the AVID program requirements</p> <p>5) AVID student A-G course completion rate will increase by 2%.</p> <p>6) 80% of targeted</p>	<p>1) AVID program enrollment will increase by 2%.</p> <p>2) AVID student state and district assessment data will increase by 2%</p> <p>3) AVID AP course enrollment data and exam passage rate will increase by 1%.</p> <p>4) AVID student-tutor ratio will match the AVID program requirements</p> <p>5) AVID student A-G course completion rate will increase by 2%.</p> <p>6) 80% of targeted</p>	<p>Priority 1 - Basic Services</p> <p>Priority 2 - Implementation of State Standards</p> <p>Priority 4 - Student Achievement</p> <p>Priority 5 - Student Engagement</p> <p>Priority 6 – Course Access</p> <p>Priority 7 – School Climate</p> <p>Priority 8 - Other Student Outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
ratio 5. AVID A-G completion rate 6. % of targeted teachers trained 7. % CTE course offerings 8. Number of students completing CTE pathway					strategy training Career-Pathway Programs will be improved and strengthened at the high schools. 5) Develop clearly articulated opportunity to pursue an established career pathway 6) Increased registration CTE courses by 1%	teachers will complete AVID engagement strategy training 7) Student registration for CTE/ROP courses will increase by 1% 8) Student opportunity to pursue one career pathway baseline data will be established	teachers will complete AVID engagement strategy training 7) Student registration for CTE/ROP courses will increase by 2% 8) Opportunity to pursue one of two established career pathways will be established 9) Career certifications for students will increase by 1%	
NEED: Increase student achievement for struggling subgroups: English Learners, Limited Income, Hispanic, and African American students. METRICS: 1 Disaggregated	Goal 5: Close the achievement gap for underperforming subgroups.	All K-12 English Learners, Low Income, Hispanic, and African American students.	All district schools		1) Teacher expertise in strategies specific to subgroup success will increase 2) Increased teacher expertise in student engagement strategies 3) Baseline proficiency rates on the final district common assessments in math and English will be established	1) Teacher expertise in strategies specific to subgroup success will increase 2) Increased teacher expertise in student engagement strategies 3) Proficiency rate on district and state assessments in math and English will increase by 2% for English Learners and Limited income	1) Teacher expertise in strategies specific to subgroup success will increase 2) Increased teacher expertise in student engagement strategies 3) Proficiency rate on district and state assessments in math and English will increase by 5% for English Learners and Limited income	Priority 4 - Student Achievement Priority 5 - Student Engagement Priority 6 – Course Access Priority 7 – School Climate Priority 8 - Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
state, district, and classroom student performance data						students 4) Proficiency rates on the final district common assessments in math and English will increase by 1% for Hispanic students	students and 2% for Hispanic students 4) Proficiency rates on the final district common assessments in math and English will increase by 1% for African American students	
<p><u>NEED:</u> Support students struggling or failing mathematics.</p> <p><u>METRICS:</u> 1. State and District student performance data 2. Student academic grades</p>	Goal 6. RUSD will increase the number of students passing math courses and enrolling in higher level math courses.	All middle and high school students	All district middle schools		<p>Support Courses for Mathematics intervention programs will be added at the secondary level.</p> <p>1) Increased support for math proficiency grades 6-8 will be established 2) Participating student academic grades will demonstrate improvement 3) Proficiency rate on the final district common assessments in math will increase by 1% for participating students</p>	<p>1) Increased support for math proficiency grades 6-8 2) Student academic grades for participating students will increase or show a progressive trend 3) Proficiency rate on district common assessments in math will increase overall by 2% for participating students</p>	<p>1) Increased support for math proficiency grades 6-8 2) Improved academic grades for participating students 3) Proficiency rate on district common assessments in math will increase overall by 5% for participating students</p>	<p><u>Priority 2</u> - Implementation of State Standards <u>Priority 4</u> - Student Achievement <u>Priority 5</u> - Student Engagement <u>Priority 6</u> - Course Access <u>Priority 7</u> - School Climate <u>Priority 8</u> - Other Student Outcomes</p>

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Continue existing efforts to foster student academic and social/emotional success by creating a cohesive focus for the base program for all students.	Priority 1 - Basic Services Priority 4 - Student Achievement Priority 5 - Student Engagement Priority 7 – School Climate Priority 8 - Other Student Outcomes	1.1 Provide high quality appropriately assigned teachers and leaders	LEA - wide		a. Recruit, hire and retain fully credentialed and highly qualified teachers (\$85 million – LCFF) Object Codes 1000 3000 b. Ensure site Master Schedules/teacher assignments reflect appropriate placement of teachers (\$3.5 million – LCFF) Object Codes 1000 3000	a. Recruit, hire and retain fully credentialed and highly qualified teachers (\$85 million – LCFF) Object Codes 1000 3000 b. Ensure site Master Schedules/teacher assignments reflect appropriate placement of teachers (\$3.5 million – LCFF) Object Codes 1000 3000	a. Recruit, hire and retain fully credentialed and highly qualified teachers (\$85 million – LCFF) Object Codes 1000 3000 b. Ensure site Master Schedules/teacher assignments reflect appropriate placement of teachers (\$3.5 million – LCFF) Object Codes 1000 3000
	Priorities 1, 4, 5, 7, 8	1.2 Provide safe and clean facilities	LEA - wide		a. Maintenance and Operations will provide quarterly site inspections (funding included in staffing costs) b. All necessary maintenance and all required updates are completed (\$3 million – LCFF) Object Codes 2000 3000 4000 5000	a. Maintenance and Operations will provide quarterly site inspections (funding included in staffing costs) b. All necessary maintenance and all required updates are completed (\$3 million – LCFF) Object Codes 2000 3000 4000 5000	a. Maintenance and Operations will provide quarterly site inspections (funding included in staffing costs) b. All necessary maintenance and all required updates are completed (\$3 million – LCFF) Object Codes 2000 3000 4000 5000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<u>Priorities 1, 4, 5, 7, 8</u>	1.3 Provide standards based instructional materials for all students	LEA - wide		a. Purchase all necessary instructional materials including those aligned to Common Core State Standards to effectively support student achievement (\$3.2 million – LCFF) Object Code 4000 b. Develop and implement web-based Common Core aligned scope and sequence K-12 (\$160,000 – LCFF) Object Code 5000	a. Purchase all necessary instructional materials including those aligned to Common Core State Standards to effectively support student achievement (\$3.2 million – LCFF) Object Code 4000 b. Develop and implement web-based Common Core aligned scope and sequence K-12 (\$160,000 – LCFF) Object Code 5000	a. Purchase all necessary instructional materials including those aligned to Common Core State Standards to effectively support student achievement (\$3.2 million – LCFF) Object Code 4000 b. Develop and implement web-based Common Core aligned scope and sequence K-12 (\$160,000 – LCFF) Object Code 5000
	<u>Priorities 1, 2, 4, 5, 7, 8</u>	1.4 Provide instructional support services to all schools	LEA - wide		a. Provide site funding resources for student intervention supports before, during and after school. (\$2.3 million – LCFF) Object Codes 1000 & 3000 b. Provide personnel and materials needed to effectively support the Continual School Improvement Model (\$800,000 – LCFF) Object Codes 1000 3000 4000	a. Provide site funding resources for student intervention supports before, during and after school. (\$2.3 million – LCFF) Object Codes 1000 & 3000 b. Provide personnel and materials needed to effectively support the Continual School Improvement Model (\$800,000 – LCFF) Object Codes 1000 3000 4000	a. Provide site funding resources for student intervention supports before, during and after school. . (\$2.3 million – LCFF) Object Codes 1000 & 3000 b. Provide personnel and materials needed to effectively support the Continual School Improvement Model (\$800,000 – LCFF) Object Codes 1000 3000 4000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<u>Priorities 1, 4, 5, 7, 8</u>	1.5 Provide operational support services to all schools as needed	LEA - wide		a. Provide personnel and materials needed to effectively support the basic operations of the district and school sites. (\$22 million – LCFF) Object Codes 1000 2000 3000 4000	a. Provide personnel and materials needed to effectively support the basic operations of the district and school sites. (\$22 million – LCFF) Object Codes 1000 2000 3000 4000	a. Provide personnel and materials needed to effectively support the basic operations of the district and school sites. (\$22 million – LCFF) Object Codes 1000 2000 3000 4000
	<u>Priorities 1, 4, 5, 7, 8</u>	1.6 Provide support staff personnel to all schools as needed	LEA-wide		a. Maintain staffing ratios to ensure necessary site and district support. (\$700,000 – LCFF) Object Codes 1000 & 3000	a. Maintain staffing ratios to ensure necessary site and district support. (\$700,000 – LCFF) Object Codes 1000 & 3000	a. Maintain staffing ratios to ensure necessary site and district support. (\$700,000 – LCFF) Object Codes 1000 & 3000
2. Continue existing efforts to foster positive school environments to effectively support student learning	<u>Priority 3</u> – Parent Involvement <u>Priority 5</u> - Student Engagement <u>Priority 6</u> - School Climate	2.1 Provide individual and group counseling opportunities as well as social skills classes to students to promote positive school climate.	LEA wide		a. Pilot a Positive Behavior Intervention Support program at 5 school sites (\$20,000 - LCFF) Object Code 5000 b. Contract additional outside counseling services (No cost) c. Contract personnel for Social Skills classes (\$250,000 - LCFF) Object Code 5000	a. Pilot a Positive Behavior Intervention Support program at 5 school sites (\$30,000 - LCFF) Object Code 5000 b. Contract additional outside counseling services (No cost) d. Contract personnel for Social Skills classes (\$250,000 - LCFF) Object Code 5000	a. Pilot a Positive Behavior Intervention Support program at 5 school sites (\$40,000 - LCFF) Object Code 5000 b. Contract additional outside counseling services (No cost) c. Contract student drug testing services (\$35,000 - LCFF) Object Code 5000 d. Contract personnel for Social Skills classes (\$250,000 - LCFF) Object Code 5000
	<u>Priorities 3,5,6</u>	2.2 Provide student drug testing	LEA-wide		a. Contract student drug testing services (\$35,000)	a. Contract student drug testing services (\$35,000)	a. Contract student drug testing services (\$35,000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<i>program and interventions to students grades 6-12 to foster school safety and student learning.</i>			- LCFF) Object Code 5000	- LCFF) Object Code 5000	- LCFF) Object Code 5000
	<u>Priorities 5,6</u>	2.3 <i>Provide staff training on positive behavioral Interventions to reduce student suspensions and expulsions.</i>	LEA-wide		a. Provide necessary training for positive behavioral interventions (\$20,000 - LCFF) Object Code 5000	a. Provide necessary training for positive behavioral interventions (\$10,000 - LCFF) Object Code 5000	a. Provide necessary training for positive behavioral interventions (\$10,000 - LCFF) Object Code 5000
	<u>Priorities 5,6</u>	2.4 <i>Develop sense of student connectedness through character education programs, staff training, mentoring, positive student recognition</i>	LEA-wide		a. Support character education with appropriate funding and training (\$50,000 - LCFF) Object Code 5000	a. Support character education with appropriate funding and training (\$50,000 - LCFF) Object Code 5000	a. Support character education with appropriate funding and training (\$50,000 - LCFF) Object Code 5000
	<u>Priorities 3,5,6</u>	2.5 <i>Increased parent and community outreach regarding available resources and parent involvement opportunities</i>	LEA-wide		a. Support parent and community outreach programs with appropriate funding and training (\$40,000 - LCFF) Object Code 5000 b. Provide Parent Portal, websites, parent conferences and training opportunities (\$75,000 - LCFF) Object Code 5000	a. Support parent and community outreach programs with appropriate funding and training (\$40,000 - LCFF) Object Code 5000 b. Provide Parent Portal, websites, parent conferences and training opportunities (\$75,000 - LCFF) Object Code 5000	a. Support parent and community outreach programs with appropriate funding and training (\$40,000 - LCFF) Object Code 5000 b. Provide Parent Portal, websites, parent conferences and training opportunities (\$75,000 - LCFF) Object Code 5000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3. All students will participate in a high quality K-12 instructional program aligned to Common Core	Priority 1 - Basic Services Priority 2 - Implementation of State Standards Priority 4 - Student Achievement Priority 8 - Other student outcomes3	3.1 Provide extensive professional development around the new math and ELA Common Core curriculum and pedagogy	LEA wide		Math & Reading Academy: a. Training Consultants/Costs (\$380,000-LCFF) Object Code 5000 b. Substitutes, daily stipends for summer training, hourly pay for non-contract day training (\$785,000-LCFF) Object Codes 1000 & 3000 c. Training support materials (\$152,000-LCFF) Object Code 5000	a. Training Consultants/Costs (\$380,000-LCFF) Object Code 5000 b. Substitutes, daily stipends for summer training, hourly pay for non-contract day training (\$785,000-LCFF) Object Codes 1000 & 3000 c. Training support materials (\$152,000-LCFF) Object Code 5000	a. Training Consultants/Costs (\$380,000-LCFF) Object Code 5000 b. Substitutes, daily stipends for summer training, hourly pay for non-contract day training (\$785,000-LCFF) Object Codes 1000 & 3000 c. Training support materials (\$152,000-LCFF) Object Code 5000
	Priorities 1, 2, 4, 8	3.2 Increase onsite support for Math and ELA teachers K-12	LEA wide		Math & Reading Academy: a. Contract 15 Math and Reading Academy Teachers on Assignment (TOA) to provide ongoing instructional support and classroom coaching (\$1,530,000-LCFF) Object Codes 1000 & 3000 b. Coaching supplies (\$35,000-LCFF) Object Code 4000	a. Contract 15 Math and Reading Academy Teachers on Assignment (TOA) to provide ongoing instructional support and classroom coaching (\$1,530,000-LCFF) Object Codes 1000 & 3000 b. Coaching supplies (\$24,000-LCFF) Object Code 4000	a. Contract 15 Math and Reading Academy Teachers on Assignment (TOA) to provide ongoing instructional support and classroom coaching (\$1,530,000-LCFF) Object Codes 1000 & 3000 b. Coaching supplies (\$24,000-LCFF) Object Code 4000
	Priorities 1, 2, 4, 8	3.3 Provide infrastructure for ongoing support for Math and	LEA wide		Reading Academy: a. Provide hourly pay for non-contract day work of 16 site literacy leaders	a. Provide hourly pay for non-contract day work of 16 site literacy leaders and 15 reading	a. Provide hourly pay for non-contract day work of 16 site literacy leaders and 15 reading

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<i>Reading instruction</i>			and 15 reading demonstration teachers (\$35,000-LCFF) Object Codes 1000 & 3000 b. Videotaping & editing of demo (\$10,000-LCFF) Object code 5000 c. Reading Assessment Software (\$1000-LCFF) Object code 5000 d. Math and Reading Intervention training/demonstration rooms (\$20,000-LCFF) Object code 5000 e. Instructional materials & supplies (\$58,000-LCFF) Object Code 4000 f. Instructional Technology (\$200,000-LCFF) Object Code 5000 g. Computer typing program for all students grades K-5 and other 21 st century skills software for grades 2-12 (\$40,000 - LCFF) Object Code 5000 h. Item Bank for development of Common Core aligned K-2, 9-10 Common Assessments (\$30,600; 4000-LCFF) i. Purchase Common Core	demonstration teachers (\$35,000-LCFF) Object Codes 1000 & 3000 b. Videotaping & editing of demonstration lessons (\$10,000-LCFF) Object code 5000 c. Reading Assessment Software (\$1000-LCFF) Object code 5000 d. Instructional materials & supplies (\$58,000-LCFF) Object code 5000 e. Instructional Technology (\$2,400,000 - LCFF) Object Code 4000 f. Computer typing program for all students grades K-5 and other 21 st century skills software for grades 2-12 (\$40,000-LCFF) Object Code 5000 g. Item Bank for development of Common Core aligned K-2, 9-10 Common Assessments (\$30,600-LCFF) Object Code 5000 h. Purchase Common Core interim assessments to be used for progress monitoring common assessments for grades 3-	demonstration teachers (\$35,000-LCFF) Object Codes 1000 & 3000 b. Videotaping & editing of demonstration lessons (\$10,000-LCFF) Object code 5000 c. Reading Assessment Software (\$1000-LCFF) Object code 5000 d. Instructional materials & supplies (\$58,000-LCFF) Object code 5000 e. Instructional Technology (\$3,000,000-LCFF) Object Code 4000 f. Computer typing program for all students grades K-5 and other 21 st century skills software for grades 2-12 (\$40,000-LCFF) Object Code 5000 g. Item Bank for development of Common Core aligned K-2, 9-10 Common Assessments (\$30,600-LCFF) Object Code 5000 h. Purchase Common Core interim assessments to be used for progress monitoring common assessments for grades 3-

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					interim assessments to be used for progress monitoring common assessments for grades 3-9, 11 (\$600,000-LCFF) Object Code 5000	9, 11 (\$600,000-LCFF) Object Code 4000	9, 11 (\$600,000-LCFF) Object Code 4000
	Priority 1 - Basic Services Priority 2 - Implementation of State Standards Priority 3 – Parent Involvement Priority 4 - Student Achievement Priority 8 - Other student outcomes	3.4 Support instructional fidelity to the Common Core aligned ELA curriculum grades K-5	LEA wide		Cram Project: a. Substitutes, daily stipends for summer work, hourly pay for non-contract day collaboration to develop lesson aligned to curriculum including intervention/universal access curriculum (\$50,000-LCFF) Object Codes 1000 & 3000 Curriculum Support Project: b. Develop curriculum support materials to assist Principal progress monitoring (\$1,000-LCFF) Object Codes 1000 & 3000	a. Substitutes, daily stipends for summer work, hourly pay for non-contract day collaboration to develop lesson aligned to curriculum including intervention/universal access curriculum (\$50,000-LCFF) Object Codes 1000 & 3000 Curriculum Support Project: b. Develop curriculum support materials to assist Principal progress monitoring (\$1,000-LCFF) Object Codes 1000 & 3000	a. Substitutes, daily stipends for summer work, hourly pay for non-contract day collaboration to develop lesson aligned to curriculum including intervention/universal access curriculum (\$50,000-LCFF) Object Codes 1000 & 3000 Curriculum Support Project: b. Develop curriculum support materials to assist Principal progress monitoring (\$1,000-LCFF) Object Codes 1000 & 3000
	Priority 3 – Parent Involvement	3.5 Promote and expand parent engagement around the new Common Core instructional program through community	LEA wide		a. Offer parent training opportunities including community forums (\$5,000-LCFF) Object Code 4000 b. Utilizing new School Improvement program coordinator to expand	a. Offer parent training opportunities including community forums (\$5,000-LCFF) Object Code 4000 b. Utilizing new School Improvement program coordinator expand focus	a. Offer parent training opportunities including community forums (\$5,000-LCFF) Object Code 4000 b. Utilizing new School Improvement program coordinator expand focus

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<i>outreach</i>			focus of Parent Conferences to include Common Core and RUSD aligned instructional program (See 1.6) Object Codes 1000 & 3000 c. Supplies needed to execute outreach and training (\$5,000-LCFF) Object Code 5000	of Parent Conferences to include Common Core and RUSD aligned instructional program (See 1.6) Object Codes 1000 & 3000 c. Supplies needed to execute outreach and training (\$5,000-LCFF) Object Code 5000	of Parent Conferences to include Common Core and RUSD aligned instructional program (See 1.6) Object Codes 1000 & 3000 c. Supplies needed to execute outreach and training (\$5,000-LCFF) Object Code 5000
	Priorities 2, 3, 4, 8	3.6 Increase support to School Improvement and Professional Development	LEA wide		a. Contract School Improvement & Professional Development program coordinator (\$110,000-LCFF) Object Codes 1000 & 3000 b. Program supplies and support materials (\$4000-LCFF) Object Code 4000	a. Contract School Improvement & Professional Development program coordinator (\$110,000-LCFF) Object Codes 1000 & 3000 b. Program supplies and support materials (\$1000-LCFF) Object Code 4000	a. Contract School Improvement & Professional Development program coordinator (\$110,000-LCFF) Object Codes 1000 & 3000 b. Program supplies and support materials (\$1000-LCFF) Object Code 4000
4. Increase the number of students successfully ready for college and career	Priority 1 - Basic Services Priority 2 - Implementation of State Standards Priority 4 - Student Achievement Priority 5 - Student Engagement Priority 6- School	4.1 Provide training and collaboration time to establish equitable AVID programs at all three high schools	All District High schools		AVID Program: a. Summer institute & Site Team Conference Training Expenses (\$50,000-LCFF) Object Code 5000 b. Substitutes, daily stipends for summer training, hourly pay for non-contract day training (\$5,000 - LCFF) Object Codes 1000 & 3000 c. membership fees to	a. Summer institute & Site Team Conference Training Expenses (\$50,000-LCFF) Object Code 5000 b. Substitutes, daily stipends for summer training, hourly pay for non-contract day training (\$5,000; 1000- LCFF) Object Codes 1000 & 3000 c. membership fees to	a. Summer institute & Site Team Conference Training Expenses (\$50,000-LCFF) Object Code 5000 b. Substitutes, daily stipends for summer training, hourly pay for non-contract day training (\$5,000- LCFF) Object Codes 1000 & 3000 c. membership fees to AVID Consortium (\$6500-LCFF) Object Code 5000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Climate <u>Priority 7</u> - Course Access <u>Priority 8</u> - Other student outcomes				<p>AVID Consortium (\$6500 - LCFF) Object Code 5000</p> <p>d. 3 FTE (1 for each HS to coordinate program and teach 4 AVID electives (\$300,000 -LCFF) Object Codes 1000 & 3000</p> <p>e. Hourly pay for non-contract day collaboration quarterly support and planning meetings at the District level for all site coordinators (\$1000 - LCFF) Object Codes 1000 & 3000</p> <p>f. Collaboration support materials (\$500 - LCFF) Object Code 4000</p> <p>g. Provide equitable funding for AVID Tutors to all sites to support a smaller tutor-student ratio (\$60,000 - LCFF) Object Codes 2000 & 3000</p> <p>h. Provide AVID tutoring and support at District Alternative High School OHS (\$20,000 -LCFF) Object Codes 2000 & 3000</p> <p><u>Other Additional Support:</u></p>	<p>AVID Consortium (\$6500 - LCFF) Object Code 5000</p> <p>d. 3 FTE (1 for each HS to coordinate program and teach 4 AVID electives (\$300,000 -LCFF) Object Codes 1000 & 3000</p> <p>e. Hourly pay for non-contract day collaboration quarterly support and planning meetings at the District level for all site coordinators (\$1000 - LCFF) Object Codes 1000 & 3000</p> <p>f. Collaboration support materials (\$500 - LCFF) Object Code 4000</p> <p>g. Provide equitable funding for AVID Tutors to all sites to support a smaller tutor-student ratio (\$60,000- LCFF) Object Codes 2000 & 3000</p> <p>h. Provide AVID tutoring and support at District Alternative High School OHS (\$20,000 -LCFF) Object Codes 2000 & 3000</p> <p><u>Other Additional Support:</u></p>	<p>d. 3 FTE (1 for each HS to coordinate program and teach 4 AVID electives (\$300,000-LCFF) Object Codes 1000 & 3000</p> <p>e. Hourly pay for non-contract day collaboration quarterly support and planning meetings at the District level for all site coordinators (\$1000 - LCFF) Object Codes 1000 & 3000</p> <p>f. Collaboration support materials (\$500 - LCFF) Object Code 4000</p> <p>g. Provide equitable funding for AVID Tutors to all sites to support a smaller tutor-student ratio (\$60,000 -LCFF) Object Codes 2000 & 3000</p> <p>h. Provide AVID tutoring and support at District Alternative High School OHS (\$20,000 -LCFF) Object Codes 2000 & 3000</p> <p><u>Other Additional Support:</u></p> <p>i. Support low income students with AP course examination fees</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					i. Support low income students with AP course examination fees (\$30,000 -LCFF) Object Code 5000	i. Support low income students with AP course examination fees (\$30,000 -LCFF) Object Code 5000	(\$30,000 -LCFF) Object Code 5000
	Priority 1 - Basic Services Priority 2 - Implementation of State Standards Priority 4 - Student Achievement Priority 5 - Student Engagement Priority 6- School Climate Priority 7 - Course Access Priority 8 - Other student outcomes	4.2 Provide CCSS aligned AVID strategy training for all high school teachers	All District High schools		a. Training for all High School Science and Social Studies Teachers (\$10,000 -LCFF) Object Code 5000 b. Substitutes and/or hourly pay for non-contract day training (\$23,000 -LCFF) Object Codes 1000 & 3000 c. Training materials (\$20,400 -LCFF) Object Code 4000	a. Training for all High School ROP, CTE and Elective Teachers (\$8,000 -LCFF) Object Code 5000 b. Substitutes and/or hourly pay for non-contract day training (\$23,000 -LCFF) Object Codes 1000 & 3000 c. Training materials (\$15,400 -LCFF) Object Code 4000	a. Training for all additional High School teachers not already trained (\$6,000 -LCFF) Object Code 5000 b. Substitutes and/or hourly pay for non-contract day training (\$23,000 -LCFF) Object Codes 1000 & 3000 c. Training materials (\$10,400 -LCFF) Object Code 4000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p><u>Priority 1</u> - Basic Services</p> <p><u>Priority 4</u> - Student Achievement</p> <p><u>Priority 5</u> - Student Engagement</p> <p><u>Priority 6</u>- School Climate</p> <p><u>Priority 7</u> - Course Access</p> <p><u>Priority 8</u> - Other student outcomes</p>	<p>4.3 Develop Career Pathways for each comprehensive high school</p>	All District High Schools		<p>Career Tech:</p> <p>a. Planning year for increasing Career Pathways at each high school to include conference/travel expenses to explore exemplary programs (\$5000 -LCFF)Object Code 5000</p> <p>b. Outfitting of future classrooms for new Career Pathway classes (\$120,000 -LCFF)Object Code 4000</p> <p>c. Level I summer school class offerings (\$20,000 - LCFF) Object Codes 1000 & 3000</p> <p>d. Career pathways instructional supplies (\$1,000 -LCFF) Object Code 4000</p>	<p>a. Provide a ROP/CTE Coordinator (\$55,000.00 - LCFF) Object Codes 1000 & 3000</p> <p>b. Level I summer school class offerings (\$20,000 - LCFF) Object Codes 1000 & 3000</p> <p>c. Career pathways instructional supplies (\$10,000 -LCFF) Object Code 4000</p> <p>d. Provide ROP Teacher and new sections at each high school (\$425,000 - LCFF) Object Codes 1000 & 3000</p>	<p>a. Provide a ROP/CTE Coordinator (\$55,000.00 - LCFF) Object Codes 1000 & 3000</p> <p>b. Level I summer school class offerings (\$20,000 - LCFF) Object Codes 1000 & 3000</p> <p>c. Career pathways instructional supplies (\$10,000 -LCFF) Object Code 4000</p> <p>d. Provide ROP Teacher and new sections at each high school (\$425,000 - LCFF) Object Codes 1000 & 3000</p>
<p>5. RUSD will close the achievement gap for underperforming subgroups.</p>	<p><u>Priority 4</u> - Student Achievement</p> <p><u>Priority 5</u> - Student Engagement</p> <p><u>Priority 6</u>- School Climate</p> <p><u>Priority 8</u> - Other Student Outcomes</p>	<p>5.1 Provide teacher training on strategies specific to subgroup success</p>	LEA wide		<p>Subgroup Training:</p> <p>a. Provide teacher training workshops throughout school year (\$75,000 -LCFF) Object Codes 1000 & 3000</p> <p>b. Substitute costs (\$58,000 -LCFF) Object Codes 1000 & 3000</p> <p>c. Training of Trainers to build capacity with TOAs</p>	<p>a. Provide teacher training workshops throughout school year (\$75,000 -LCFF) Object Codes 1000 & 3000</p> <p>b. Substitute costs (\$58,000 -LCFF) Object Codes 1000 & 3000</p> <p>c. Training of Trainers program development (\$20,000 -LCFF) Object</p>	<p>a. Provide teacher training workshops throughout school year (\$75,000 -LCFF) Object Codes 1000 & 3000</p> <p>b. Substitute costs (\$58,000 -LCFF) Object Codes 1000 & 3000</p> <p>c. Training of Trainers implementation (\$20,000 -LCFF) Object</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>(\$20,000 -LCFF) Object Codes 1000 & 3000 d. Training materials (\$4500 -LCFF) Object Code 4000 e. Additional instructional materials for teachers who complete series of trainings (\$21,000 -LCFF) Object Code 4000</p>	<p>Codes 1000 & 3000 d. Training materials (\$4500 -LCFF) Object Code 4000 e. Additional instructional materials for teachers who complete series of trainings (\$21,000 -LCFF) Object Code 4000</p>	<p>Codes 1000 & 3000 d. Training materials (\$4500 -LCFF) Object Code 4000 e. Instructional materials for teachers who complete series of trainings (\$21,000 -LCFF) Object Code 4000</p>
<p>6. RUSD will increase the number of students passing math courses and enrolling in higher level math courses.</p>	<p><u>Priority 2</u> - Implementation of State Standards <u>Priority 4</u> - Student Achievement <u>Priority 5</u> - Student Engagement <u>Priority 8</u> - Other Student Outcomes</p>	<p>6.1 Add support courses for mathematics at the secondary level</p>	<p>All grades 8-9 students</p>		<p>Math Intervention Pilot: a. Add 2 Math FTEs to be shared between 2 middle schools focused on small, 8th grade math classes of 10-15 students/class (\$180,000 -LCFF) Object Codes 1000 & 3000 b. Instructional Technology (\$120,000 -LCFF) Object Code 5000 c. Tech support/peripheries (\$40,000 -LCFF) Object Code 5000 d. Support training (\$15,000 -LCFF) Object Code 5000 e. Substitutes for training and collaborative planning (\$2500 -LCFF) Object Codes 1000 & 3000</p>	<p>a. Add 2 Math FTEs to be shared between 2 middle schools focused on small, 8th grade math classes of 10-15 students/class (\$180,000 -LCFF) Object Codes 1000 & 3000 b. Instructional Technology (\$120,000 -LCFF) Object Code 5000 c. Tech support/peripheries (\$40,000 -LCFF) Object Code 5000 d. Support training (\$15,000 -LCFF) Object Code 5000 e. Substitutes for training and collaborative planning (\$2500 -LCFF) Object Codes 1000 & 3000</p>	<p>a. Add 2 Math FTEs to be shared between 2 middle schools focused on small, 8th grade math classes of 10-15 students/class (\$180,000 -LCFF) Object Codes 1000 & 3000 b. Instructional Technology (\$120,000 -LCFF) Object Code 5000 c. Tech support/peripheries (\$40,000 -LCFF) Object Code 5000 d. Support training (\$15,000 -LCFF) Object Code 5000 e. Substitutes for training and collaborative planning (\$2500 -LCFF) Object Codes 1000 & 3000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	<p><u>Priority 2</u> - Implementation of State Standards</p> <p><u>Priority 4</u> - Student Achievement</p> <p><u>Priority 5</u> - Student Engagement</p> <p><u>Priority 8</u> - Other Student Outcomes</p>	<p>6.2 Provide an extended day intervention opportunity to increase student achievement in Math.</p>	All District Middle Schools		<p>After-School Math Intervention:</p> <p>a. Instructional Technology (\$90,000 - LCFF) Object Code 5000</p> <p>b. Purchase site licenses of math program(s) to be installed on each laptop (\$15,000 -LCFF) Object Code 5000</p> <p>c. Clerical support for student progress monitoring and reporting (\$11,000 -LCFF) Object Codes 1000 & 2000</p> <p>d. 2 hours/month planning time for site manager/afterschool coordinator and math tutor (\$4200 -LCFF) Object Codes 2000 & 3000</p> <p>e. 2 days technology and math support program training (\$4500 - LCFF) Object Codes 2000 & 3000</p>	<p>a. Instructional Technology (\$90,000 - LCFF) Object Code 5000</p> <p>b. Renew site licenses of math program(s) to be installed on each laptop (\$15,000 -LCFF) Object Code 5000</p> <p>c. Clerical support for student progress monitoring and reporting (\$11,000 -LCFF) Object Codes 1000 & 2000</p> <p>d. 2 hours/month planning time for site manager/afterschool coordinator and math tutor (\$4200 -LCFF) Object Codes 2000 & 3000</p> <p>e. 2 days technology and math support program training (\$4500 -LCFF) Object Codes 2000 & 3000</p>	<p>a. Instructional Technology (\$90,000 - LCFF)</p> <p>b. Renew site licenses of math program(s) to be installed on each laptop (\$15,000 -LCFF) Object Code 5000</p> <p>c. Clerical support for student progress monitoring and reporting (\$11,000 -LCFF) Object Codes 1000 & 2000</p> <p>d. 2 hours/month planning time for site manager/afterschool coordinator and math tutor (\$4200 -LCFF) Object Codes 2000 & 3000</p> <p>e. 2 days technology and math support program training (\$4500 -LCFF) Object Codes 2000 & 3000</p>

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in

Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>2. Continue existing efforts to foster positive school environments to effectively support student learning</p>	<p>Priority 4 - Student Achievement Priority 5 - Student Engagement Priority 6- School Climate Priority 8 - Other student outcomes</p>	<p>For Low Income pupils: 1) Allocate resources to schools to address the unique needs of their low income students 2) Expand counseling, social work, and other support services that comprehensively address student needs at the secondary level 3) Provide support to teachers so that they can personalize their teaching and ultimately improve their relationships with students 4) Expand programs that focus on prevention, early</p>	<p>LEA - wide</p>		<p>a. Provide intervention services for targeted support to low income students (\$40,000 – LCFF) Object Codes 1000 & 3000 b. Provide training to address the specific needs of low income students, and to effectively build positive relationships with students (\$20,000-LCFF) Object Codes 1000 & 3000 c. Provide substitutes and/or teacher hourly rate beyond the contract day for CCSS ELD standards training (\$10,000-LCFF) Object Codes 1000 & 3000</p>	<p>a. Provide intervention services for targeted support to low income students (((\$40,000 – LCFF) Object Codes 1000 & 3000 b. Provide training to address the specific needs of low income students, and to effectively build positive relationships with students (\$20,000-LCFF) Object Codes 1000 & 3000 c. Provide substitutes and/or teacher hourly rate beyond the contract day for CCSS ELD standards training (\$10,000-LCFF) Object Codes 1000 & 3000</p>	<p>a. Provide intervention services for targeted support to low income students (((\$40,000 – LCFF) Object Codes 1000 & 3000 b. Provide training to address the specific needs of low income students, and to effectively build positive relationships with students (\$20,000-LCFF) Object Codes 1000 & 3000 c. Provide substitutes and/or teacher hourly rate beyond the contract day for CCSS ELD standards training (\$10,000-LCFF) Object Codes 1000 & 3000</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		intervention and leadership opportunities for students from historically disadvantaged backgrounds					
5. Close the achievement gap for underperforming subgroups.	<u>Priority 2</u> - Implementation of State Standards <u>Priority 3</u> -Parent Involvement <u>Priority 4</u> - Student Achievement <u>Priority 5</u> - Student Engagement <u>Priority 6</u> - School Climate <u>Priority 8</u> - Other student outcomes	For English learners: 1) Recruiting and training additional EL translators 2) Provide explicit teacher training on the Common Core ELD standards 3) Provide targeted instructional program to support long-term English learners grades 6-10 4) Continue to support ongoing parent outreach and training			a. Recruiting and training additional EL translators (\$2,000-LCFF) Object Codes 1000 2000 3000 b. Bilingual stipend for translation by existing staff (\$5000 -LCFF) Object Codes 1000 2000 3000 c. Language Line translation service (\$5,000 -LCFF) Object Code 5000 d. Hourly compensation for EL translators (\$8,000 - LCFF) Object Codes 2000 & 3000 e. Provide explicit training on the CCSS ELD standards including alignment to	a. Recruiting and training additional EL translators (\$2,000-LCFF) Object Codes 1000 2000 3000 b. Bilingual stipend for translation by existing staff (\$5000 - LCFF) Object Codes 1000 2000 3000 c. Language Line translation service (\$5,000 - LCFF) Object Code 5000 d. Hourly compensation for EL translators (\$8,000 - LCFF) Object Codes 2000 & 3000 e. Provide explicit training on the CCSS ELD standards including alignment to	a. Provide additional training for EL translators as needed (\$2000 –LCFF) Object Codes 1000 2000 3000 b. Bilingual stipend for translation by existing staff (\$5000 - LCFF) Object Codes 1000 2000 3000 c. Language Line translation service (\$5,000 - LCFF) Object Code 5000 d. Hourly compensation for EL translators (\$8,000 - LCFF) Object Codes 2000 & 3000 e. Provide explicit training on the CCSS ELD standards

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					new curriculum and scope and sequence (\$15,000 -LCFF) Object Codes 1000 & 3000 f. Provide substitutes and/or teacher hourly rate beyond the contract day for CCSS ELD standards training (\$5,000- LCFF) Object Codes 1000 & 3000 g. Provide English 3D program instructional materials (\$10,000 - LCFF) Object Code 5000 h. Provide annual stipend to EL Program Manager to ensure district wide support to sites for the English Learner program, including parent outreach/involvement (\$6,000 - LCFF) Object Codes 1000 & 3000 i. Utilize School Improvement Coordinator to effectively manage the EL program from the district level to ensure effective communication and	new curriculum and scope and sequence (\$10,000 -LCFF) Object Codes 1000 & 3000 f. Provide substitutes and/or teacher hourly rate beyond the contract day for CCSS ELD standards training (\$4,000- LCFF) Object Codes 1000 & 3000 g. Provide English 3D program instructional materials (\$10,000 - LCFF) Object Code 5000 h. Provide annual stipend to EL Program Manager to ensure district wide support to sites for the English Learner program, including parent outreach/involvement (\$6,000 - LCFF) Object Codes 1000 & 3000 i. Utilize School Improvement Coordinator to effectively manage the EL program from the district level to ensure effective communication and translations services,	including alignment to new curriculum and scope and sequence for new teachers (\$5,000 -LCFF) Object Codes 1000 & 3000 f. Provide substitutes and/or teacher hourly rate beyond the contract day for CCSS ELD standards training (\$2,500- LCFF) Object Codes 1000 & 3000 g. Provide English 3D program instructional materials (\$10,000 - LCFF) Object Code 5000 h. Provide annual stipend to EL Program Manager to ensure district wide support to sites for the English Learner program, including parent outreach/involvement (\$6,000 - LCFF) Object Codes 1000 & 3000 i. Utilize School Improvement Coordinator to effectively manage the EL program from the district level to ensure effective

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					translations services, parent training and outreach (see 3.6a - LCFF) Object Codes 1000 & 3000	parent training and outreach (see 3.6a - LCFF) Object Codes 1000 & 3000	communication and translations services, parent training and outreach (see 3.6a - LCFF) Object Codes 1000 & 3000
5. Close the achievement gap for underperforming subgroups.	Priority 3 – Parent Involvement Priority 4 – pupil achievement Priority 8 – other pupil outcomes	For re-designated fluent English proficient pupils: 1) Provide mentoring support services through a site EL coordinator for grades 3-11 EL students supporting increased reclassification rates and the aligned opportunity for the seal of bi-literacy at graduation 2) Continue to provide ongoing district wide collaboration and professional development to support reclassification	LEA wide		a. EL site coordinator stipend for support work beyond the contract day (\$20,000-LCFF) Object Codes 1000 & 3000 b. Provide substitutes and/or teacher hourly rate beyond the contract day for district coordinated quarterly collaboration meetings to ensure program fidelity and other support measures to exit students from EL classification (\$5,000-LCFF) Object Codes 1000 & 3000 c. Language Assessment Center support for identification, reclassification and progress monitoring (\$200,000 - LCFF) Object Codes 2000 &	a. EL site coordinator stipend for support work beyond the contract day (\$20,000 - LCFF) Object Codes 1000 & 3000 b. Provide substitutes and/or teacher hourly rate beyond the contract day for district coordinated quarterly collaboration meetings to ensure program fidelity and other support measures to exit students from EL classification (\$5,000-LCFF) Object Codes 1000 & 3000 c. Language Assessment Center support for identification, reclassification and progress monitoring (\$200,000 - LCFF) Object Codes 2000 & 3000 d. Contract extra hours	a. EL site coordinator stipend for support work beyond the contract day (\$20,000 - LCFF) Object Codes 1000 & 3000 b. Provide substitutes and/or teacher hourly rate beyond the contract day for district coordinated quarterly collaboration meetings to ensure program fidelity and other support measures to exit students from EL classification (\$5,000-LCFF) Object Codes 1000 & 3000 c. Language Assessment Center support for identification, reclassification and progress monitoring (\$200,000 - LCFF) Object Codes 2000 &

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					3000 d. Contract extra hours for support personnel to assist with the reclassification progress monitoring (\$12,000 –LCFF) Object Codes 2000 & 3000	for support personnel to assist with the reclassification progress monitoring (\$12,000 – LCFF) Object Codes 2000 & 3000	3000 d. Contract extra hours for support personnel to assist with the reclassification progress monitoring (\$12,000 – LCFF) Object Codes 2000 & 3000
2. Continue existing efforts to foster positive school environments to effectively support student learning	<u>Priority 1</u> - Basic Services <u>Priority 2</u> - Implementation of State Standards <u>Priority 3</u> – Parent Involvement <u>Priority 4</u> - Student Achievement <u>Priority 5</u> - Student Engagement <u>Priority 6</u> - School Climate <u>Priority 7</u> - Course Access <u>Priority 8</u> - Other student outcomes	For Foster Youth: 1) Provide additional counseling services to support resource attainment, funding resources for higher education opportunities and improved attendance and graduation rates 2) Collaborate with outside agencies to support academic achievement for foster youth	LEA - wide		a. Provide centralized counselor for at-risk youth focused on services for Foster Youth and Homeless students (\$110,000 - LCFF) Object Codes 1000 & 3000 b. Identify and coordinate summer alternatives for academic intervention (no additional cost)	a. Provide centralized counselor for at-risk youth focused on services for Foster Youth and Homeless students (\$110,000 - LCFF) Object Codes 1000 & 3000 b. Identify and coordinate summer alternatives for academic intervention (no additional cost)	a. Provide centralized counselor for at-risk youth focused on services for Foster Youth and Homeless students (\$110,000 - LCFF) Object Codes 1000 & 3000 b. Identify and coordinate summer alternatives for academic intervention (no additional cost)

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of,

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

For the 2014-15 school year, the District’s estimated supplemental and concentration grant funding is **\$6.1 million in new funding and \$800,000 in ongoing funds, totaling \$6.9 million**. This funding is being used to provide the following actions and services that directly support low income, foster youth and English learner pupils. Specifically, the actions and services include:

1. Ensure teacher expertise with Common Core aligned practices and curriculum for Math and Reading with extensive professional development
2. Utilize instructional coaches to increase effective instruction aligned to the Common Core which will increase student achievement
3. Improve teacher expertise with targeted research-based instructional practices that promote student achievement for sub-group success particularly focused on strategies for low income, English learner and Foster Youth students. This also includes support to teachers to effectively personalize their teaching and ultimately improve their relationships with struggling learners.
4. Increase opportunity for college and career readiness with comprehensive access to AVID and Career pathways
5. Provide a Math support program in grades 6-9
6. Promote and expand parent engagement through community outreach and increased translation services
7. Provide targeted instruction for long-term English Learners in grades 6-10 to ensure reclassification and promote academic success
8. Provide mentoring support services for grades 3-11 EL students supporting increased reclassification rates and the aligned opportunity for the seal of bi-literacy at graduation
9. Provide additional counseling services to support resource attainment, funding resources for higher education opportunities and improved attendance and graduation rates including a centralized counselor for at-risk youth focused on services for Foster Youth and Homeless students.

The implementation of the new Common Core State Standards requires additional training for all teachers of all students including low income, English Learner and Foster Youth students in the Common Core curricula. In addition, targeted training focused on engaging low income, English Learner and Foster Youth students to ensure subgroup academic success will be provided to all teachers district-wide. Additionally, AVID is a program developed specifically to promote success for under-represented students such as low income, English Learner and Foster Youth students. An expanded Career Pathway program as well as Math intervention also specifically targets the needs of English Learner and Foster Youth students. Finally, positive behavior intervention programs also target the specific needs of low income, English Learner and Foster Youth students.

These expenditures aim to improve the educational experiences of low income pupils, English Learners and Foster Youth by augmenting the comprehensive services that they require to attain academic success, close the achievement gap, and demonstrate college and career readiness. The services are intended to be deployed in a district wide manner. A district wide approach is a proven strategy for organizations where students and families have mobility and school choice descriptors. It ensures equity across a diverse community and enables program consistency and efficiencies that maximize the use of public funds.

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

percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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 is calculated as **5.08%** Consistent with the requirements of 5CCR15496, the actions and services provided in the LCAP year demonstrate increased and improved services for the unduplicated pupils as described below:

1. Ensure teacher expertise with Common Core aligned practices and curriculum for Math and Reading with extensive professional development
 - In the 2013-14 school year, teacher training with Common Core math was introductory, with only 1 day of centralized training per teacher. No teaching reading training was provided.
 - In the 2014-15 LCAP year, the District will increase this training to include 5 days of centralized training per teacher for Math grades K-10 and Reading for grades 1-3 as well as individualized in class coaching, instructional planning and data analysis support from both Math and Reading content specialist/teacher on assignment/coach.
2. Utilize instructional coaches to increase effective instruction aligned to the Common Core which will increase student achievement
 - In the 2013-14 school year, teacher coaching included 1 coach per site 1 day a week at all levels: elementary, middle and high school.
 - In the 2014-15 LCAP year, the District will increase this instructional support to include both Math (grades K-12) and Reading (grades 1-3) coaches at each site 1 day per week, and in addition to the current coaches who will continue to support the ELA curriculum and effective instructional strategy implementation which provides 2-3 instructional/content coaches per site 1 day per week.
3. Improve teacher expertise with targeted research-based instructional practices that promote student achievement for sub-group success
 - In the 2013-14 school year, teacher expertise was supported through onsite training and collaboration provided by teacher coaches.
 - In the 2014-15 LCAP year, the District will increase this to include 3 full day training workshops on research based best practices for English Learners, Low Income and other at-risk student groups. This is in addition to or complimentary to the current ongoing support of instructional coaches to assist with the implementation of these new strategies.
4. Increase opportunity for college and career readiness with comprehensive access to AVID and Career pathways
 - In the 2013-14 school year, an AVID program and limited CTE and ROP courses have been offered at each high school.
 - In the 2014-15 LCAP year, the District will increase services through both comprehensive training and district coordination to expand the AVID program to ensure equity among sites and to identify and plan for a Career Pathway at each school site.
5. Provide a Math support program in grades 6-9
 - In the 2013-14 school year, Math support for grades 8-9 initial implementation of integrated Math included the development of a supplemental scope and sequence in 8th grade and 2-day training for teachers.
 - In the 2014-15 LCAP year, the District will increase services by providing 8 reduced Math class sizes in 8th grade, and to provide afterschool tutoring utilizing an established afterschool program with established curriculum technology.
6. Promote and expand parent engagement through community outreach and translation services
 - In the 2013-14 school year, the District provided a variety of community forums to support parent transition to Common Core standards, new assessment and the aligned instructional changes. In addition, the District funded a comprehensive translation services program, a Language Assessment Center and additional parent conferences for English Learner parents.
 - In the 2014-15 LCAP year, the District will improve and expand these services based on the insight gained from community feedback from the 2013-14 school year.
7. Provide targeted instruction for long-term English Learners in grades 6-10 to ensure reclassification and promote academic success
 - In the 2013-14 school year, the District coordinated the pilot of the English 3D program for long term English Learners at 5 of the 7 secondary sites.
 - In the 2014-15 LCAP year, the District will improve these services based on the insight gained from this initial implementation as well as to expand these

services to include all 7 secondary sites.

8. Provide mentoring support services for grades 3-11 EL students supporting increased reclassification rates and the aligned opportunity for the seal of bi-literacy at graduation
 - In the 2013-14 school year, the District facilitated for site EL coordinators that began the mentoring process to include student support and parent outreach.
 - In the 2014-15 LCAP year, the District will improve these services with targeted support to these site coordinators including progress monitoring and district wide education and assessment development for the seal of bi-literacy.
9. Provide additional counseling services to support resource attainment, funding resources for higher education opportunities and improved attendance and graduation rates including a centralized counselor for at-risk youth focused on services for Foster Youth and Homeless students.
 - In the 2013-14 school year, the District provided a part-time centralized counselor to support Foster Youth and homeless students.
 - In the 2014-15 LCAP year, the District will improve these services by providing a full time centralized counselor to support Foster Youth and homeless students. The additional funding will support increased family outreach to support resource attainment and funding resources for higher education opportunities.

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